2005

General Catalog

Volume 68

September 1, 2004

The University of Values

Jerry C. Lee
Chancellor
National University System

President
National University

Dear Student,

On behalf of the Board of Trustees, staff, faculty, your fellow students and alumni, I am pleased to welcome you to National University.
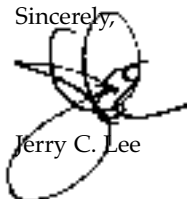
Founded in 1971, National was among the first institutions in higher education to recognize the shifting demographics among modern college and university students and respond accordingly. As more adults, full-time employees and business owners pursued degree and credential programs, National stepped forward as a leader in the development of innovative, challenging and accessible degree programs.

Throughout this catalog, and in every class offered at National, you will observe a constant focus on quality and an ongoing commitment to incorporate new technologies and current subject matter into National's curricula. We begin this academic year offering 38 degree programs in online format, allowing students worldwide to pursue a broad range of degrees and credentials via the Internet.

Always looking toward the future, National University shapes its new programs to reflect the changing demands and dynamic circumstances of a technically-integrated, fast-paced global community. Fresh offerings such as our Master of Science degree in homeland security and safety engineering and Master of Fine Arts degree in digital cinema, for example, illustrate just some of the new challenges and the new opportunities that we are addressing. Our goal is to ensure that the education you receive at National University is among the most rigorous, relevant and rewarding in higher learning.

As much as National University has achieved in its 34 years, we look forward to an even more distinguished future. It is a bright and promising outlook that we plan on sharing with you as we constantly seek new and better ways to address the needs of our students, as well as those within our communities, our state, the nation and the world.

Sincerely,

Jerry C. Lee

Table of Contents

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Associate Regional Dean, Costa Mesa

Mahvash Yadegarpour, M.B.A.
Associate Regional Dean, Los Angeles

Calendar and Class Schedules

Fall 2004

Fall Quarter Begins:
Monday, September 27
Thanksgiving:
Thursday, November 25 and
Friday, November 26
Fall Quarter Ends:
Saturday, December 18

Winter 2005

Winter Quarter Begins:
Monday, January 3
Martin Luther King's Birthday:
Monday, January 17
President's Day:
Monday, February 21
Winter Quarter Ends:
Saturday, March 26

Spring 2005

Spring Quarter Begins:
Monday, April 4
Memorial Day:
Monday, May 30
Spring Quarter Ends:
Saturday, June 25

Summer 2005

Summer Quarter Begins:
Tuesday, July 5
Labor Day:
Monday, September 5
Summer Quarter Ends:
Saturday, September 24

Fall 2005

Fall Quarter Begins:
Monday, September 26
Thanksgiving:
Thursday, November 24 and
Friday, November 25
Fall Quarter Ends:
Saturday, December 17

Winter 2006

Winter Quarter Begins:
Monday, January 2
Martin Luther King's Birthday:
Monday, January 16
President's Day:
Monday, February 20
Winter Quarter Ends:
Saturday, March 25

Spring 2006

Spring Quarter Begins:
Monday, April 3
Memorial Day:
Monday, May 29
Spring Quarter Ends:
Saturday, June 24

Summer 2006

Summer Quarter Begins:
Monday, July 3
Independence Day:
Tuesday, July 4
Labor Day:
Monday, September 4
Summer Quarter Ends:
Saturday, September 23

Fall 2006

Fall Quarter Begins:
Monday, September 25
Thanksgiving:
Thursday, November 23 and
Friday, November 24
Fall Quarter Ends:
Saturday, December 16

Winter 2007

Winter Quarter Begins:
Monday, January 8
Martin Luther King's Birthday:
Monday, January 15
President's Day:
Monday, February 19
Winter Quarter Ends:
Saturday, March 31

Spring 2007

Spring Quarter Begins:
Monday, April 9
Memorial Day:
Monday, May 28
Spring Quarter Ends:
Saturday, June 30

Summer 2007

Summer Quarter Begins:
Monday, July 9
Labor Day:
Monday, September 3
Summer Quarter Ends:
Saturday, September 29

Fall 2007

Fall Quarter Begins:
Monday, October 1
Thanksgiving:
Thursday, November 22 and
Friday, November 23
Fall Quarter Ends:
Saturday, December 22

Winter 2008

Winter Quarter Begins:
Monday, January 7
Martin Luther King's Birthday:
Monday, January 21
President's Day:
Monday, February 18
Winter Quarter Ends:
Saturday, March 29

Spring 2008

Spring Quarter Begins:
Monday, April 7
Memorial Day:
Monday, May 26
Spring Quarter Ends:
Saturday, June 28

Summer 2008

Summer Quarter Begins:
Monday, July 7
Labor Day:
Monday, September 1
Summer Quarter Ends:
Saturday, September 1

Fall 2008

Fall Quarter Begins:
Monday, September 29
Thanksgiving:
Thursday, November 27 and
Friday, November 28
Fall Quarter Ends:
Saturday, December 20

Winter 2009

Winter Quarter Begins:
Monday, January 5
Martin Luther King's Birthday:
Monday, January 19
President's Day:
Monday, February 16
Winter Quarter Ends:
Saturday, March 28

Spring 2009

Spring Quarter Begins:
Monday, April 6
Memorial Day:
Monday, May 25
Spring Quarter Ends:
Saturday, June 27

Summer 2009

Summer Quarter Begins:
Monday, July 6
Labor Day:
Monday, September 7
Summer Quarter Ends:
Saturday, September 26

Fall 2009

Fall Quarter Begins:
Monday, September 28
Thanksgiving:
Thursday, November 26 and
Friday, November 27
Fall Quarter Ends:
Saturday, December 19

Class Calendar at a Glance

◯ denotes starting dates of classes.

▢ denotes national holiday. The University will be closed on this day.

September 2004

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

October 2004

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

November 2004

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

December 2004

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

January 2005

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

February 2005

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

March 2005

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

April 2005

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

May 2005

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

June 2005

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

July 2005

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

August 2005

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

September 2005

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

October 2005

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

November 2005

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

December 2005

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

January 2006

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

February 2006

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

Onsite Undergraduate Class Schedule
Onsite Undergraduate Classes (4.5 quarter units, 45 contact hours)
Online classes follow the same beginning date as onsite classes. Ending dates vary by program.

National University's academic year is divided into four twelve week quarters, each composed of
three one-month classes. Classes are held two evenings each week from 5:30 to 10:00 p.m.
Undergraduate students generally attend two Saturday sessions from 8:00 a.m. to 12:30 p.m. or 1:00
p.m. to 5:30 p.m. Graduate students meet for a final session on the last Saturday of the 4-week term,
either from 8:30 a.m. to 12:30 p.m. or 1:00 p.m. to 5:00 p.m.

Undergraduate day classes are held either Monday and Wednesday or Tuesday and Thursday from
9:00 a.m. to 2:30 p.m.

Weekday	Time	Saturday Schedule
Monday/Wednesday (8 sessions)	5:30 p.m.-10:00 p.m.	8:00 a.m.-12:30 p.m. or 1:00 p.m.-5:30 p.m.; Normally two Saturdays, three Saturdays if weekday holiday makes it necessary.
Tuesday/Thursday (8 sessions)	5:30 p.m.-10:00 p.m.	8:00 a.m.-12:30 p.m. or 1:00 p.m.-5:30 p.m.; Normally two Saturdays, three Saturdays if weekday holiday makes it necessary.

24 month calendar follows:

Onsite Undergraduate Class Schedule
Monday/Wednesday

Fall 2004
September 27, 29, October 4, 6, 9(8:00-12:30), 11, 13, 18, 20, 23(1:00-5:30)
October 25, 27, November 1, 3, 8, 10, 13(8:00-12:30), 15, 17, 20(8:00-12:30)
November 22, 24, 29, December 1, 4(8:00-12:30), 6, 8, 13, 15, 18(1:00-5:30)

Winter 2005
January 3, 5, 8(8:00-12:30), 10, 12, 19, 22(8:00-12:30), 24, 26, 29(8:00-12:30)
January 31, February 2, 5(8:00-12:30), 7, 9, 12(8:00-12:30), 14, 16, 23, 26(1:00-5:30)
February 28, March 2, 7, 9, 14, 16, 19(8:00-12:30), 21, 23, 26(8:00-12:30)

Spring 2005
April 4, 6, 11, 13, 16(8:00-12:30), 18, 20, 25, 27, 30(1:00-5:30)
May 2, 4, 9, 11, 16, 18, 21(8:00-12:30), 23, 25, 28(8:00-12:30)
June 1, 4(8:00-12:30), 6, 8, 11(8:00-12:30), 13, 15, 20, 22, 25(1:00-5:30)

Summer 2005
July 6, 9(8:00-12:30), 11, 13, 18, 20, 23(8:00-12:30), 25, 27, 30(8:00-12:30)
August 1, 3, 8, 10, 13(8:00-12:30), 15, 17, 22, 24, 27(1:00-5:30)
August 29, 31, September 7, 10(1:00-5:30), 12, 14, 17(8:00-12:30), 19, 21, 24(8:00-12:30)

Fall 2005
September 26, 28, October 3, 5, 8(8:00-12:30), 10, 12, 17, 19, 22(1:00-5:30)
October 24, 26, 31, November 2, 7, 9, 12(8:00-12:30), 14, 16, 19(8:00-12:30)
November 21, 23, 28, 30, December 3(8:00-12:30), 5, 7, 12, 14, 17(1:00-5:30)

Winter 2006
January 2, 4, 7(8:00-12:30), 9, 11, 18, 21(8:00-12:30), 23, 25, 28(8:00-12:30)
January 30, February 1, 4(8:00-12:30), 6, 8, 11(8:00-12:30), 13, 15, 22, 25(1:00-5:30)
February 27, March 1, 6, 8, 13, 15, 18(8:00-12:30), 20, 22, 25(8:00-12:30)

Spring 2006
April 3, 5, 10, 12, 15(8:00-12:30), 17, 19, 24, 26, 29(1:00-5:30)
May 1, 3, 8, 10, 15, 17, 20(8:00-12:30), 22, 24, 27(8:00-12:30)
May 31, June 3(8:00-12:30), 5, 7, 10(8:00-12:30), 12, 14, 19, 21, 24(1:00-5:30)

Summer 2006
July 3, 5, 10, 12, 17, 19, 22(8:00-12:30), 24, 26, 29(8:00-12:30)
July 31, August 2, 7, 9, 12(8:00-12:30), 14, 16, 21, 23, 26(1:00-5:30)
August 28, 30, September 6, 9(1:00-5:30), 11, 13, 16(8:00-12:30), 18, 20, 23(8:00-12:30)

Fall 2006
September 25, 27, October 2, 4, 7(8:00-12:30), 9, 11, 16, 18, 21(1:00-5:30)
October 23, 25, 30, November 1, 6, 8, 11(8:00-12:30), 13, 15, 18(8:00-12:30)
November 20, 22, 27, 29, December 2(8:00-12:30), 4, 6, 11, 13, 16(1:00-5:30)

Onsite Undergraduate Class Schedule
Tuesday/Thursday

Fall 2004
September 28, 30, October 5, 7, 12, 14, 16(8:00-12:30), 19, 21, 23(8:00-12:30)
October 26, 28, November 2, 4, 6(8:00-12:30), 9, 11, 16, 18, 20(1:00-5:30)
November 23, 30, December 2, 4(1:00-5:30), 7, 9, 11(8:00-12:30), 14, 16, 18(8:00-12:30)

Winter 2005
January 4, 6, 11, 13, 18, 20, 22(1:00-5:30), 25, 27, 29(1:00-5:30)
February 1, 3, 8, 10, 12(1:00-5:30), 15, 17, 22, 24, 26(8:00-12:30)
March 1, 3, 8, 10, 12(8:00-12:30), 15, 17, 22, 24, 26(1:00-5:30)

Spring 2005
April 5, 7, 12, 14, 19, 21, 23(8:00-12:30), 26, 28, 30(8:00-12:30)
May 3, 5, 10, 12, 14(8:00-12:30), 17, 19, 24, 26, 28(1:00-5:30)
May 31, June 2, 7, 9, 14, 16, 18(8:00-12:30), 21, 23, 25(8:00-12:30)

Summer 2005
July 5, 7, 12, 14, 16(8:00-12:30), 19, 21, 26, 28, 30(1:00-5:30)
August 2, 4, 9, 11, 16, 18, 20(8:00-12:30), 23, 25, 27(8:00-12:30)
August 30, September 1, 6, 8, 10(8:00-12:30), 13, 15, 20, 22, 24(1:00-5:30)

Fall 2005
September 27, 29, October 4, 6, 11, 13, 15(8:00-12:30), 18, 20, 22(8:00-12:30)
October 25, 27, November 1, 3, 5(8:00-12:30), 8, 10, 15, 17, 19(1:00-5:30)
November 22, 29, December 1, 3(1:00-5:30), 6, 8, 10(8:00-12:30), 13, 15, 17(8:00-12:30)

Winter 2006
January 3, 5, 10, 12, 17, 19, 21(1:00-5:30), 24, 26, 28(1:00-5:30)
January 31, February 2, 7, 9, 11(1:00-5:30), 14, 16, 21, 23, 25(8:00-12:30)
February 28, March 2, 7, 9, 11(8:00-12:30), 14, 16, 21, 23, 25(1:00-5:30)

Spring 2006
April 4, 6, 11, 13, 18, 20, 22(8:00-12:30), 25, 27, 29(8:00-12:30)
May 2, 4, 9, 11, 13(8:00-12:30), 16, 18, 23, 25, 27(1:00-5:30)
May 30, June 1, 6, 8, 13, 15, 17(8:00-12:30), 20, 22, 24(8:00-12:30)

Summer 2006
July 6, 8(8:00-12:30), 11, 13, 15(8:00-12:30), 18, 20, 25, 27, 29(1:00-5:30)
August 1, 3, 8, 10, 15, 17, 19(8:00-12:30), 22, 24, 26(8:00-12:30)
August 29, 31, September 5, 7, 9(8:00-12:30), 12, 14, 19, 21, 23(1:00-5:30)

Fall 2006
September 26, 28, October 3, 5, 10, 12, 14(8:00-12:30), 17, 19, 21(8:00-12:30)
October 24, 26, 31, November 2, 4(8:00-12:30), 7, 9, 14, 16, 18(1:00-5:30)
November 21, 28, 30, December 2(1:00-5:30), 5, 7, 9(8:00-12:30), 12, 14, 16(8:00-12:30)

Onsite Graduate Classes (4.5 quarter units, 40 contact hours)
Online classes follow the same beginning date as onsite classes. Ending dates vary by program.

Weekday	Time	Saturday Schedule
Monday/Wednesday (8 sessions)	5:30 p.m.-10:00 p.m.	8:30 a.m.-12:30 p.m. or 1:00 p.m.-5:00 p.m.; Normally one Saturday, two Saturdays if weekday holiday makes it necessary.
Tuesday/Thursday (8 sessions)	5:30 p.m.-10:00 p.m.	8:30 a.m.-12:30 p.m. or 1:00 p.m.-5:00 p.m.; Normally one Saturday, two Saturdays if weekday holiday makes it necessary.

24 month calendar follows:

Onsite Graduate Class Schedule
Monday/Wednesday

Fall 2004
September 27, 29, October 4, 6, 11, 13, 18, 20, 23(1:00-5:00)
October 25, 27, November 1, 3, 8, 10, 15, 17, 20(8:30-12:30)
November 22, 24, 29, December 1, 6, 8, 13, 15, 18(1:00-5:00)

Winter 2005
January 3, 5, 8(8:00-12:30), 10, 12, 19, 24, 26, 29(8:30-12:30)
January 31, February 2, 5(8:00-12:30), 7, 9, 14, 16, 23, 26(1:00-5:00)
February 28, March 2, 7, 9, 14, 16, 21, 23, 26(8:30-12:30)

Spring 2005
April 4, 6, 11, 13, 18, 20, 25, 27, 30(1:00-5:00)
May 2, 4, 9, 11, 16, 18, 23, 25, 28(8:30-12:30)
June 1, 4(8:00-12:30), 6, 8, 13, 15, 20, 22, 25(1:00-5:00)

Summer 2005
July 6, 9(8:00-12:30), 11, 13, 18, 20, 25, 27, 30(8:30-12:30)
August 1, 3, 8, 10, 15, 17, 22, 24, 27(1:00-5:00)
August 29, 31, September 7, 12, 14, 17(8:00-12:30), 19, 21, 24(8:30-12:30)

Fall 2005
September 26, 28, October 3, 5, 10, 12, 17, 19, 22(1:00-5:00)
October 24, 26, 31, November 2, 7, 9, 14, 16, 19(8:30-12:30)
November 21, 23, 28, 30, December 5, 7, 12, 14, 17(1:00-5:00)

Winter 2006
January 2, 4, 7(8:00-12:30), 9, 11, 18, 23, 25, 28(8:30-12:30)
January 30, February 1, 4(8:00-12:30), 6, 8, 13, 15, 22, 25(1:00-5:00)
February 27, March 1, 6, 8, 13, 15, 20, 22, 25(8:30-12:30)

Spring 2006
April 3, 5, 10, 12, 17, 19, 24, 26, 29(1:00-5:00)
May 1, 3, 8, 10, 15, 17, 22, 24, 27(8:30-12:30)
May 31, June 3(8:00-12:30), 5, 7, 12, 14, 19, 21, 24(1:00-5:00)

Summer 2006
July 3, 5, 10, 12, 17, 19, 24, 26, 29(8:30-12:30)
July 31, August 2, 7, 9, 14, 16, 21, 23, 26(1:00-5:00)
August 28, 30, September 6, 11, 13, 16(8:00-12:30), 18, 20, 23(8:30-12:30)

Fall 2006
September 25, 27, October 2, 4, 9, 11, 16, 18, 21(1:00-5:00)
October 23, 25, 30, November 1, 6, 8, 13, 15, 18(8:30-12:30)
November 20, 22, 27, 29, December 4, 6, 11, 13, 16(1:00-5:00)

Onsite Graduate Class Schedule
Tuesday/Thursday

Fall 2004
September 28, 30, October 5, 7 12, 14, 19, 21, 23(8:30-12:30)
October 26, 28, November 2, 4, 9, 11, 16, 18, 20(1:00-5:00)
November 23, 30, December 2, 7, 9, 11(8:00-12:30), 14, 16, 18(8:30-12:30)

Winter 2005
January 4, 6, 11, 13, 18, 20, 25, 27, 29(1:00-5:00)
February 1, 3, 8, 10, 15, 17, 22, 24, 26(8:30-12:30)
March 1, 3, 8, 10, 15, 17, 22, 24, 26(1:00-5:00)

Spring 2005
April 5, 7, 12, 14, 19, 21, 26, 28, 30(8:30-12:30)
May 3, 5, 10, 12, 17, 19, 24, 26, 28(1:00-5:00)
May 31, June 2, 7, 9, 14, 16, 21, 23, 25(8:30-12:30)

Summer 2005
July 5, 7, 12, 14, 19, 21, 26, 28, 30(1:00-5:00)
August 2, 4, 9, 11, 16, 18, 23, 25, 27(8:30-12:30)
August 30, September 1, 6, 8, 13, 15, 20, 22, 24(1:00-5:00)

Fall 2005
September 27, 29, October 4, 6, 11, 13, 18, 20, 22(8:30-12:30)
October 25, 27, November 1, 3, 8, 10, 15, 17, 19(1:00-5:00)
November 22, 29, December 1, 6, 8, 10(8:00-12:30), 13, 15, 17(8:30-12:30)

Winter 2006
January 3, 5, 10, 12, 17, 19, 24, 26, 28(1:00-5:00)
January 31, February 2, 7, 9, 14, 16, 21, 23, 25(8:30-12:30)
February 28, March 2, 7, 9, 14, 16, 21, 23, 25(1:00-5:00)

Spring 2006
April 4, 6, 11, 13, 18, 20, 25, 27, 29(8:30-12:30)
May 2, 4, 9, 11, 16, 18, 23, 25, 27(1:00-5:00)
May 30, June 1, 6, 8, 13, 15, 20, 22, 24(8:30-12:30)

Summer 2006
July 6, 8(8:00-12:30), 11, 13, 18, 20, 25, 27, 29(1:00-5:00)
August 1, 3, 8, 10, 15, 17, 22, 24, 26(8:30-12:30)
August 29, 31, September 5, 7, 12, 14, 19, 21, 23(1:00-5:00)

Fall 2006
September 26, 28, October 3, 5, 10, 12, 17, 19, 21(8:30-12:30)
October 24, 26, 31, November 2, 7, 9, 14, 16, 18(1:00-5:00)
November 21, 28, 30, December 5, 7, 9(8:00-12:30), 12, 14, 16(8:30-12:30)

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S-T SACRAMENTO

S-Q STOCKTON

J-S SAN JOSE

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G-N HENDERSON, NEVADA

F-K BAKERSFIELD

O-S SAN BERNARDINO

L-S SHERMAN OAKS

P-N TWENTYNINE PALMS

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O-B ORANGE

O-P COSTA MESA

N-C CARLSBAD

N-R RANCHO BERNARDO

G-H HONOLULU, HAWAII

H A W A I I

SAN DIEGO COUNTY
13 LOCATIONS (V-X)
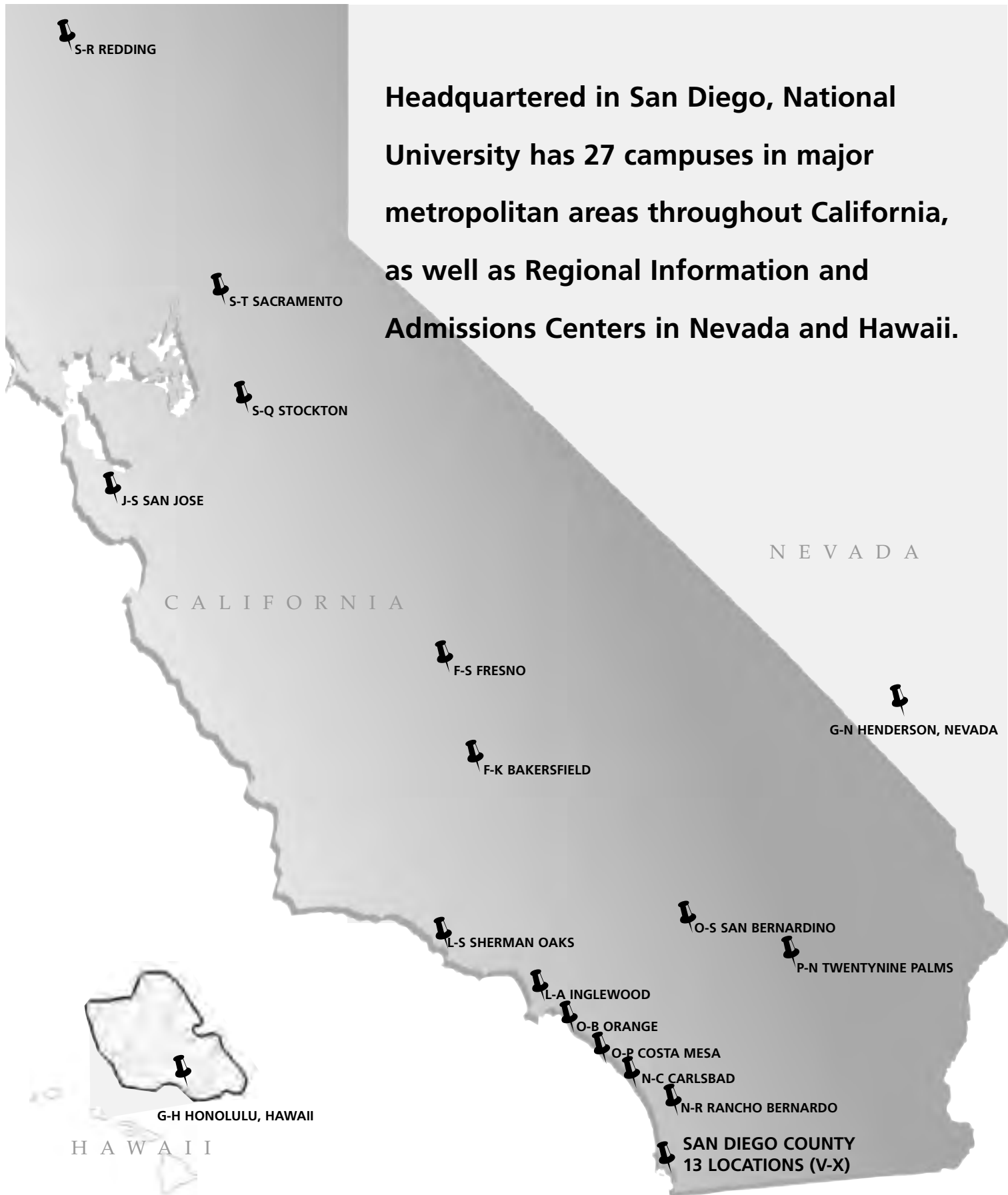
maps not shown to scale

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Administrative Headquarters**
11355 North Torrey Pines Road
La Jolla, CA 92037-1011
(858) 642-8000

**V-H National University
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11255 North Torrey Pines Road
La Jolla, CA 92037-1011
(858) 642-8800

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San Diego, CA 92123-1447
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Learning Center**
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San Diego, CA 92145
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(619) 563-7478

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San Diego, CA 92136-5000
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Center Learning Center**
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(619) 563-7488

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San Diego, CA 92134-5000
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O-B Orange Learning Center
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Costa Mesa, CA 92626-1502
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(916) 855-4100

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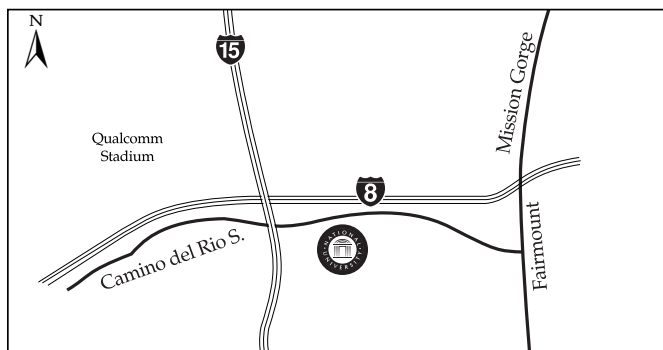Redding, CA 96002-0629
(530) 226-4000

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Honolulu, HI 96813
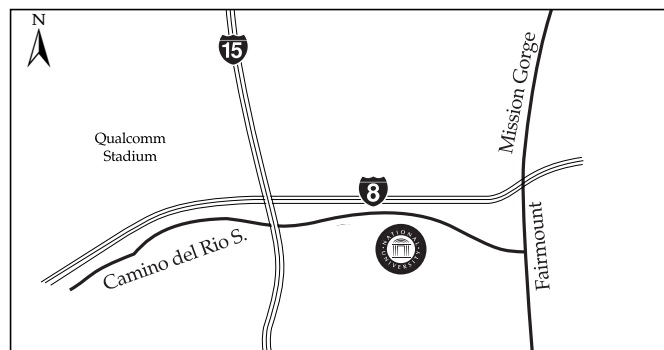(808) 599-3597
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NEVADA

G-N National University Nevada
10120 South Eastern Avenue
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Henderson, NV 89052
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Fax (702) 492-4923

Location Maps

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(619) 563-7100

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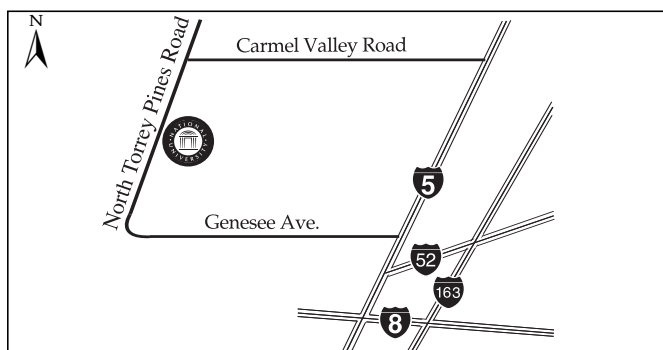
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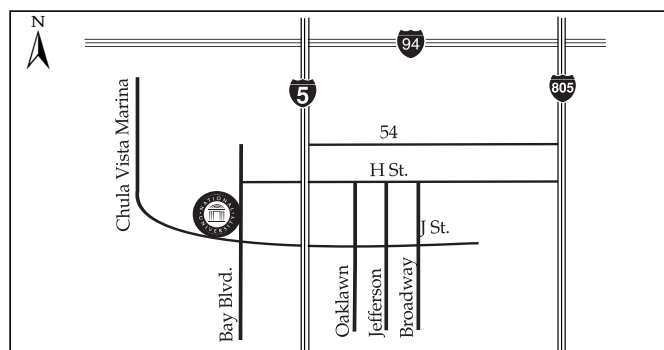
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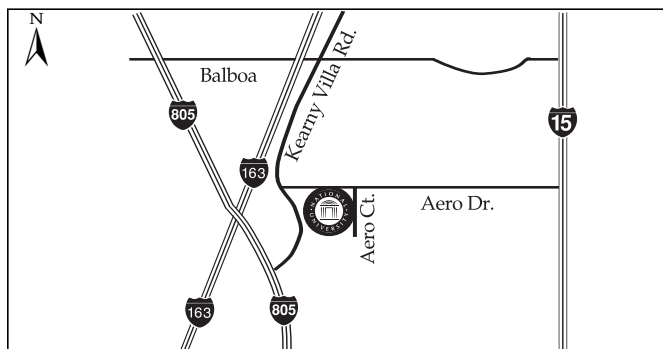
V-K Kearny Mesa Learning Center
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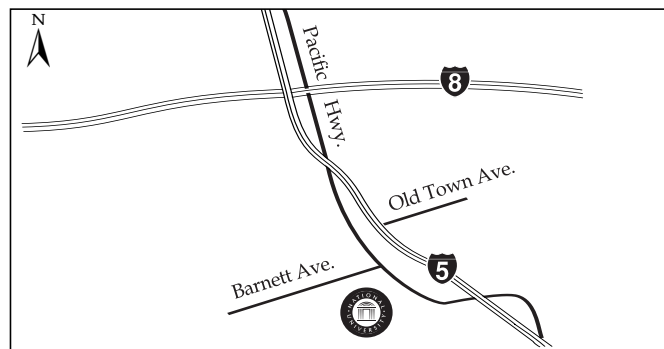
V-M Marine Corps Recruit Depot Learning Center
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CA 92140-5000
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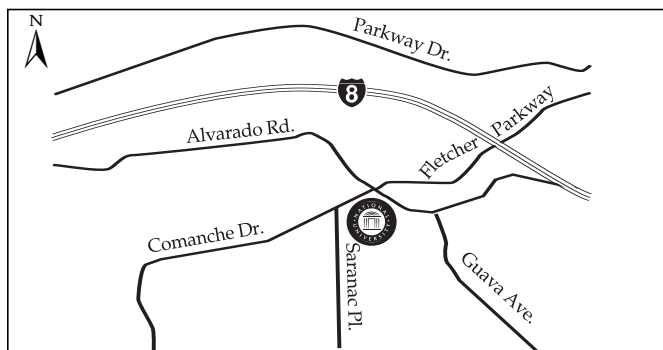
V-O La Mesa Learning Center
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(619) 337-7500
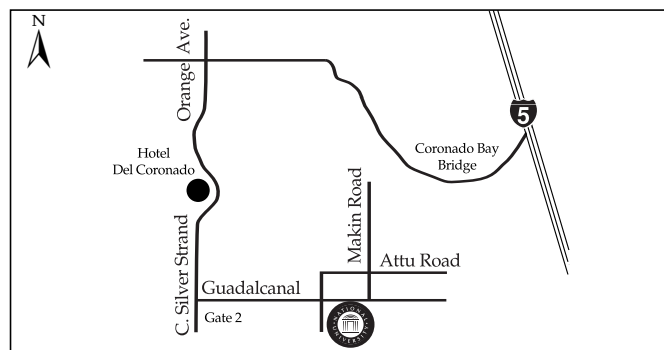
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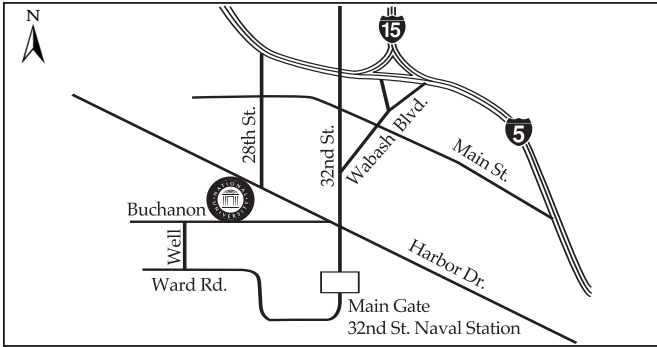
V-5   Naval Station 32nd Street Learning Center
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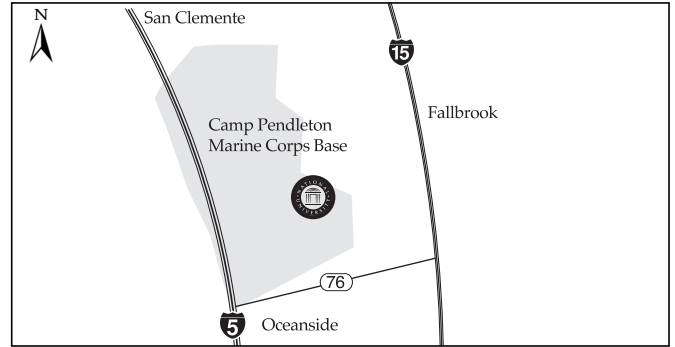
V-V   Marine Corps Base Camp Pendleton Learning Center
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(760) 268-1533
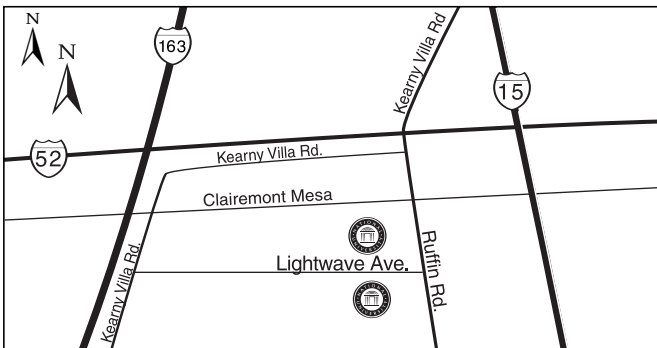
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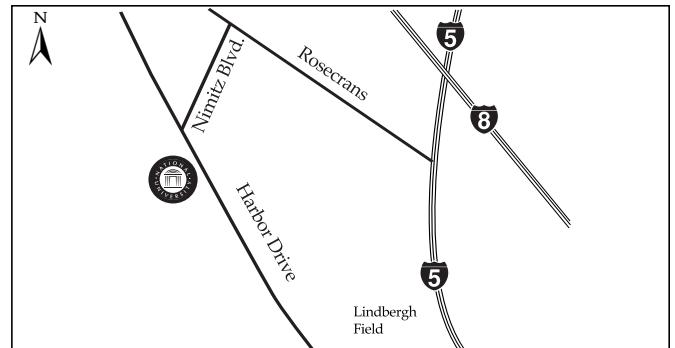
V-6   Fleet Anti-Submarine Warfare Training Center Learning Center, Fleet Anti-Submarine Warfare Training Center, Building 7, San Diego, CA 92147-5090
(619) 563-7488
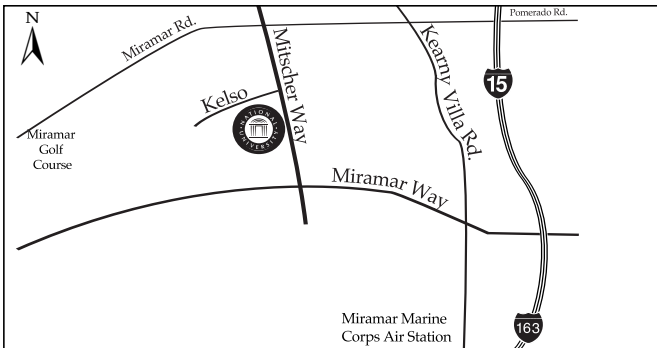
V-2   Marine Corps Air Station Learning Center
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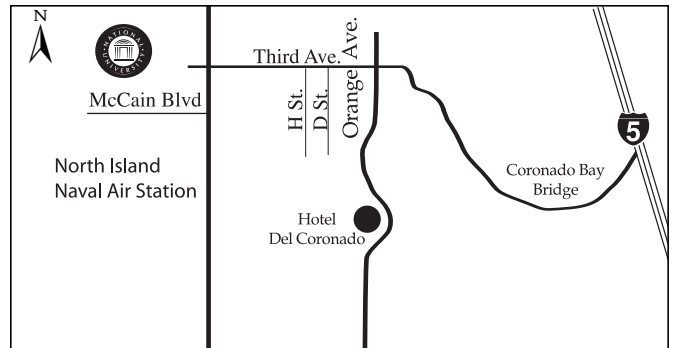
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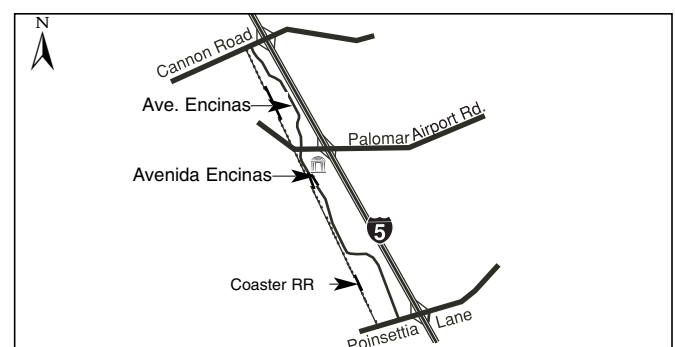
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  4141 Camino del Rio South
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  E-mail: mvadmissions@nu.edu
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  E-mail: cvadmissions@nu.edu
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  E-mail: kmadmissions@ne.edu
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  (619) 337-7500
  E-mail: lmadmissions@nu.edu

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Fax: (858) 541-7996

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Mission Valley
  (619) 563-7338
South Bay
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Spectrum
  (858) 541-7759

Educational Services
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San Diego, CA 92108

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4121 Camino del Rio South,
Suite 18
(619) 563-2657
Fax: (619) 563-7393

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   E-mail: finaidinfo@nu.edu
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Douglas Barr
Associate Regional Dean
M.B.A., National University

Marine Corps Air Station Learning
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Naval Hospital
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San Diego, CA 92134-5000
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Fax: (619) 563-2592

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Fleet Anti-Submarine Warfare
Training Center Learning Center
Fleet Anti-Submarine Warfare Training
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Naval Submarine Base
Admissions Office
Naval Submarine Base
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San Diego, CA 92106-3521
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Learning Center
Building 650
San Diego, CA 92135-7024
(619) 563-7478

Mark Moses
Associate Regional Dean
M.A. in Counseling Psychology
National University

Rancho Bernardo Learning Center
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(858) 521-3900

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Maheba Merhi
Associate Regional Dean
M.B.A., National University

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Suite 17
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E-mail: ipo@nu.edu

Location Maps
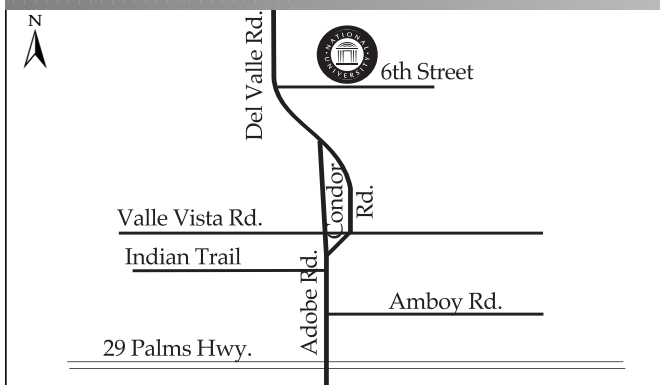
P-N Twentynine Palms Learning Center
Marine Air Ground Task Force Training Center
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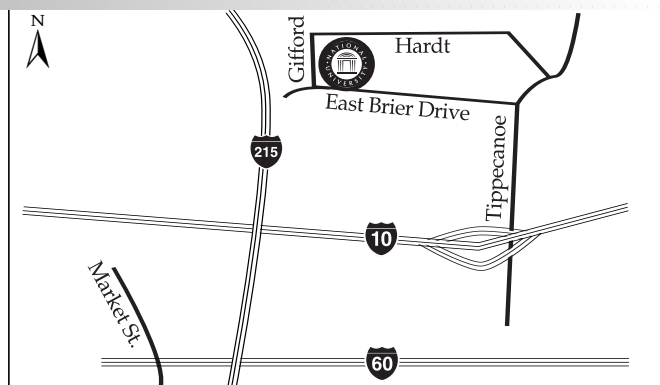
O-S San Bernardino Academic Center
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San Bernardino, CA 92408-2815
(909) 806-3300

Los Angeles County

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9920 South La Cienega Boulevard, Suite 404
Inglewood, CA 90301-4423
(310) 258-6600

L-S San Fernando Learning Center
14724 Ventura Boulevard, Suite 801
Sherman Oaks, CA 91403-3501
(818) 817-2460

Orange County

O-B Orange Learning Center
765 The City Drive South
Orange, CA 92868-4942
(714) 429-5300

O-P Costa Mesa Academic Center
3390 Harbor Boulevard
Costa Mesa, CA 92626-1502
(714) 429-5100

Kern County

F-K **Bakersfield Academic Center**
4560 California Avenue, Suite 300
Bakersfield, CA 93309-1150
(661) 864-2360

Fresno County

F-S **Fresno Academic Center**
20 River Park Place West
Fresno, CA 93720-1551
(559) 256-4900

Santa Clara County

J-S **San Jose Academic Center**
3031 Tisch Way, 100 Plaza East
San Jose, CA 95128-2541
(408) 236-1100

San Joaquin County

S-Q **Stockton Academic Center**
3520 Brookside Road
Stockton, CA 95219-2319
(209) 475-1400

Sacramento County

S-T **Sacramento Academic Center**
9320 Tech Center Drive
Sacramento, CA 95826-2558
(916) 855-4100

Shasta County

S-R **Redding Academic Center**
2195 Larkspur Lane, Suite 200
Redding, CA 96002-0629
(530) 226-4000

13

Southern California Administration

David Waller
Associate Regional Dean
M.A. in Counseling Psychology
National University

Costa Mesa Academic Center
3390 Harbor Boulevard
Costa Mesa, CA 92626-1502
(714) 429-5100 • Fax: (714) 429-5396

Academic Department
(714) 429-5141
Fax: (714) 429-5397
Admissions
(714) 429-5100
Fax: (714) 429-5220
Bookstore
Phone: (800) 325-3252
Fax: (800) 499-0143
Internet: www.mbsdirect.net/national
Business Office/Student Accounts
(714) 429-5171
Computer Lab
(714)429-5122
Conference Facilities
(714) 429-5280
Credential Advisor
(714) 429-5403
Educational Services
(714) 429-5280
Financial Aid
(714) 429-5175
Library Information Center
(714) 429-5180
Fax: (714) 429-5399
School of Arts and Sciences
(714) 429-5100
Fax: (714) 429-5397
School of Business and Management
(714) 429-5100
Fax: (714) 429-5397
School of Education
(714) 429-5100
Fax: (714) 429-5397

Orange Learning Center
765 The City Drive South
Orange, CA 92868-4942
(714) 429-5300 • Fax: (714) 429-5307

Admissions
(714) 429-5300
Fax: (714) 429-5307
Bookstore
Phone: (800) 325-3252
Fax: (800) 499-0143
Internet: www.mbsdirect.net/national
Business Office/Student Accounts
(714) 429-5308
Financial Aid
(714) 429-5303

Mahvash Yadegarpour
Associate Regional Dean
M.B.A., National University

Los Angeles Academic Center
9920 South La Cienega Blvd.,
Suite 404
Inglewood, CA 90301-4423
(310) 258-6600 • Fax: (310) 258-6698

Academic Department
(310) 258-6604
Administration
(310) 258-6603
Admissions
(310) 258-6600
Fax: (310) 258-6697
Bookstore
Phone: (800) 325-3252
Fax: (800) 499-0143
Internet: www.mbsdirect.net/national
Business Office/Student Accounts
(310) 258-6660
Conference Facilities
(310) 258-6670
Credential Advisor
(310) 258-6740
Financial Aid
(310) 258-6659
Library Information Center
(310) 258-6780
Fax: (310) 258-6696
School of Arts and Sciences
(310) 258-6600
Fax: (310) 258-6694
School of Business and Management
(310) 258-6600
Fax: (310) 258-6694
School of Education
(310) 258-6600
Fax: (310) 258-6694

San Fernando Valley Learning Center
14724 Ventura Boulevard, Suite 801
Sherman Oaks, CA 91403-3501
(818) 817-2460
Fax: (818) 817-2468

Admissions
(818) 817-2460
Fax: (818) 817-2468
Bookstore
Phone: (800) 325-3252
Fax: (800) 499-0143
Internet: www.mbsdirect.net/national

Olivia Horton
Associate Regional Dean
M.A. in Human Behavior
National University

San Bernardino Academic Center
804 East Brier Drive
San Bernardino, CA 92408-2815
(909) 806-3300 • Fax: (909) 806-3398

Admissions
(909) 806-3300
Fax: (909) 806-3398
Bookstore
Phone: (800) 325-3252
Fax: (800) 499-0143
Internet: www.mbsdirect.net/national
Business Office/Student Accounts
(909) 806-3310
Credential Advisor
(909) 806-3332
Fax: (909) 806-3341
Financial Aid
(909) 806-3375
Library Information Center
(909) 806-3381
Fax: (909) 806-3380
School of Business and Management
(909) 806-3343
School of Education
(909) 806-3335
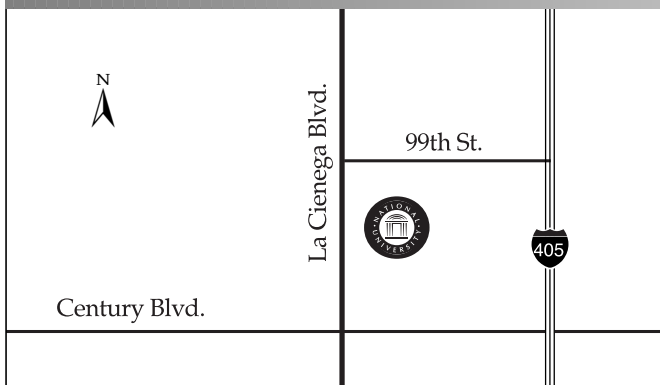School of Arts and Science
(909) 806-3334

Twentynine Palms Learning Center
Marine Corps Air Ground
Task Force Training Center, Building 1526
P.O. Box 6051
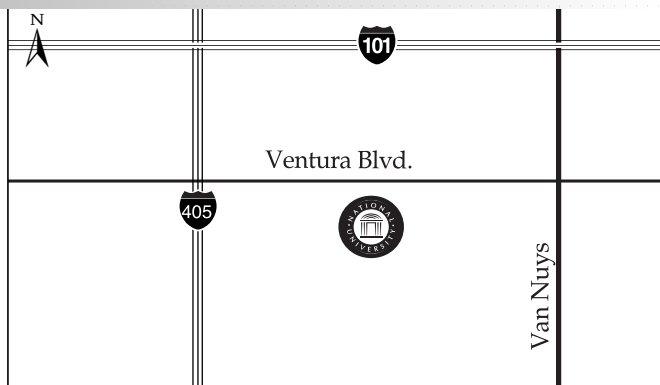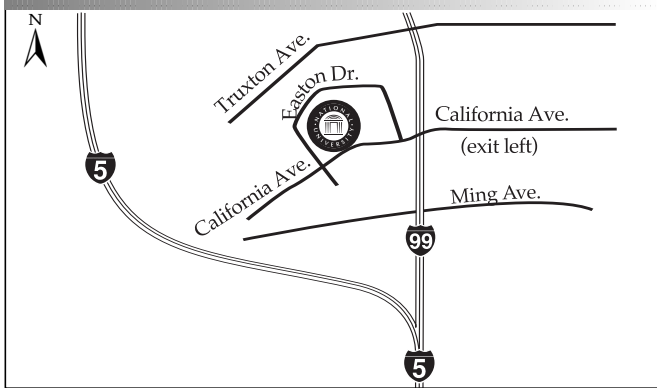Twentynine Palms, CA 92278-1118
(760) 830-7340
Fax: (619) 563-7341

Bookstore
Phone: (800) 325-3252
Fax: (800) 499-0143
Internet: www.mbsdirect.net/national

Melissa Bellinger
Associate Regional Dean
M.B.A., National University

Bakersfield Academic Center
4560 California Avenue, Suite 300
Bakersfield, CA 93309-1150
(661) 864-2360 • Fax: (661) 864-2368

Administration
(661) 864-2363
Admissions
(661) 864-2360
Bookstore
Phone: (800) 325-3252
Fax: (800) 499-0143
Internet: www.mbsdirect.net/national
Business Office/Student Accounts
661-864-2371
Conference Facilities
(661) 864-2360
Credential Advisor
(661) 864-2375
Financial Aid
(661) 864-2371
School of Arts and Sciences
(661) 864-2381
School of Education
(661) 864-2383

Sharon Mont
Associate Regional Dean
M.A., Human Behavior
National University

Sacramento Academic Center
9320 Tech Center Drive
Sacramento, CA 95826-2558
(916) 855-4100 • Fax: (916) 855-4295

Academic Department
(916) 855-4309
Fax: (916) 855-4398
Admissions
(916) 855-4100
Fax: (916) 855-4295
Audio Visual
(916) 855-4245
Bookstore
Phone: (800) 325-3252
Fax: (800) 499-0143
Internet: www.mbsdirect.net/national
Business Office/Student Accounts
(916) 855-4161
Fax: (916) 855-4395
Cafeteria
(916) 855-4285
Conference Facilities
(916) 855-4131
Educational Services
(916) 855-4131
Copying/Postal Services
(916) 855-4195
Credential Advisor
(916) 855-4304 and 4307
Financial Aid
(916) 855-4175 and 4176
Library Information Center
(916) 855-4180
Fax: (916) 855-4396
School of Arts and Sciences
(916) 855-4309
School of Business and Management
(916) 855-4309
School of Education
(916) 855-4309
Student Teaching Placement
(916) 855-4305

Mary Demetre
Associate Regional Dean
M.A. in Management
National University

Stockton Academic Center
3520 Brookside Road
Stockton, CA 95219-2319
(209) 475-1400 • Fax: (209) 475-1498

Admissions
(209) 475-1400
Fax: (209) 475-1498
Bookstore
Phone: (800) 325-3252
Fax: (800) 499-0143
Internet: www.mbsdirect.net/national
Business Office/Student Accounts
(209) 475-1410
Credential Advisor
(209) 475-1430

Roland Jones
Associate Regional Dean
M.A., Management
National University

Fresno Academic Center
20 River Park Place West
Fresno, CA 93720-1551
(559) 256-4900 • Fax: (559) 256-4992

Academic Department
(559) 256-4930
Fax: (559) 256-4996
Administrative Services
(559) 256-4910
Admissions
(559) 256-4900
Fax: (559) 256-4992
Bookstore
Phone: (800) 325-3252
Fax: (800) 499-0143
Internet: www.mbsdirect.net/national
Business Office/Student Accounts
(559) 256-4913
Fax: (559) 256-4993
Conference Facilities
(559) 256-4954
Credential Advisor
(559) 256-4932
Financial Aid
(559) 256-4929
Library Information Center
(559) 256-4951
School of Arts and Sciences
(559) 256-4934
School of Business and Management
(559) 256-4934
School of Education
(559) 256-4934

Charlene Ashton
Associate Regional Dean
Ed.D., Learning and Instruction
University of San Francisco

San Jose Academic Center
3031 Tisch Way, 100 Plaza East
San Jose, CA 95128-2541
(408) 236-1100 • Fax: (408) 236-1196

Academic Department
(408) 236-1130
Fax: (408) 236-1195
Administration
(408) 236-1101
Fax: (408) 236-1196
Admissions
(408) 236-1100
Fax: (408) 236-1196
Bookstore
Phone: (800) 325-3252
Fax: (800) 499-0143
Internet: www.mbsdirect.net/national
Business Office/Student Accounts
(408) 236-1124
Fax: (408) 236-1197
Credential Advisor
(408) 236-1117, 1140
Financial Aid
(408) 236-1114
Library Information Center
(408) 236-1180
School of Arts and Sciences
(408) 236-1137
School of Business and Management
(408) 236-1138
School of Education
(408) 236-1135
Student Teaching/Placement Coordinator
(408) 236-1118

Bernell Hirning
Associate Regional Dean
M.S., Management
Minot State University

Redding Academic Center
2195 Larkspur Lane, Suite 200
Redding, CA 96002-0629
(530) 226-4000 • Fax: (530) 226-4040

Admissions
(530) 226-4000
Administration
(530) 226-4001
Bookstore
Phone: (800) 325-3252
Fax: (800) 499-0143
Internet: www.mbsdirect.net/national
Business Office/Student Accounts
(530) 226-4011
Credential Advisor
(530) 226-4008
Financial Aid
(530) 226-4011
School of Education
(530) 226-4021
School of Arts and Sciences
(530) 226-4003
School of Business and Management
(530) 226-4005
Student Teaching Placement
(530) 226-4006

General Information

The University of Values

NATIONAL UNIVERSITY

TM

Degree Programs Offered at National University

Undergraduate Degrees

Associate of Arts ⌐

Associate of Science *with Majors in:*
Nursing
Video Gaming

Bachelor of Arts *with Majors in:*
Behavioral Science
Early Childhood Development
English
General Studies
Global Studies ⌐
History
Interdisciplinary Studies
Legal Studies
Management
Multimedia Arts
Multiple Subjects
Psychology

Bachelor of Business Administration ⌐

with Concentrations in:
Accountancy ⌐
Economics
Finance ⌐
Hospitality and Casino Management
Human Resources Management ⌐
Marketing ⌐
Sports Management ⌐

Bachelor of Science *with Majors in:*
Accountancy ⌐
Computer Science
Construction Engineering
Criminal Justice Administration ⌐
Earth Sciences
Design Engineering
Financial Management
Information Systems *with Concentrations in:*
    Database Administration
    Electronic Business
    Telecommunication
Information Technology
Life Sciences
Mathematics
Organizational Behavior
Software Engineering

Bachelor of Science in Nursing ⌐

Undergraduate Minors
Accountancy ⌐
Addictive Disorders
Business Administration
Business Studies
Computer Science
Counseling
Criminal Justice Administration ⌐
Economics
Global Studies
History
Information Technology
Legal Studies
Mathematics
Multimedia Arts
Psychological Research
Video Gaming

⌐ denotes program also offered or partially offered online.

Note: Not all online programs or courses are offered in entirety via Internet.

Note: Not all courses or programs listed in this catalog are available at every learning facility. Various undergraduate minors are available in some degree programs.

Consult the appropriate school listing for more complete information.

Graduate Degrees

Executive Master in Business Administration ⌐
with Areas of Specialization in:
International Business Relations ⌐
Electronic Business ⌐
Marketing ⌐
Organizational Leadership

Executive Master in Business Administration (Spanish Version) ⌐

Master of Arts *with Fields of Study in:*
Counseling Psychology
English
Human Behavior
Human Resources Management and
    Organizational Development
Management ⌐ *with an Area of Specialization in:* Organizational Leadership
Teaching ⌐

Master of Business Administration
with Areas of Specialization in:
Accountancy ⌐
Electronic Business ⌐
Financial Management ⌐
Health Care Administration
Human Resources Management ⌐
International Business ⌐
Marketing ⌐
Organizational Leadership
Technology Management

Master of Education ⌐
with a Field of Study in:
Crosscultural Teaching

Master of Fine Arts
with Fields of Study in:
Creative Writing
Digital Cinema

Master of Forensic Sciences ⌐
with Areas of Specialization in:
Criminalistics
Investigation ⌐

Master of Health Care Administration

Master of Public Administration
with Areas of Specialization in:
Public Finance ⌐
Human Resources Management ⌐
Organizational Leadership

Master of Science
with Fields of Study in:
Computer Science
Educational Administration ⌐
Educational Counseling
Educational Technology ⌐
Electronic Business ⌐
Engineering and Technology
Engineering Management *with Areas of Specialization in:*
    Industrial Engineering
    Project Management
    Safety and Security Engineering
    Supply Chain Management and eLogistics
Environmental Engineering ⌐
Finance
Homeland Security and Safety Engineering
Industrial Organizational Psychology
Information Systems
Instructional Technology ⌐
Organizational Leadership
School Psychology
Software Engineering
Special Education ⌐
Taxation
Technology Management
Wireless Communications

California Credentials
(Approved by the California Commission on Teacher Credentialing)

Advanced Studies 2042 MS/SS Teaching
    Credential
Intern Credential Program for Multiple or
    Single Subject Teaching
Internship – Preliminary Administrative
    Services Credential – Tier I ⌐
Out-of-State Candidate Requirements for
    Professional Clear
Preliminary Multiple Subject Teaching
    Credential Program with BCLAD Option ⌐
Preliminary Single Subject Credential Program
    with BCLAD Option ⌐
Preliminary Level I Education Specialist
    Credential: Mild/Moderate Disabilities
    with CLAD Certificate ⌐
Preliminary Level I Education Specialist:
    Mild/Moderate Disabilities with Multiple
    or Single Subject Credential Concurrent
    with BCLAD option ⌐
Preliminary Level I Education Specialist
    Credential: Moderate/Severe Disabilities
    with CLAD Certificate ⌐
Preliminary Level I Education Specialist:
    Moderate/Severe Disabilities with Multiple
    or Single Subject Credential Concurrent
    with BCLAD option ⌐
Preliminary Tier I Administrative Services
    Certificate/Credential ⌐
Professional Level Multiple or Single Subject
    Teaching Credential
Professional (Tier II) Administrative Services
    Credential ⌐
Professional Level II Education Specialist:
    Mild/Moderate Disabilities ⌐
Professional Level II Education Specialist:
    Moderate/Severe Disabilities ⌐
Pupil Personnel Services Credential School
    Counseling (PPSC) ⌐
Pupil Personnel Services Credential School
    Psychology (PPSP)
Ryan Credential CLAD and AB 1059

Special Education Internships:
Preliminary Level I Education Specialist
    Credential: Mild/Moderate or
    Moderate/Severe Disabilities with CLAD
    Certificate ⌐
Preliminary Level I Education Specialist:
    Mild/Moderate Disabilities with Multiple
    or Single Subject Credential Concurrent
    with BCLAD option ⌐
Professional Level II Education Specialist
    Credential

Certificate Programs

Accountancy ⌐
Behavioral Analysis
CA Reading ⌐
CLAD ⌐
Criminal Justice Administration ⌐
Early Childhood Special Education
Educational Technology ⌐
Electronic Business ⌐
Finance ⌐
Health Care Administration
Hospitality and Casino Management
Human Resources Management
Industrial Engineering
Information Technology
International Business ⌐
Marketing ⌐
Project Management
Security and Safety Engineering
Sports Management ⌐
Supply Chain Management and eLogistics

Mission Statement

National University is dedicated to making lifelong learning opportunities accessible, challenging, and relevant to a diverse population of adult learners. Its aim is to facilitate educational access and academic excellence through exceptional management of University operations and resources, innovative delivery systems and student services and relevant programs that are learner-centered, success-oriented, and responsive to technology. National University's central purpose is to promote continuous learning by offering a diversity of instructional approaches, by encouraging scholarship, by engaging in collaborative community service, and by empowering its constituents to become responsible citizens in an interdependent, pluralistic, global community.

General Description

National University is a not-for-profit institution of higher learning dedicated to the adult learner. The University is geographically dispersed, with its academic and administrative center located in La Jolla, California. This center includes all administrative offices—the offices of the president, vice presidents, school deans and department chairs, financial aid, registrar and admissions.

From its administrative center, National University supports a variety of academic and learning centers, making learning convenient for National's students.

Academic Centers	Learning Centers
Bakersfield	ASW *(Fleet Anti-Submarine Warfare)*
Costa Mesa	Camp Pendleton
Fresno	Carlsbad
Los Angeles	Kearny Mesa
Redding	La Mesa
Sacramento	MCAS Miramar
San Bernardino	MCRD
San Jose	Mission Valley
Spectrum	Naval Amphibious Base
Stockton	Naval Station, 32nd Street
	Naval Air Station, North Island
	Orange
	Rancho Bernardo
National University Nevada	Sherman Oaks
National University Hawaii	South Bay
	Twentynine Palms

Accreditation/Memberships

Since 1977, National University has been accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC).

The University is also:

- Approved by the California Commission on Teacher Credentialing (CCTC)
- Approved by the Commission on Collegiate Nursing Education (CCNE) for the offering of the Bachelor of Science in Nursing Program
- Accredited by the International Assembly for Collegiate Business Education (IACBE) for programs offered by the School of Business & Management
- A member of the American Association of Colleges for Teacher Education (AACTE)
- Approved to train veterans under Title 38, U.S. Code (GI Bill)

- Approved for student financial aid by the Department of Education
- A member of the Council of Colleges of Arts and Sciences (CCAS)
- Authorized under federal law to enroll non-immigrant alien students
- A member of the American Association of Intensive English Programs (AAIEP) through its American Language and Intercultural Studies program
- A participant in the Servicemembers Opportunity College network (SOC)
- Approved for Army, Air Force, Coast Guard, Marine Corps, Navy and U.S. government tuition assistance. Students in San Diego who qualify may enroll in the Army or Air Force ROTC cross-enrollment programs.

Faculty

There are four tiers of faculty at National University—full-time, associate, core adjunct and adjunct.

FULL-TIME FACULTY are members of the University whose primary responsibilities include teaching, scholarship, service, intellectual coordination with the part-time faculty, professional development, student advising and participation in the University's governance.

ASSOCIATE FACULTY are skilled teachers who make a half-time commitment to the University faculty over the course of the year. They are contracted to teach a designated number of courses per year, advise students on course, program, or career-related issues, participate in departmental, school and University activities and engage in scholarship relevant to their teaching.

CORE ADJUNCT FACULTY are skilled teachers whose principal professional commitments are elsewhere in their fields, but who are contracted to teach a designated number of courses per year, advise students on course-related topics and maintain currency in their professional and disciplinary fields.

ADJUNCT FACULTY teach one course at a time, advise students on course-related topics and participate in faculty development activities without a need for deeper commitment to other aspects of University life.

All levels of faculty hold advanced degrees in their areas of expertise and are respected professionals with many years of career experience. Learning is facilitated through lectures, outside reading, class discussions, case studies and research projects relating to problems within students' interests.

The extensive knowledge of adult learners and the diversity of their backgrounds add a level of richness to the group-learning experience. The average age of students attending the University is 31.

Granting of Credit

The academic year is divided into four 12-week quarters, each comprised of three one-month classes. (Refer to the Financial Aid section for a definition of the academic year used for financial aid calculations.) Students may enroll in classes in most programs any month of the year. National University awards credit in quarter units. The University has adopted a policy regarding the amount of credit granted for courses, effective July 1, 2000, that applies to students who enroll or re-enroll after June 30, 2000. Under the current policy, 4.5 units of credit are awarded for most courses. Before July 1, 2000, 5 quarter units were awarded for most courses.

General Information

The University adopted the current policy as a result of its continuous evaluation of courses and programs required by the University's accrediting agency to ensure the highest standards of academic quality. As part of this evaluation process, the University formed a Task Force on the Systematic Review of Course Quality. After careful study, the Task Force recommended the new policy, which was adopted by the Board of Trustees. The purpose of the new policy is to make National University course credits equivalent to the credits awarded by institutions that use a semester system. A unit of credit is based upon the hours of classroom instruction for each course and the hours that a typical student reasonably should expect to devote preparing for each hour of class. An undergraduate course requires 45 hours of classroom instruction and an undergraduate student generally is expected to devote two hours or more in outside preparation for each hour of class. A graduate course requires 40 hours of classroom instruction and a graduate student generally is expected to devote three hours or more in outside preparation for each hour of class. Undergraduate courses typically are scheduled for a one-month period, generally for 4.5 hours on two weekdays and 4.5 hours on two Saturdays during the month. Graduate courses typically are scheduled for a one-month period, generally 4.5 hours two weekday nights with a 4.5-hour session on one Saturday.

The policy typically will not apply to existing students whose academic programs will continue to be governed by the General Catalog in effect at the time of their enrollment. However, the new policy will apply to existing students if they: (1) enrolled in the University before June 30, 2000, but elect to change their academic program after December 31, 2000; (2) elect to change their academic program to one that became effective with General Catalog #63; (3) did not complete at least one class before June 30, 2000; or (4) did not complete at least one course within 12 months before June 30, 2000, or do not complete at least one course during each 12-month period after June 30, 2000. The academic program for students who enroll or re-enroll after June 30, 2000, will be governed by the General Catalog in effect at that time.

Under the current policy, undergraduate students and students in programs such as the Fifth Year Credential program may be required to take an additional course(s) to complete their academic program. However, graduate students generally will not be required to take any additional courses as a result of the new policy. The University reserves its right and its obligation to make changes in its curriculum requirements and award of credit in its sole discretion. The University is not responsible for any delay or additional expense or time that students may incur to complete their academic program as a result of this policy.

General Fees

Fees are non-refundable.

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

Application Fee $60
For students entering any degree program. This fee is charged to all but international students.

Non-Degree Application Fee...$25
For students entering any non-degree program.

Re-enrollment Fee $60
For students who have been inactive for more than 12 months or who are entering another degree program.

Graduation Processing Fee $100
Charged to all students before graduation.

Transcript Fee...$4
Per copy fee for each transcript including Continuing Education courses.

Returned Check Charge...$20

Reinstatement Fee $100
Charged only to those students with unpaid delinquent financial obligations.

Late Payment Fee $25
Charged when tuition payment has not been received by the first night of class.

Non-Degree Enrollment Fee $25
Charged when a degree or credential student enrolls in a non-degree course.

Credit by Examination Fee $100
Per examination, per course.

Challenge Examinations Fee $50
Per course charge, course waiver, no credit.

BSN Testing Fee...$200

International Application Fee...$100

E-Portfolio Fee $45

Tuition

Tuition rates in effect as of September 1, 2004:

Course Level	4.5 qtr unit	3 qtr unit	1.5 qtr unit
100, 200, 300 & 400	$995	$663	$332
500 (Undergrad)*	$995	$663	$332
500 (Graduate)*	$1125	$750	$375
600 & 700	$1125	$750	$375

* Tuition for 500-level courses is charged according to students' degree programs.

Tuition is due and payable prior to the first class session of each course. Tuition not fully paid when due is subject to a late fee.

If a tuition payment check is returned due to insufficient funds, the University reserves the right to drop all current and future classes for that student. Students will be notified of this action and assessed a return check charge. The University may require students who have written multiple non-sufficient fund checks to make all future payments by cashier's check, cash, or money order.

The University reserves the right to modify tuition at any time. Reduced tuition is available at designated military facilities for eligible students.

Refund Policy

Students are accepted and registered for classes with the understanding that they will remain for the entire course. Faculty contracts and the commitment of space and other University resources are made on that assumption, creating obligations that are

not relieved when students withdraw. National University's refund policy is designed so students who withdraw from class share in the costs incurred. Students must inform an admissions advisor immediately of their intent to withdraw from a course. The effective date of withdrawal is the student's last date of actual attendance.

If a continuing student does not complete a course, a tuition refund is made according to the following schedule:

Continuing Student

Refunds	Percentage* of Sessions Remaining	Class Session
100%	75 to 100%	Before 3rd session
50%	67 to 74%	After 3rd session but before 4th session
0%	0 to 66%	After 4th session

* Percentage is calculated from the effective date of withdrawal and is rounded to the nearest whole percent.

Students must have a credit balance on their account to receive a refund. The University does not disburse refunds to students automatically. Students must submit a written request to the nearest Student Accounts Office. Most refunds are processed and mailed within 10 working days from the receipt of the request depending on the verification of funds. All refunds are mailed to the student's home address. Students must make sure that the address on file is correct. Refund request forms are available at all student accounts campuses.

Financial Aid Refund Policy

As part of the Higher Education Amendments of 1998, Congress passed new provisions regarding refund policies and procedures for students who have received Federal Student Assistance and are considered withdrawn from school. Based on National University policies, which are made in accordance with Federal regulations, a student is considered "withdrawn" if not in attendance for 75 consecutive days. Given National University's model of one course per month, this would equate to a three-month break in attendance.

Effective October 7, 2000, this new refund policy governs all Federal grant and loan programs: Federal Pell Grant, Federal SEOG, Federal Perkins Loan and all Federal Stafford/Direct Loans (subsidized and unsubsidized).

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

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

For example, if you complete 30% of the payment period, you earn 30% of the financial aid you were originally scheduled to receive.

This means that 70% of the scheduled awards you received at the beginning of the payment period becomes unearned and must be returned.

In general, loan disbursements and grants cover a specific period of time and number of units called the payment period. Once more than 60% of the payment period has been completed, all (100%) of the financial aid award received for that period is considered earned. Important Note: If a student is considered withdrawn from the University (officially or unofficially) before completing 60% of a payment period, the student may have to repay unearned Federal monies that were already disbursed at the beginning of the payment period.

The withdrawal date will be determined as either:

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

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

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

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

If there is a return of any unearned financial aid by the University, the student will be billed accordingly. In such cases, the student will be required to make arrangements with the Business Office to pay the amount refunded to the Department of Education or lender within 45 days of the date of the University's notification. In addition, the student will not be eligible for any further Federal financial aid until the balance is paid to the Business Office.

Online Course Refund Policy

Students are accepted and registered for online classes with the understanding that they will remain for the entire course. Faculty contracts and the commitment of other University resources are made on that assumption, creating obligations that are not relieved when students withdraw. National University's refund policy for online students is designed such that students who withdraw from a course share in the cost incurred.

Refund calculations are based upon the date a student informs an admissions advisor of their intent to withdraw. Students may contact an admissions advisor at (858) 642-8210; 1 (800) NAT-UNIV, ext. 8210, or e-mail at admissions@nu.edu.

Lack of participation in the class does not qualify a student for a refund. Students must inform National University of their intent to withdraw from a course.

Tuition refunds are determined according to the following schedule:

Refund Percentage   Course Log-in Time

100% In order to receive a full tuition refund, students must withdraw prior to the 2nd Monday of class start (prior to 5 p.m. Pacific Time). Any student who has logged into class after this date and time is ineligible for a full refund.

50% Students will receive a 50% tuition refund if they notify an admissions advisor of their intent to withdraw prior to the 2nd Wednesday of class start (5 p.m. Pacific Time).

0% Students who have not notified an admissions advisor of their intent to withdraw prior to the 2nd Wednesday of class start (5 p.m. Pacific Time) will be responsible for the full cost of tuition.

Note: Federal Student Aid recipients will be considered officially registered and eligible for disbursement of student aid funds on the second Tuesday following class start provided they have participated with a minimum log-in time of 10 minutes.

Enrollment Agreement

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

Payments and Release of Records

The University grants degrees and releases transcripts only after a student satisfies all financial obligations to the University. All records and services are withheld from students who have any outstanding financial obligations to the University or who have defaulted on a Title IV loan at the University.

University Library System

The Central Library, located in San Diego, houses:

- A Center for Learning Technologies for creation of multimedia learning and presentation packages
- An Information Competency Center with 30 Web-wired work stations for active learning of information technologies
- The Curriculum Resource Center, a state-of-the-art K-12 classroom providing access to resource materials and active instruction in learning technologies
- A new Career/Placement Center and Testing Center

The building is also the administrative center for the University's virtual library, providing remote Web-based access to library services, materials, collections and electronic information.

The National University Library System (NULS) is comprised of the Central Library in San Diego and Library Information Centers at all learning centers throughout California. LICs contain core reference collections, full access to electronic resources and services, and are staffed by trained professionals.

National University is a member of the Southern California Electronic Library Consortium (SCELC), Online Catalog Library Center (OCLC) and both the California and American Libraries Associations.

Library Resources

All of the library's electronic resources are accessible 24 hours a day, 7 days a week through the library's home page at www.nu.edu/library. Visitors can directly access the Library Online Catalog (Libros) and search the library's collections of 200,000 volumes, 2,850 serial titles, 5,000 audio-visual titles, more than 2 million microforms and ERIC documents and 38 online databases. New Web-based resources include netLibrary, a collection of more than 31,000 electronic books that can be browsed and checked out online, more than 350 e-journals and millions of business and government documents. General reference books such as *Encyclopedia Britannica* and the *Oxford English Dictionary* are also available online.

The library home page serves as the entry point to its Web-based full-text and citation databases. By using "Article Databases," students can access the databases by subject category, vendor name, or journal title.

Resources

- Business resources include: ABInform, Emerald, Business and Company Resource Center, Mergent FISonline, STAT-USA and General Business
- Educational databases include: ERIC, Education Complete and E* Subscribe.
- Humanities resources include: *Literature Resource Center, Biography Index, Biography Resource Center, Project MUSE, Grove Dictionary of Art.*
- Newspaper links include: *New York Times, Washington Post, Wall Street Journal, Christian Science Monitor, San Diego Union-Tribune, Sacramento Bee, Fresno Bee, San Francisco Chronicle, San Jose Mercury News* and *Orange County Register.*
- Specialized databases include: Criminal Justice Abstracts, CINAHL (Nursing), Dissertations Abstracts, HR Research Network and PsychINFO. Computer Database, Grants Database.

Students can access these resources from any networked personal computer on-campus. Off-campus access requires the appropriate NU student number and ACCESS password.

For detailed descriptions of these resources, as well as guides and instructions to help you select and use any library resources, please see the NULS home page at www.nu.edu/library.

Library Services

The library system provides both Web-based and traditional services.

Electronic services include:
- Journal-Direct, a journal article request service
- Books-Direct, a book request service
- General reference services
  Circulation services
  Video booking services for faculty
- Library guides and tutorials
- Inter/Intra Library Loan

The libraries provide general reference services, both onsite and electronically through e-mail at refdesk@nu.edu. Circulation services are provided onsite and through e-mail at circdesk@nu.edu.

Formal library instruction is available in Libros, Electronic Resources, Term Paper Clinic and Internet Research, as well as general orientation and advanced course-related instruction. Both group and one-on-one sessions may be scheduled. Library Guides and tutorials

are also available online. Traditional Inter/Intra Library Loan using print or electronic forms may be used to request items.

Faculty may place class materials on reserve electronically through the Online Reading Room, or in print format. Faculty may also request a personalized alert service to current articles through the Journal Awareness Service.

The Library's extensive media collection may be accessed through Libros, the online catalog. Faculty may browse the catalog and reserve their selections using a form that can be downloaded from the Library's website or by e-mail at videobooking@nu.edu. Electronic confirmation is sent to the faculty within 24 hours. The requested materials are then sent to the appropriate classroom center.

Writing Across the Curriculum

Writing Across the Curriculum is a University-wide program designed to enhance the development of writing and critical thinking skills in students throughout their studies at National University.

Good writing skills are in demand in nearly every profession and the attainment of such skills gives students a competitive edge in job searches and career advancement. The University is dedicated to providing students and faculty with a full range of conceptual material, instructional resources and support systems. The goals of the Writing Across the Curriculum program are:

- To make writing and the complementary skills of reading, critical thinking and research a regular part of coursework at National University

- To facilitate the acquisition of writing and communication skills that are vital to personal and professional success

- To distinguish graduates of National University in the eyes of employers and the general public through their professional and technical excellence in language and communication skills.

Writing Across the Curriculum promotes writing and reading enhancement throughout all schools of study through a variety of publications and activities, including:

Writing intensive courses
Workshops for faculty
Writing centers
Professional forums for self-expression, such as *The Gnu*, a student literary journal and *WHACK*, a faculty newsletter

Upon registration, students are asked to purchase The Little Brown Essential Handbook for Writers (Longman, Pub). This book serves as the official National University writing guide and reference text and it is used by instructors from all disciplines as a reference for their students.

Learning Partnerships

The Learning Partnerships program was established in January 1995 to create long-term educational relationships that meet the emerging business needs of the 21st century. The goal of the program is to develop new approaches to the development, customization and delivery of educational services and products to meet the demands of a rapidly changing workplace. In keeping with that aim, Learning Partnerships offers organizational development and workplace solutions tailored to the diverse workforce, including services in Spanish and English.

Learning Partnerships consults with individual organizations to provide solutions that satisfy their unique needs and help them realize their goals. Whether the training is performed onsite or conducted at one of NU's academic centers, the results are a more highly tuned workforce ready to meet continuous challenges.

Public Programs

In addition to certificate programs and partnerships, the Division of Marketing and Educational Services also offers non-credit courses of interest to the general business public. These public programs are presented through a variety of venues, from live seminars and workshops at the University's regional academic centers to distance and online learning opportunities via video conferencing, Internet and CD-ROM delivery systems.

Conferences and Special Events

Providing exciting conferences and events on a variety of current and high-technology topics, the Division of Marketing and Educational Services goes beyond updating participants on all the latest technology, theories and practices. Connecting business, education and technology, these conferences and events provide the link that facilitates benchmarking and crossover application in a variety of professions. Pointing out applications for immediate use, these events are an invaluable resource for innovative and creative ideas that work in the real world.

Safety Program

National University is concerned about the safety of its students and employees and has instituted a University Safety Policy and an Injury and Illness Prevention Program. Students play an important role in ensuring that their classroom facilities are safe. Students should:

- Review fire, medical and earthquake emergency procedures posted in each classroom and be prepared to respond accordingly
- Review emergency egress routes and know the location of fire extinguishers (posted in each classroom)
- Watch for any hazardous conditions and report them immediately to the center assistant

Academic Center Security

In general, National University's Academic/Learning Centers are situated in highly populated urban areas. As such, they are subject to the same security problems as other businesses in the area. To help prevent crime, students should:

- Lock their cars
- Never leave valuable items in their parked cars
- Return to their cars in the company of other students when they leave the classroom at night. If no other students are going in that direction, students should request that a security guard or the center assistant accompany them
- Take items of value with them when they leave a classroom, unless they are certain that the classroom will be locked or monitored while they are away
- Report anything that appears to be out of the ordinary (e.g., a stranger lingering in the area) immediately to the center assistant

Safety procedures are posted at learning centers and labs.

Students should never single-handedly try to stop a criminal in the

act. Students should call for security or report the act by calling "911." (Note: From a University phone, students should first dial "9" to get an outside line and then dial "911.") When the emergency operator answers, students should give the operator their direct dial number, name and specific location, including building and room number. (The location displayed on the 911 emergency operator's console will be that of the central telephone switch unit, Building 4141, rather than that of the caller.) If time permits, students should also notify the University operator by dialing "O", since it is possible the 911 emergency operator may try to contact them through the main University number.

If students are involved in or aware of any event that requires the attention of University administration, they should complete an "Incident Report," available through the center assistant, and follow the instructions.

Pursuant to the Campus Security Act of 1990, the University publishes the Annual Report on Campus Security that discloses information about campus safety policies, procedures and crime statistics. This report is available upon request to all current students and prospective students at each NU campus.

Student Services

National University provides a number of services to help students attain their educational goals. In addition to the Office of Academic Affairs, several offices of the University join together to provide services for the academic, economic and personal needs of enrolled students. Student services include student advising and scheduling, records evaluation, veterans assistance, financial aid and other services. Additionally, the library, alumni association, continuing education office and student accounts office are available to help students.

Student Service Center

The Student Service Center is a focal point for all National University students by assessing students' requests and providing answers and solutions. Students can call a 24-hour help line at (619) 563-2655 or 1-866-NU-ACCESS, ext. 7200, to identify the best resource for University services. In Mission Valley, the center provides student workstations, Internet terminals and career resources. Online requests can be sent to advisor@nu.edu.

Faculty Advising

Upon admission to the University, students are assigned faculty academic advisors to assist them in making appropriate decisions about educational and career-related issues. Faculty academic advisors give students the benefit of experience in professional practice and insight gathered from years of formal study in higher education. Students should direct requests for information about curriculum content, course requirements, proficiency examinations and program goals to their faculty advisor as well. Faculty advisors help students meet University academic regulations and standards.

Computer-Based Information Systems Research and Development Center

The National University Management Information Systems department operates an Ethernet-connected IBM 9672-R16 Enterprise Server supporting National University administrative functions with online, real-time access to student information. Through network-connected personal computers, the facility provides up-to-date student, faculty and class information to staff members, administration and students at all the University's campuses.

Students can access records, class schedules, textbook requirements and add and drop courses by visiting the NU home page at www.nu.edu and clicking the "Student Services" or "MY NU" link, or by visiting the mvsa.nu.edu site directly.
National Network Newspaper

News and feature stories about alumni, students, faculty and University events are the focus of the National Network. Published twice a year by the Public Relations department, the Network is distributed to more than 98,268 alumni and students. For more information or to submit story ideas, contact the Public Relations office at (858) 642-8111.

Internet Student Access

All National University students are provided with access to the Internet – the global "network of computer networks." This access excludes telephone charges. Students can connect to the Internet from any National University personal computer in one of the University's networked labs, or from their home or workplace using third-party network resources. Since the Internet has rapidly evolved into a powerful, user-friendly information source, National's programs and courses make frequent use of Internet resources, allowing students to learn the skills required to gain information through such electronic media.

The University provides help for students who want to become proficient in the use of the Internet. Students can find online assistance on the University website under "Student Online Manuals," or they can call the library to sign up for classes.

Website

The National University website contains a wealth of information about the University and its many programs. The home page includes online student help manuals, links to University based organizations, access to library services and many other features. New students, currently enrolled students, recent graduates, or those interested in learning more about the University may check out the University's website at: www.nu.edu.

Writing Centers

National University students have the opportunity to work one-on-one with writing instructors to develop their writing and critical thinking skills through onsite and online writing centers. An integral part of the Writing Across the Curriculum Program, the writing centers welcome the opportunity to help students at all levels to improve—from outlining a first year composition essay to drafting a graduate level research paper. Writing centers are open during convenient hours throughout the week (check the schedule of your local center for exact times); sessions are free of charge and confidential. Students can consult with the writing centers in person, by phone, fax, or e-mail; appointments are recommended for face-to-face consultations. Instructors may refer students to the center as well. The writing center staff, comprised of experienced writing instructors and well-trained graduate students, will not edit student work, but they are eager to read students' drafts and to offer strategies for improving their writing.

Bookstore

The University contracts with MBS Direct for the sale and buy-back of textbooks. Textbooks are available for sale two weeks prior to the first night of classes. The cost of books varies with each course. Students must purchase all books and supplies necessary for the course in which they are enrolled.

Textbooks may be purchased through a secure server online – www.mbsdirect.net/national (credit card), by phone – (800) 325-3252 (credit card or personal check) or by fax – (800) 499-0143. Orders shipped to California are not subject to sales tax. Students may track shipments through UPS package tracking system. UPS Next Day Air is available at an additional charge of $15 per order, which is a 50% discount from UPS' published rates.

English Language Programs

English Language Programs (ELP) offer English language instruction and a variety of cultural experiences to international students, visitors and professionals. Programs include: University Preparation, an intensive course designed to prepare students for the academic environment; and English Communication, a course designed to meet the personal or professional needs of individuals. TOEFL is waived for ELP students who enroll in National University's academic programs.

English Language Programs also offers customized programs for executives and professionals, business English communication courses, Vocational English as a Second Language (VESL), Accent Reduction, Business English and language assessment services, including the test of English for international communication (TOEIC).

Career and Assessment Center

The Career and Assessment Center (CAC) of National University is committed to providing professional career and employment related services to National University's current students. Regardless of the geographical location of our students, CAC provides on-line assistance in the following areas: Resume Review & Critique; Job Search Assistance; Interviewing & Negotiating Techniques; and Career Development and Assessment for those students seeking career direction. CAC also provides other services such as one-on-one career counseling/ advising sessions and group workshops.

Assessment services include Accuplacer Testing, CLEP and Credit by Exams/ Challenge Exam.

For more information about CAC and/ or services, please contact CAC at 858-541-7950 or 1-866-NU-ACCESS ext. 7950 or via e-mail: careerservices@nu.edu

National University Institute (NUI) for Community Research and Civic Entrepreneurship

In 1997, National University President Jerry C. Lee established the President's Commission on Community. A major outcome of the Commission was to envision the University's collaborative future as a full community partner. Pursuing this new core value also accounted for the creation of a university-wide mechanism that would serve as an institutional point of contact to respond, initiate and facilitate community-based research and community economic development for public benefit. Today that academically oriented and practitioner-based vehicle is called the National University Institute for Community Research and Civic Entrepreneurship.

Community research is the study of citizenship as public work through civic engagement and applied social research. Civic entrepreneurship refers to citizenship leadership development and capacity building for community enterprises and business for social responsibility. Through the establishment of a University Consultant Corps and strategic alliances with NUI Partners and ongoing professional development initiatives with NU faculty, students and staff, we are able to provide an opportunity to engage in collaborative community research and mutually beneficial entrepreneurship projects in business, education, information technology and environmental management.

Development and Alumni Relations

National University Alumni Relations

Our alumni are an integral part of the University, which has conferred over 120,000 degrees and credentials since 1971. Alumni Relations is dedicated to providing alumni with life long learning opportunities for personal and professional growth. It also offers alumni continued participation in the University community. Finally, it seeks to celebrate and promote the successes of our graduates.

National University alumni are eligible to participate in an array of programs and services through the office of development and alumni relations. The University maintains open communication with its alumni community through its website, e-mail, mail and the e-newsletter, NewsWire. The NewsWire is circulated bimonthly to alumni whose e-mail addresses are on file. To subscribe, contact (866) 682-2237 ext. 8008 or visit www3.nu.edu/alumni.

The alumni relations website, www3.nu.edu/alumni, provides up-to-date information on initiatives such as networking events and career development workshops. From the website, alumni may also access the Online Community, a network created exclusively for National University alumni. The Community features an alumni directory, job postings, class notes and more. Also, be sure to check out the National University merchandise store and show your pride as an alum!

Lastly, don't lose your online library privileges when you graduate! Alumni membership to the online library allows you access to the netLibrary and Ebsco databases. For a one-year membership, please visit the alumni website at www3.nu.edu/alumni.

Development

As a nonprofit institution, the University relies on contributions and partnerships to provide adult learners with education that is afford-able, accessible, and relevant. The development office administers annual gift clubs, corporate and foundation relations, planned giv-ing, and major donor relations.

Charitable gifts provide scholarships that make a college degree affordable to underserved students. Partnerships with corporations and foundations launch new programs that are relevant and leading-edge. The development office fosters interaction with the University among corporations and other organizations to serve mutually bene-ficial community needs. For further information, contact the vice president of development and alumni relations at (858)642-8131 or e-mail development@nu.edu.

Online Library

The annual alumni survey gathers feedback on the services that alumni want most. Online access to our library resources has been a constant among the top three services requested by alumni. Thus, in April 2003 the online library membership program was launched. Membership to the online library allows alumni to access netLibrary (a collection of 34,000+ full-text e-books) and Ebsco (online journal articles). For more information about this service, please visit the alumni website at www.nu.edu/alumni.

Commencement Exercises

National University holds annual commencement exercises in San Diego and Sacramento. The Office of Graduation, in coordination with the Office of Development and Alumni Relations, distributes announcements, caps and gowns. Detailed information with instructions regarding commencement exercises is mailed to eligible students prior to each ceremony date.

Center for the Adult Learner

Mission Statement

The mission of the Center is to develop, implement, and disseminate a pedagogical framework which addresses and advances, through applied research, knowledge of the adult learner, best practices for teaching them, and development of faculty to attain those practices. The Center will accomplish its mission in a manner consistent with the University's ongoing commitment to high quality, relevant and cutting edge education for adults. The Center has developed four distinct areas of emphasis: 1) Research; 2) Conferences/Journals; 3) Teaching and Faculty development; 4) Career placement. An interdisciplinary course relating to adult learning is described below and is appropriate for professionals in education, corporate training, and governmental agencies.

Course Offering

CAL 600   Introduction to Adult Learning
This course examines the fundamentals of andragogy, a theory of learning and methodological approach which is applicable to adults and their idiosyncratic lifestyles within a societal context ever more culturally and linguistically diverse. Graduate students analyze theory, research, and practice as a basis for improving the learning environments of formal and non-formal adult education programs.

Military Community

National University has seven convenient locations for the military community in San Diego County, and one in San Bernardino County. Learning centers are located at Naval Station San Diego, Anti-Submarine Warfare Training Center San Diego, Naval Amphibious Base Coronado, Naval Air Station North Island, Marine Corps Recruit Depot San Diego, Marine Corps Air Station Miramar, Marine Corps Base Camp Pendleton, and Marine Corps Air Ground Combat Center Twentynine Palms. National University also has two admissions offices at Naval Hospital and Naval Submarine Base in San Diego.

National University offers reduced tuition for classes on base for qualified students, including: active duty members, their spouses and dependents, Department of Defense employees, military retirees and selective military reserve members. The University accepts DANTES tests offered through the military voluntary education program. National University is a member of the Servicemembers Opportunity Colleges (SOC) network, and participates in the Military Installation Voluntary Education Review (MIVER).

Extended Studies

The University of Values

NATIONAL UNIVERSITY

Extended Studies

Division of Extended Studies

The Division of Extended Studies meets the needs of National University's diverse community of adult learners through a variety of innovative programs. The courses facilitate professional and organizational development, giving adults the opportunity to meet the ongoing challenges of changing careers.

National University is a member of the University Continuing Education Association (UCEA), a nationwide professional organization comprised of prominent colleges and universities in the country. In addition, many of these programs are approved for continuing education units (CEUs) for various professional organizations.

National University
Division of Extended Studies
11355 N. Torrey Pines Rd.
La Jolla, CA 92037
Phone: 1 (800) NAT-UNIV, ext. 8600
        (858) 642-8600
Fax: (858) 642-8714
Web: www.nu.edu/es

Division of Extended Studies Course Numbering System

Credit Courses
Academic credit is granted for a limited number of programs. An "X" following the course number indicates continuing education credit. National University operates on a quarter system and all academic credit is given in quarter units. Students who plan to apply credits earned through Extended Studies to an academic degree program should consult the appropriate institution and academic department to ascertain the applicability of units toward their proposed course of study.

Course Levels and Numbers
The course numbering system described below is effective only for those Extended Studies courses offered after 1991:

001X-099X Course for which lower division credit may be allowed toward degree requirements.
100X-199X Course for which upper division credit may be allowed toward degree requirements.
200X-299X Course for which graduate credit may be allowed toward degree requirements.
300X-399X Credit course for teachers designed to serve the need for professional upgrading, salary advancement and in-service education requirements.
400X-499X Course which meets requirements for professional level courses and certificate programs, or provides opportunities for professionals as well as others from the general public to enhance their knowledge in various academic fields.

Non-Credit Courses

There are two categories of non-credit courses through Extended Studies.

800X-899X: These courses offer Continuing Education Units (CEUs), a nationally recognized measurement of a non-credit learning experience. Professional groups, employers, licensing agencies and others who routinely evaluate individual accomplishments and training generally accept this unit of measurement. One CEU is awarded for every 10 hours of participation.

900X-999X: These courses carry neither academic credit nor CEUs. They are offered in response to the growing need for quality educational opportunities for professional, career, personal growth or general cultural interest and knowledge.

Grading System

Grade	Definition
A	Exceptional
B	Very Good
C	Satisfactory
D	Marginal
F	Failing
S	Satisfactory
U	Unsatisfactory/No Credit

Financial Aid

Division of Extended Studies students are not eligible to receive federal financial aid, although alternative funding options are available. Students planning to enroll in courses may apply for an IT Skills Loan, Key Career Loan, or Sallie Mae Career Loan. These agencies are not affiliated with the Division of Extended Studies or National University.

The Division of Extended Studies does work with students who are utilizing funds through Tuition Assistance, Veteran's Assistance, and /or the Workforce Investment Act.

Veterans' Information

Students wishing to apply for programs administered by the Department of Veterans Affairs can obtain information on how to apply for their benefits by calling or visiting the Veterans' Affairs Office located at 4121 Camino del Rio South, San Diego, (619) 563-7270, or (800) 628-8648, ext. 7270.

For more information, please call (800) 628-8648, ext. 8600.

Refund/Withdrawal Requests

Students may withdraw from a course at anytime. To secure a refund, please contact the Division of Extended Studies. In all cases in which refunds are awarded, the cost of books and materials will be deducted. Non-attendance or notifying an instructor does not constitute officially dropping or withdrawing from a course.

The refund policy is as follows:

Refund	Percentage of Sessions Remaining
100%	75-100%
50%	67-74%
No Refund	0-66%

Corporate Training

Corporate training is available for businesses or school districts through Extended Studies. Classes can be held at a place of business or at a National University learning center. Each program can be tailored to target an organization's unique challenges and in-house training programs can be customized to any specifications necessary. Through these courses, National University can provide the services to maximize training budgets. Discounts are available for three or more students from the same organization.

Payment Options

Payment can be made by either telephone, fax, or in person. Checks and any one of the following credit cards are accepted for your

convenience: American Express, Discover, Visa, or MasterCard. Company invoicing is also available. Payment for Extended Studies courses is required before attending class.

Division of Extended Studies Course Offerings

Courses for Educators

These courses provide both current and future educators with the opportunity to excel in the classroom. Coursework includes preparation and CLAD-required classes, as well as CD ROM courses designed to help teachers meet their requirements for professional development.

ED 342X	Vocational Education Level I: The Instructional Process in Vocational Education and Techniques of Teaching – 90 hours
ED 343X	Vocational Education Level II: Principles and Practices of Vocational Education – 90 hours
TED388X	Grant Writing Strategies and Options
TED 342X	Behavior is Language 1
TED 343X	Behavior is Language 2
TED 344X	Attention Deficit Disorder
TED 346X	Learning Disabilities
TED 348X	Drugs & Alcohol
TED 351X	Functional Analysis
TED 368X	Sexually Transmitted Infections
TED 369X	Inclusion: Working with Special Needs Students in Mainstreaming Classrooms
TED 372X	Talented & Gifted Education
TED 379X	Child Abuse: Working with the Abused & Neglected
TED 382X	HIV/AIDS: Prevention & Education for the 21st Century
ED 820X	Reading Instruction Competence Assessment (RICA) Preparatory Course – 10 hours Prerequisite: TED621B
ED 810X	California Subject Examination for Teachers (CSET) Multiple Subject Preparatory Course – 24 hours
ED 915X	California Subject Examination for Teachers (CSET) Single Subject Math Subtest I Preparatory Course
ED 916X	California Subject Examination for Teachers (CSET) Single Subject Math Subtest II Preparatory Course
ED 938X	U.S. Constitution Preparatory Course and Examination – 10 hours

Homeland Security Certificate Program

Businesses and Organizations are beginning to look for qualified professionals with homeland security knowledge. Through the this comprehensive, six-course certificate program, students will study a range of issues affecting security and law enforcement officials as well as current challenges faced by the Department of Homeland Security. Courses include:

HSC802X	Introduction to Industrial Security
HSC803X	Physical Security
HSC804X	Security Management
HSC805X	Introduction to Information Security
HSC806X	Criminal Law
HSC807X	Domestic and International Terrorism

Human Resources Professional Development Courses

HR 800X	Professional in Human Resources (PHR) and Senior Professional in Human Resources (SPHR) Preparation Course

Medical Billing and Administration Certificate Program

Medical billing and administration is one of the ten fastest growing career fields in the nation, according to the U.S. Department of Labor. Through this intensive, 10-course Medical Billing and Administration Certificate Program, students will learn the essential skills to help prepare them for a career in this growing field. Courses include:

PC 820X	Introduction to Computers
PC 821X	Word Processing
PC 822X	Spreadsheets
CO 800X	Medical Terminology I
CO 801X	Medical Terminology II
CO 806X	Medical Insurance I
CO 807X	Medical Insurance II
CO 808X	Medical Insurance III
CO 809X	Medical Insurance IV
CO 810X	Medical Insurance V

Paralegal Certificate Program

Job prospects for paralegals and legal assistants are projected to grow faster than the average for all occupations through 2010, according to the U.S. Department of Labor. Through this nine-course certificate program, students will gain insight into the specific knowledge and skill-sets required of a paralegal. Courses include:

PLC800X	Legal Research
PLC801X	Litigation
PLC802X	Corporate Law
PLC803X	Estates, Wills, and Trusts
PLC804X	Criminal Law
PLC805X	Family Law
PLC806X	Real Estate
PLC807X	Bankruptcy
PLC808X	Computers for the Paralegal

Information Technology Courses

Through these Information Technology offerings, you will have the opportunity to continually build upon your current career skills, while solidifying the skills you already possess.

Certification Preparatory Courses

CS 861X	A+ Certification Preparatory Course – 45 hours
PM 800X	Project Management Professional (PMP) Preparatory Course – 40 hours

Microsoft Certified Systems Engineer (MCSE) Windows 2000

This program covers the knowledge and skills required to perform the tasks in a single-domain Microsoft Windows 2000-based network. This is a seven- to eight-month program, one course per month. Prerequisite: A+ Certification recommended, but not required.

MS 816X	Networking Systems & Operating Essentials – 24 hours
MS 807X	Installing, Configuring and Administering Microsoft Windows 2000 Professional – 40 hours
MS 808X	Installing, Configuring and Administering Microsoft Windows 2000 Server – 40 hours
MS 809X	Implementing & Administering a Microsoft Windows 2000 Network Infrastructure – 40 hours
MS 810X	implementing & Administering Microsoft Windows 2000 Directory Services Infrastructure – 40 hours
MS 811X	Designing a Microsoft Windows 2000 Directory Services Infrastructure – 24 hours
MS 815X	Designing a Microsoft Windows 2000 Network Infrastructure – 40 hours
MS 812X	Designing a Secure Microsoft Windows 2000 Network – 40 hours

Extended Studies

Vocational Rehabilitation

The Vocational Rehabilitation Certificate programs provide students with quality training for employment readiness. Through National University's exceptional learning environment, these programs combine formal education with real-world situations. This practical approach is designed to prepare students for gainful employment.

Computer Applications

This program provides students with the knowledge of basic computer hardware and software applications, as well as familiarity with various terminologies. A portion of the program will be spent reviewing the components of the Microsoft Operating System. Students will receive hands-on training in a variety of computer applications relevant to today's office environment. Courses include:

IS 035X	Introduction to Computers
WPA800X	Word Processing Applications
DBA800X	Database Applications
IS 952X	Spreadsheet Applications

Healthcare Front Office Administration

Students in this program learn the basic skills required to gain entry-level employment in private medical offices, medical clinics, hospital-billing departments, and independent billing offices. Students will gain a fuller understanding of the responsibilities involved in working in a medical office setting. Courses include:

IS 035X	Introduction to Computers
WPA800X	Word Processing Applications
MED800X	Medical Terminology I
MED801X	Medical Terminology II
MED802X	Medical Billing – Practical
MED803X	Computerized Billing
IS 952X	Spreadsheet Applications

Healthcare & Human Resources Administration

As one of the 10 fastest growing industries, healthcare administration is in need of qualified individuals. Through this program, students will learn the expectations and human resource applications of the medical billing industry, and will gain the necessary skills for an entry-level position in this field. Courses include:

IS 035X	Introduction to Computers
WPA800X	Word Processing Applications
MED800X	Medical Terminology I
MED801X	Medical Terminology II
MED802X	Medical Billing – Practical
MED803X	Computerized Billing
IS 952X	Spreadsheet Applications
BUS888X	Introduction to Human Resources
BUS889X	Labor and Employment Law
BUS892X	Company Compensation and Benefits

Medical Billing & Collections

This program provides students with the entry-level skills necessary for employment in a variety of medical office settings. Students will gain a fuller understanding of the responsibilities involved in working in a medical office as well as the ability to perform tasks associated with a computerized billing professional. Courses include:

IS 035X	Introduction to Computers
WPA800X	Word Processing Applications
MED800X	Medical Terminology I
MED801X	Medical Terminology II
MED802X	Medical Billing – Practical
MED803X	Computerized Billing
BBB800X	Financial Asset Recovery I
BBB801X	Financial Asset Recovery II

Asset Recovery Specialist

This program provides students with the entry-level skills needed for a position in a customer service or collections office environment. The program focuses on collecting delinquent accounts, resolving billing disputes, handling questions or requests, and interpreting and explaining policies and regulations. Additionally, students receive bankruptcy laws, skip tracing, and interpretation of credit reports

IS 035X	Introduction to Computers
WPA800X	Word Processing Applications
DBA800X	Database Applications
COM800X	Communications & Personal Selling
BBB800X	Financial Asset Recovery I
BBB801X	Financial Asset Recovery II

Human Resource Technician & Administrative Assistant

This program provides students with entry-level skills in a human resource environment. Graduates will understand how to maintain and update personnel records, understand employer laws, employer benefits and compensations packages, and learn general human resource terminology and administration. Courses include

IS 035X	Introduction to Computers
WPA800X	Word Processing Applications
BBB802X	Customer Relations
BUS888X	Introduction to Human Resources
BUS889X	Labor and Employment Law
BUS892X	Company Compensation and Benefits
IS 952X	Spreadsheet Applications

One-Day Certificate Workshops

NOT800X How to Pass the California Notary Public Exam

With this one-day training workshop, students will learn the job functions required of every notary public. As a notary public, you will be in high demand for your services witnessing the signing of important documents, administering oaths, and ensuring that the documents are properly executed. You will play an important role in deterring fraud by identifying signers and ensuring they have entered all agreements knowingly. Once the training is complete, students will gain all the necessary information to pass the state-required notary public examination.

MT 800X Essentials of Supervision

Are you the kind of manager that people look up to, respect, support and admire? A leader with a reputation for achieving results by motivating and inspiring the team to greatness? Most managers struggle with challenges like these particularly when they're new to the supervisory role. Students can gain the knowledge they need in this new role through a powerful one-day seminar designed to give the specific tools needed to maximize leadership potential and become one of the "management greats."

English Language Programs (ELP)

Language Proficiency

Students can complete the University's language proficiency requirement through the English Language Programs University Preparation program in San Diego. International students who need English proficiency are tested and placed in the appropriate class level. English language classes follow the University calendar and provide 100 hours of instruction per month. At the end of each month, students are evaluated for advancement. Students in the advanced level can apply for early admission to academic courses.

Academic English

The University Preparation program is a very intensive program designed for high school graduates, university students or professionals who plan to attend National University or another U.S. college or university and /or want to improve their academic skills or professional career advancement.

This program follows a four-week format and provides 100 hours of instruction per month. Courses range from beginner though advanced levels and each level can be completed in two months. Classes are offered at all levels ever month.

Graduation from the last level fulfills the National University language proficiency requirement so the English as a Foreign Language (TOEFL) examination is not required.

Interested students should apply directly to 4121 Camino del Rio South, San Diego, CA 92108.

ELP offers programs for students who want to study the English language but do not plan to enroll in a Bachelor or Master Degree program at National University.

English Communication

This program is designed for individuals who want to improve their English communication skills for purposes of professional advancement or simply for personal enjoyment.

The program provides 100 hours of instruction per month and develops all four language skills: reading, writing, listening and speaking, with emphasis on communication.

Classes are offered at all levels every month and follow a four-week format.

English Language Programs

Beginning ESL
Intermediate
Advanced
Academic English
Accent Reduction
English Communication

English language levels consist of core courses increasing in difficulty and complexity from beginning to more advanced levels.

Listening
Non-native English speakers in this course improve their listening and note-taking skills by discussing tapes and lectures. This gives students many opportunities to interact with each other and with the instructor.

Speaking
Students gain proficiency in oral communication through group discussions and individual presentations, and by discussing personal as well as academic topics. In the more advanced levels, students give short speeches and participate in group discussions Small groups allow students to interact with each other and with the instructor.

Grammar and Writing
The rules of English grammar are studied and used in context at the different levels. The focus is on applying grammar structures to oral and written communication.

Writing and Editing
Students learn writing skills, from developing basic paragraphs, summaries and outlines, to composing full-length essays. Activities include academic writing, informal/free writing and grammar-based writing. The class meets for 3 hours each week.

Reading
Students improve their reading ability by learning and practicing key reading comprehension and vocabulary skills.

Vocabulary Development
Students expand their vocabulary through various types of activities as well as presentation of roots, suffixes and affixes.

Accent Reduction Workshop
The course gives students the tools and practice they need to improve their pronunciation of American English. The students work intensively on correct vowel and consonant formation, word stress, sentence stress, intonation and rhythm. This is done by evaluating individual student needs and addressing problem areas.

In addition, each course level offers a variety of enhancement courses such as idiomatic expressions and cinema, writing research papers and newsletters, conducting academic research, world celebrations, American culture, the American legal system and U.S. culture and history. These controversial topics are just a sample of the complementary courses each level in the program must complete in addition to the core classes.

TESOL Certificate Program

National University's Certificate in Teaching English to Speakers of Other Languages (TESOL) is a comprehensive series of five content courses that culminate in a practicum project designed to offer maximum teaching experience to participants. The principal goal of the certificate is to develop participants' teaching skills through hands-on practice and to give them the knowledge and confidence to teach ESL at any level.

Before entering a live ESL classroom to work alongside an experienced instructor, students will study a variety of courses, including:

TSL 400X   Theories and Methods of Language Teaching and Acquisition – 36 hours
TSL 401X   Structure of English and Grammar Teaching Techniques – 36 hours

Extended Studies

TSL 402X Teaching Reading and Writing – 36 hours
TSL 403X Teaching Listening and Speaking – 36 hours
TSL 404X Practical Issues in Second Language Pedagogy – 36 hours
TSL 405X TESOL Practicum – 40 hours

Extended Studies Course Descriptions

BBB800X
Financial Asset Recovery I
This course provides practical application of the collection process. Explaining debt collection and learning about consumer protection acts are the topics reviewed in this course. Additionally, students will review collection techniques, and the different jobs available in the collections industry.

BBB801X
Financial Asset Recovery II
This course provides practical application of the collection process, emphasizing role playing and mock situations to better understand collection techniques such as negotiating skills, problem solving, debt collection via phone, credit bureau reports and familiarity with FDCPA regulations.

BBB802X
Customer Relations
This course focuses on understanding the behavior of internal and external customers. Students learn the fundamentals of customer satisfaction and effective ways to respond to customer dissatisfaction. Effective techniques such as positive verbal communication, nonverbal communication and the steps involved with the listening process are reviewed in this course.

BUS888X
Introduction to Human Resources (HR)
This course is designed to provide an understanding of the elements of human resources. Emphasis is placed on employment law and human resource training. Students will cover such topics as organizational effectiveness, evaluation and training, and the objectives of an HR department.

BUS889X
Labor and Employment Law
This course provides students with a review of standard company employment policies. Students will also gain critical knowledge of labor and employment laws affecting today's workplace.

BUS892X
Company Compensation and Benefits
The emphasis of this course is company compensation and benefits packages. Students will also review job classification systems and human resource database. California regulations regarding wages and garnishing plans, safety issues and incentive plans are also discussed.

CO 800X
Medical Terminology I
The Medical Billing and Front Office Administration Certificate Program provide students with the skills necessary for an entry level position in this growing industry. Students are prepared for employment by acquiring skills in medical insurance billing, processing, coding, computer applications and terminology. In this course, students will learn the roots, suffixes, prefixes definitions of the different systems in the human body.

CO 801X
Medical Terminology II
The Medical Billing and Front Office Administration Certificate Program provide students with the skills necessary for entry level positions in this growing field. Students are prepared for employment by acquiring skills in medical billing, processing, coding, computer applications and medical terminology. In this course, students will learn the roots, suffixes, prefixes definitions of the different systems of the human body.

CO 806X
Medical Insurance I
Students will discuss the medical insurance and associated terminology. They will also gain introductory knowledge to the Medicare, Medi-Cal, and TRICARE programs along with programs available through the private sector. Topics discussed will include the importance of accurate claims and the responsibilities of the billing specialist. Legal and ethical considerations of billing are also covered.

CO 807X
Medical Insurance II
This course introduces students to computerized account management through the use of MediSoft, the software most commonly used in medical offices.

CO 808X
Medical Insurance III
Students will focus their attention on the concepts and techniques of CPT-4 and ICD-9 coding. Also covered is the purpose behind coding and how to use various coding reference materials commonly found in medical offices.

CO 809X
Medical Insurance IV
Students are introduced to the HCFA-1500 (Universal Claim form) and the billing requirements for commercial insurance, Blue Cross/Blue Shield, TRICARE/CAMPUS, Medi-Cal and Worker's Compensation. Students learn which fields are needed for the various types of insurance, and the billing requirements for the different programs. Legal and ethical issues for collecting from insurance companies are also discussed.

CO 810X
Medical Insurance V
The focus of this final course is on the Medi-Cal and Medicare insurance programs. Emphasis will be placed on using HCPCS coding and proper billing and follow-up of Medi-Cal claims as well as the variety of Medicare programs.

COM800X
Communication and Personal Selling
This course provides the student with an opportunity to master oral communication skills while utilizing personal selling proficiency. Grammatical skills are also updated while applying practical written skills. The course reviews topics such as strategic presentations, an explanation as to why people buy, and persuasive sales techniques.

CS 861X
A+ Certification Preparatory Course
A+ is a perfect introduction for those seeking a new career in the computer industry. A+ is a testing program sponsored by the Computing Technology Industry Association (CompTIA). The A+ course is a six-week preparatory course that prepares the student for the CompTIA certification tests. Earning an A+ Certification validates that the holder has reached a level of competency commonly accepted and valued by the industry. Many employers give preference in hiring to applicants with A+ Certification.

DBA800X
Database Applications
This course provides the students with a complete and integrated electronic office practice set. This course is designed with exercises that simulate realistic on-the-job work experiences. Students have the opportunity to apply spreadsheet, database and information-processing skills already learned in previous courses.

ED 342X
Vocational Education Level I: The Instructional Process in Vocational Education and Techniques of Teaching
As more and more adult learners return to the classroom, it is important that teachers know how to reach this mature audience student population. This class will provide students with the concepts and developmental skills necessary for vocational instruction.

ED 343X
Vocational Education Level II: Principles and Practices of Vocational Education
Building upon the concepts presented in Level I, this course provides a broad overview of vocational education.

ED 810X
California Subject Examination for Teachers (CSET) Preparatory Course
This informative, intensive course is designed to familiarize students with a variety of proven strategies for passing the CSET. It emphasizes techniques for multiple choice and constructed response questions to help students effectively utilize knowledge of specific subject areas. It is a test preparation class only and is not a substitute for required class work.

ED 820X
Reading Instruction Competence Assessment (RICA) Preparatory Course
This intensive, one-day course is specifically designed to help prepare current and future teachers to pass the new RICA Written Examination. It is a test preparation class only and is not a substitute for the required reading and reading instruction classes.

ED 938X
U.S. Constitution Preparatory Course and Examination
This insightful, two-part course is designed to help students pass the U.S. Constitution exam, a requirement for the California teaching credential. Prior to taking the exam, students will review essential elements of the U.S.

Constitution; analyze the meaning, amendments and judicial interpretation; and examine the Bill of Rights and the framers' intents.

HR 800X
Professional in Human Resources (PHR) & Senior Professional in Human Resources (SPHR) Certification Preparation Course
This one-month preparation course from National University will provide students with all the necessary tips and tactics to pass the PHR or SPHR exam. Students learn:
• Why strategic management is essential to human resources.
• How workplace planning and employment affect your job and your organization.
• Ways to assess your organization's human resource development needs.
• Rules and regulations for compensation, benefits, and employee and labor relations.
• Key legislation for occupational health, safety and security

HSC802X
Introduction to Industrial Security
This course serves as an introduction to the planning, organization, and management of industrial, business, and government security resources. The focus is on the protection of assets via the integration of physical, personal, and information security. Relations between security organizations and government agencies are also explored.

HSC803X
Physical Security
This course addresses the basic principles of physical security, with an emphasis on tailoring these principles to the protection of specific operations and facilities. In addition, students will learn the significance of proper planning, design, modern techniques, and devices that enhance security while reducing costs.

HSC804X
Security Management
The basic interdisciplinary principles of security management including planning, budgeting, organizing, staffing, directing, and controlling are addressed in this course. It will also cover marketing security services to management, risk management, civil and criminal liability, and labor relations. Each aspect of the course is designed to prepare security managers to face the new challenges as broader and more cost-effective protection is required with fewer resources. Students will gain a greater awareness and understanding of the various options available in security and loss control, as they identify a number of risk areas and outline various deterrent and preventative methods.

HSC805X
Introduction to Information Security
This course will present an overview of the threats to your information technology infrastructure and intellectual property with an emphasis on the detection and prevention of intrusions or theft. The protection of services such as the World Wide Web, file sharing and email will be analyzed. The vulnerabilities and hardening of major operating systems such as LinuX and Microsoft's Windows 2000 will be discussed. The course takes a holistic approach - discussing the technical but focusing on the need for proper training and procedures in the maintenance of an effective yet secure information technology infrastructure. While the material of the course is technical in nature, no systems administration or software development experience is assumed. A good familiarity with the use of the Internet and computers is required and some knowledge of TCP/IP would be helpful.

HSC806X
Criminal Law
The historical origins and development of criminal law from the early common law to contemporary decisions and statutes are reviewed in this course. Constitutional and statutory factors as they pertain to crime, defense, and crimes against persons and property, defenses that pertain to criminal responsibility, capacity, crimes against persons and property, defenses to criminal charges and sentences. Sections of the California Criminal Code and other statues will be covered where applicable.

HSC807X
Domestic and International Terrorism
This course is to acquaint the Criminal Justice student with the concept of terrorism at both the international and domestic levels. Topics include the history of terrorism, terrorism today and terrorism in the future. Counter measures taken to respond to terrorist threats are also examined.

IS 035X
Introduction to Computers
This course provides a history of computers from the early stages to present. Students explore the relationship of terminology as well as the basic concepts of using computers. Students can expect to learn everything from starting a computer and working with windows to managing files and sharing data.

IS 952X
Spreadsheet Applications
This course provides the student with an understanding of Microsoft Excel applications utilized in the workplace. Students will benefit from this course as they learn to use sum function, various mathematical formulas, work with multiple worksheets, and create charts and graphs.

MED800X
Medical Terminology I
Students become acquainted with beginning medical terminology. Emphasis is on principal parts of the body and pronunciation as it is related to medical transcription and medical billing. Students will become familiar with the basic structure of medical terms as they relate to anatomy and physiology. Course covers prefixes, word roots and combining forms as they relate to medical terms.

MED801X
Medical Terminology II
This course acquaints students with advanced medical terminology. Emphasis is on principal parts of the body and pronunciation as it is related to medical transcription and medical billing. Students will become familiar with the basic structure of medical terms as they relate to anatomy and physiology. Course covers prefixes, word roots and combining forms as they relate to medical terms.

MED802X
Medical Billing Practical
With a hands-on approach, students learn coding diagnoses and procedures for billing services rendered. This course is designed with exercises that simulate realistic on-the-job work experiences.

MED803X
Computerized Medical Billing
Students review coding diagnoses and procedures for computerized billing services rendered. This course is designed with exercises that simulate realistic on-the-job work experiences. The delivery method for this course provides students with a hands-on approach to the subject matter.

MS 807X
Installing, Configuring and Administering Microsoft Windows 2000 Professional
Students will gain the knowledge and skills necessary to install and configure Windows 2000 Professional on a stand-alone computer and on client computers that are part of a workgroup or a domain.

MS 808X
Installing, Configuring and Administering Microsoft Windows 2000 Server
Students will acquire the skills and knowledge necessary to install and configure Windows 2000 Server to create file, print and terminal servers.

MS 809X
Supporting Windows 2000 Network Infrastructure
New-to-product students will be responsible for installing, configuring, managing and supporting a network infrastructure that uses the Microsoft® Windows® 2000 Server products.

MS 810X
Implementing and Administering Windows 2000 Directory Services
Instructor-led training provides students with the knowledge and skills necessary to install, configure and administer the Microsoft Windows 2000 Active Directory™ service. The course also focuses on implementing Group Policy and understanding the Group Policy tasks required to centrally manage users and computers.

MS 811X
Designing a Windows 2000 Directory Services Infrastructure
Students will learn the skills necessary to design a Microsoft® Windows® 2000 directory services infrastructure in an enterprise network. Strategies are presented to assist the student in identifying the information technology needs of an organization and then designing an Active Directory™ structure that meets those needs.

MS 812X
Designing a Secure Windows 2000 Network
Providing students with the knowledge and skills necessary to design a security framework for small, medium and enterprise networks using Microsoft® Windows® 2000 technologies, this course contains four units that describe security in specific areas of the network:
• Unit 1 - Providing Secure Access to Local Network Users
• Unit 2 - Providing Secure Access to Remote Users and Remote Offices
• Unit 3 - Providing Secure Access between Private and Public Networks
• Unit 4 - Providing Secure Access to Partners

MS 815X
Designing a Windows 2000 Networking Service Infrastructure
The information and skills needed to create a networking services

infrastructure design that supports the required network applications are taught in this course. Each module provides a solution based on the needs of the organization. Some Microsoft® Windows® 2000 network solutions require a single technology, such as DHCP, to provide Internet Protocol (IP) address configuration support. In other situations, several technology options exist, such as Open Shortest Path First (OSPF), Routing Information Protocol (RIP) and Internet Group Management Protocol (IGMP), to design an IP routing scheme.

MS 816X
Windows 2000 Network and Operating System Essentials
Students who are new to Microsoft Windows 2000 gain the knowledge necessary to understand and identify the tasks involved in supporting Windows 2000 networks. This is an introductory course designed to provide an overview of networking concepts and how they are implemented in Windows 2000. This course is a recommended prerequisite for the MCSE program.

PC 820X
Introduction to Computers
National University's Medical Billing and Office Administration Certificate Program provide students with the skills necessary for employment in the medical administration and billing industry. Students are prepared for employment by acquiring skills in medical billing, processing, coding, computer applications and medical terminology. In this course, students will learn the components of personal computers, the operating system environment, general operation and getting started with end-user applications.

PC 821X
Word Processing
National University's Medical Billing and Office Administration Certificate Program provides students with the skills necessary for entry level positions in the medical front office administration and insurance billing. Students are prepared for employment by acquiring skills in medical billing, processing, coding, computer applications and medical terminology. Topics include creating, editing, and printing documents. Students will also work to increase speed and improve accuracy in formatting various types of documents.

PC 822X
Spreadsheets
The Medical Billing and Front Office Administration Certificate Program provide students with the skills necessary for entry level positions in this growing industry. Students are prepared for employment by acquiring skills in medical insurance billing, processing, coding, computer applications and medical terminology. Students learn the basic techniques of opening a workbook and developing a worksheet. Students also cover such topics as calculating values, creating charts, and other techniques for data management with a spreadsheet.

PLC 800X
Legal Research
This course introduces the fundamentals of legal research and analysis. There is an emphasis on the development of research strategies using both primary and secondary sources of law. Administrative regulations, legislative histories, administrative decisions and how to update research using Shepard's Citations is also discussed.

PLC 801X
Litigation
Participants study the structure of the California Court system. Students learn the procedural rules governing civil action, selection of proper court and place of suit, personal jurisdiction, contents and purpose of pleadings, discovery procedures and motion practice. Participants will also be exposed to the tasks they will perform in a law office. Coverage of professional responsibilities and ethical issues will be covered in this course as well.

PLC 802X
Corporate Law
In the third course for the Paralegal Certificate Program, students are provided with an overview of business organizations including sole proprietorships, general and limited partnerships, limited liability companies and corporations. Additional emphasis is given to the preparation of documents such as fictitious name filings, client memoranda, meeting minutes, consents to action and articles of incorporation.

PLC 803X
Estates, Wills, and Trusts
Estate planning and the administration of an estate with emphasis on the living trust as an estate planning tool is the focus of this course for the Paralegal Certificate Program. Participants learn about methods of ownership assets, advantages and disadvantages of wills and trusts, techniques for drafting wills, ethical issues regarding client representation, and how to transfer assets without probate. The formal probate process is also reviewed in this course.

PLC 804X
Criminal Law
Participants cover Federal and State court rules in this course. Course topics for State court practice will be based mainly on California law, but have applicability to other states as well. Participants examine substantive criminal law with discussion of the elements of various crimes against persons and property, criminal liability and punishment, and defenses to crimes.

PLC 805X
Family Law
Participants study California family law and procedure with a focus on dissolution of marriage, legal separation and nullity of marriage. Other topics covered include pre-nuptial agreements, adoptions, palimony, enforcement of family law orders, and paternity regulations. Additionally, participants review the concepts of community property, jurisdiction, ethical concerns, calculation of support and the discovery process.

PLC 806X
Real Estate
Participants are introduced to the legal principles incorporated in California real estate law in the seventh course of the Paralegal Certificate Program. The basic requirements in owning real property and the details of transferring property interests by means of contract, deeds and wills are covered as well.

PLC 807X
Bankruptcy and the Law
This course is a broad overview of bankruptcy law and procedures with focus on paralegals representing debtors, creditors, and trustees in proceedings. Participants research bankruptcy issues, draft motions and complaints and complete schedules and statements necessary for bankruptcy proceedings. Finally, issues facing debtors and alternatives to filing for bankruptcy are also covered.

PLC 808X
Computers for the Paralegal
This course is designed to give participants an overview of computer use in the law office. Computer-assisted research is an essential concept in this course. Legal research through the use of LEXIS is explained and demonstrated. Conduction legal research and finding legal resources on the internet is reviewed as well.

PM 800X
Project Management Professional Certification
National University's program focuses on the development, maintenance, evaluation, promotion and administration of an arduous, professional certification in Project Management. A nationally recognized examination process supports each course. Once all the requirements are fulfilled, students attain Certified Project Management Professional status. Topics will include:

• Project Integration Management
• Project Scope Management
• Project Risk Management
• Project Communications Management
• Project Time Management
• Project Human Resources
• Project Quality Management
• Project Cost Management

TED 342X
Behavior is Language 1
Strategies for Managing Disruptive Behavior
This self-paced CD ROM course is designed to give teachers a new perspective on student behavior and effective tools to facilitate positive student change. Participants will learn behavioral techniques and intervention strategies that quell disruptive behavior reduce power struggles while increasing classroom control, reduce workload, and help prevent burnout. After successfully completing this course, participants will be better equipped to find and implement creative, effective solutions to behavioral problems.

TED 343X
Behavior is Language 2
More Strategies for Managing Disruptive Behavior
This self-paced CD ROM course is designed to expand a teachers understanding of the factors that can affect a student's behavior, how that might be played out in the classroom, and what intervention strategies may be effective in helping the teacher change that behavior. Building on the developmental framework introduced in Behavior is Language 1, participants will learn behavioral techniques and intervention strategies that quell disruptive behaviors, reduce power struggles while increasing classroom control, reduce workload, and help prevent burnout.

TED 344X
Attention Deficit Disorder
Information & Interventions for Effective Teaching
Covering the history of the disorder, accepted methods to assess and identify

students with the disorder, and various methods, medications and strategies that are currently used to treat the disorder, this self-paced CD ROM course will help teachers achieve a better understanding of ADD and intervention strategies to facilitate positive student change. For situations where a student needs services beyond what teachers can provide in the classroom, this course covers the referral process for getting help for the student. Reference materials include a list of resources for both teachers and parents who would like more help or information about ADD or ADHD.

TED 346X
Learning Disabilities
Practical Information for Classroom Teachers
This self-paced CD ROM course describes diverse theoretical approaches to handling learning disabilities in the classroom. This course lays the foundation for sensitive, appropriate assessment and evaluation of students. In addition, the course covers program planning and implementation, stresses the importance of a close, positive partnership with parents or alternative caregivers, and explores methods for ensuring that the home-school axis is effective and meaningful. Teachers will also learn about major trends and unresolved issues in the field of learning disabilities.

TED 347X
Harassment in Schools
Guidelines and Policies for Prevention
In this interactive self-paced CD ROM course, teachers will gain a better understanding of harassment issues in schools and learn intervention strategies to use for protection from harassment. Discussing the relationship between discrimination and harassment, as well as the impact of sexual harassment on victims and the workplace, the course also describes the legal and operational definitions of the forms of harassment, methods for stopping harassment, and guidelines for creating and implementing policies to prevent harassment.

TED 348X
Drugs & Alcohol in School
Understanding Substance Use & Abuse
Take this self-paced CD ROM course to gain a more comprehensive understanding of alcohol, drugs and their influences in the classroom. This course provides a contextual framework for understanding what students may be experiencing either through their own substance use or from the substance use of persons close to them. This course provides a basic historical perspective of substance use along with the biological, psychological and social factors that comprise the disease of addiction. Upon course completion, teachers will better understand the complex dynamics that contribute to this biological and social phenomenon.

TED 351X
Functional Analysis
Introduction to Completing Behavior Assessments
This interactive self-paced CD ROM course will help teachers achieve a better understanding of Functional Behavior Assessment (FBA) and Positive Behavior Support (PBS) strategies that students can use to facilitate positive student behavior. Because the results of FBA's often lead to proactive intervention, this course is particularly useful for educators who work with students with disabilities. This course includes an overview of the hierarchy of assessment procedures used to conduct FBA's, and details the procedures and treatment packages that can be implemented based on the results of functional analyses. Particular emphasis is placed on reinforcement-based interventions and dimensions of reinforcement.

TED 368X
Sexually Transmitted Infections
Information for Education Faculty & Personnel
This self-paced CD ROM course provides an in-depth understanding of sexually transmitted infections. It is not a medical text; instead, it is a course designed specifically for teachers, aides, counselors, administrators and other education professionals so that they can understand and learn about the sexually transmitted infection epidemic that affects so many students each year.

TED 369X
Inclusion: Working with Special Needs Students in Mainstream Classrooms
This interactive, self-paced CD ROM course is designed to help special and general educators gain a better understanding of inclusion, an educational reform movement that advocates educating students with disabilities in the general education classrooms. Upon course completion, teachers will be able to define key concepts and terms, identify and describe federal legislature and court cases, and describe the federal definition of students entitled to special services. This course will also help teachers identify their role in providing special services to students educated in inclusive classrooms.

TED 371X
Understanding Aggression
Coping with Aggressive Behavior in the Classroom
Understanding aggression includes topics on violence, aggression in the classroom, youth gangs, and aggression in sports and on television, how drugs and alcohol play a role in aggression and violence, and "hot spots" that tend to breed aggression and violence. The self-paced CD ROM course helps school personnel become more aware of the causes of aggression and ways to evaluate aggression and intervene before it turns to violence in the schools. The course also addresses aggression in our communities through driving, dating, sports, television, music and how these issues are dealt with in modern society.

TED 372X
Talented & Gifted Education
Working with High Achievers
Talented and Gifted Education provides information on the history of the exceptional in relation to education, current law, and accepted methods for referral, assessment, and identification of these students. The self-paced CD ROM course also covers major program models and methods of differentiating instruction to meet the rate and level of learning of those students identified. The curriculum reviews ways to meet the affective needs of the gifted and talented student in the regular classroom and lists resources for teachers and parents.

TED 379X
Child Abuse: Working with the Abused & Neglected
This interactive, self-paced CD ROM program shows teachers how to recognize the signs of physical abuse, emotional abuse, sexual abuse, physical neglect and emotional neglect in children. Participants will also explore the specific factors that exist in families who abuse or neglect their children. This course meets the child abuse and neglect educational requirements in most states.

TED 382X
HIV/AIDS: Prevention & Education for the 21st Century
This self-paced CD ROM program will help teachers achieve a greater understanding of HIV/AIDS prevention and education. Participants will address sensitive issues such as sexual health, risky behaviors, condom use, intravenous drug use, and more. This course is essential for increasing your knowledge and enhancing your skills for the discussion of such topics.

TSL 400X
Theories and Methods of Language Teaching and Acquisition – 36 hours
Beginning from a historical perspective, this course covers the most prominent theories of second language pedagogy. These will serve as a springboard for discussion and reflection about the process of teaching, before moving on to more concrete issues such as learning styles, cultural influences and personality factors. This course will introduce concepts that participants can modify and apply in subsequent courses in the series, thus helping to create a personalized teaching style.

TSL 401X
Structure of English and Grammar Teaching Techniques – 36 hours
A clear and deep understanding of English grammar is absolutely essential for teachers of ESL/EFL. It is, ironically, the most common weakness of teachers, whether native speakers or not. The purpose of this course is twofold: (a) to help teachers acquire the necessary foundation and sense of grammar and (b) to give them practical and immediately applicable techniques they can use to teach grammar to their students. Topics include:
• Discussion of common problem areas for students.
• English specific to academic writing.
• Games and activities to make grammar accessible to students.
• TOEFL-related grammar issues.

TSL 402X
Teaching Reading and Writing – 36 hours
This course introduces the topics typically covered in ESL reading/writing courses and also provides techniques for teaching these topics. For example, reading courses usually include skimming and scanning, finding the main idea and inferring meaning. In a writing course, topics of study include idea generation techniques, organizational skills and paragraph and essay structure. In addition, the course covers strategies for testing reading and writing, TOEFL-specific reading and writing issues and practical and lively games designed to reinforce important topics.

TSL 403X
Teaching Listening and Speaking – 36 hours
Teachers are introduced to the topics typically covered in ESL listening/speaking courses, as well as the techniques for teaching these topics. For listening, topics include note-taking, use of videos and songs and cloze exercises. For speaking, topics of discussion range from dialog-based production at the lowest levels to speech preparation and delivery at the highest. The course will also discuss strategies for testing listening and speaking, TOEFL-specific listening comprehension issues and practical and lively games designed to reinforce important topics.

TSL 404X
Practical Issues in Second Language Pedagogy – 36 hours
Teachers in this course will cover topics such as lesson planning, teaching materials, classroom interaction and classroom management, all essential to efficient teaching. Other topics include the teaching of vocabulary,

pronunciation and other subjects sometimes deemed "elective" classes. The goal of the course is to synthesize and to fill in the gaps in the rather large amount of material covered to this point in the series. Upon completion, participants will have acquired the tools necessary to feel confident entering the ESL/EFL classroom.

TSL 900X
TESOL Practicum – 40 hours
A 40-hour observation and teaching program is the final step in attaining a Professional Certificate in Teaching English as a Second Language. This practicum allows students to display their newly acquired knowledge and skills by working side-by-side with an experienced ESL teacher in a classroom environment.

Students wishing to take the TESOL Practicum must speak with the project coordinator to receive the necessary details, such as evaluation procedures, forms, placement and requirements needed to successfully complete the practicum. This course is required for a Professional Certificate in Teaching English as a Second Language.

WPA800X
Word Processing Applications
Students are introduced to office automation concepts and basic applications. Students review and learn system commands utilizing up-to-date word processing systems. Additionally, students review tables, inserting graphic elements, and exploring the internet.

Financial Aid

The University of Values

Financial Aid

Student Financial Aid

There are many types of financial aid available to assist students who qualify.

Please refer to the following chart under Financial Aid Programs for information on available Federal, State and institutional aid programs. For specific information regarding National University's policies and procedures, please refer to the Financial Aid Guide. This guide is on-line at www.nu.edu and at all centers.

How to Apply for Financial Aid

Planning ahead and applying for financial aid programs can help students obtain an education, which might otherwise be outside their financial reach.

To be considered for Federal and State financial aid, students must complete the process of "need analysis." Need analysis is the method used to estimate the amount of money students and their families can reasonably contribute toward the cost of education. For the 2004-2005 school year, student awards will be determined using 2003 income (taxed and untaxed) and current assets. Other factors considered include the student's marital status and family size.

Application Packets

Students may obtain a How to Apply Guide package from a financial aid or admissions advisor at all campuses and learning centers. The package includes a Free Application for Federal Student Aid (FAFSA), which students must complete, sign and mail to the federal processor for evaluation. To expedite the process, students are encouraged to apply on-line at www.fafsa.ed.gov. National University computer labs are available for our students' use.

Important Note: Students must mail in their signed certification page within 14 days when filing on-line in order for the FAFSA to be completely processed and eligibility determined by the U.S. Department of Education.

Student Eligibility Requirements

To receive financial aid, students must meet all of the federal eligibility requirements. Students must:

- have a high school diploma or a General Education Development (GED) certificate
- be a U.S. citizen or an eligible non-citizen
- be enrolled in an eligible program and matriculated by the Office of the Registrar (excludes non-degree studies and continuing education programs)
- demonstrate financial need as determined by the federal methodology (excludes the federal unsubsidized Stafford Loan Program)
- have a valid social security number
- maintain satisfactory academic progress, as defined by the University Financial Aid Office
- sign a Statement of Educational Purpose/Certification Statement on Overpayment and Default
- register with Selective Service, if required to do so
- complete the verification process, if selected to do so, by submitting a copy of federal tax forms and any other required documents

Note: A student's eligibility for any of the federal programs may be suspended or terminated by a court as part of a conviction for possessing or distributing drugs.

Dependency Status

Students who apply for financial aid must determine whether they should apply as independent (self-supporting) students or as dependent students. Determination of a student's dependency status is made in the student status section on the Free Application for Federal Student Aid (FAFSA).

Students who meet at least one of the following criteria are considered independent:

- Students who were born before January 1, 1981 (for the 2004-2005 school year)
- Students who are married
- Students who are enrolled in a graduate program (this does not include students who are enrolled in a credential program)
- Students who have legal dependents other than a spouse
- Students who are orphans or wards of the court (or were wards of the court until they reached age 18)
- Students who are veterans of the U.S. Armed Forces (this does not include active duty military students)

Students who claim to be independent may be asked to provide documentation to verify their dependency status prior to receiving financial aid. Students who want to be considered independent due to circumstances other than those listed should contact a financial aid advisor prior to completing the FAFSA.

Student Loan Deferment

Students are eligible for a federal interest subsidy whereby the federal government, rather than the student, pays the interest on a student's outstanding loan during the time the student is in school. During an authorized deferment of repayment, Unsubsidized Stafford borrowers are eligible for the same deferment as Stafford borrowers. However, a deferment for an Unsubsidized Stafford borrower applies to principal only.

Deferments for PLUS applicants vary. See the Student Guide for details.

In-School Deferment

Once a month, the University submits student enrollment data to the National Student Loan Clearinghouse. For most students, this process reduces the number of deferment forms to fill out. However, students who receive a letter, statement, or a deferment form from a lender must complete and submit the deferment form as required. The clearinghouse was created for Stafford/PLUS borrowers only and does not apply to Perkins or NU-HELP borrowers.

Students should contact their lender and/or the University for additional information.

Scholarship Program

University Scholarships and Grants

Each year, National University awards tuition scholarships or grants to students who demonstrate exceptional scholastic achievement, educationally and economically disadvantaged students, students with disabilities and students who are single-parents with demonstrated financial need and based on the eligibility rules that apply to the particular award. The University's goal is to attract and retain quality students by providing scholarships that are based upon merit and financial need.

The University may, at its discretion, target certain campuses and/or certain academic programs for the awarding of scholarships. This prioritization will then constitute the first criterion for selection. The secondary criteria will be those specified for each type of scholarship as described below.

National University's scholarships are considered "last money" tuition scholarships. These scholarships are designed to supplement, but not replace, federal and state financial aid, employer tuition assistance and student income. Awards are credited directly to the recipient's financial accounts. The number of scholarships depends on the availability of allocated funds. As a nonprofit institution, the University tries to provide as many scholarship and grant opportunities as possible.

The application form for scholarships is available online at www.nu.edu/scholarships. Students are responsible for reading and complying with the policies and procedures contained in this catalog prior to applying for a scholarship.

Types of Awards

Collegiate Honor Award
Tuition scholarships of up to $1,600 are available to students who have demonstrated exceptional scholastic achievement and are in need of financial assistance. To be eligible for this award, applicants must have completed 54 semester units at a U.S. accredited community college or four-year college with an undergraduate grade point average of at least 3.5 on a scale of 4.0. Awards will be credited to students' accounts in increments, up to the maximum of $400 per course. The application form is available online at the above Web address.

Need-Based Grants
A need-based grant of up to $900 is available to students who are eligible for financial aid to assist them in making partial payments toward their cost of tuition while their request for Federal Student Aid is processed. Students seeking such a grant must file a Free Application for Student Aid (FAFSA). Awards are made on the basis of a student's Expected Family Contribution (EFC) number, as calculated by the U.S. Department of Education from the filing of a FAFSA. The application form is available online at the above Web address.

Presidential Tuition Scholarship
Presidential Tuition Scholarships of up to $2,500 are available each fiscal year to undergraduate transfer students in at least one of the following categories:

- educationally and economically disadvantaged persons who have been historically underrepresented at higher educational institutions (African Americans, Hispanics and Native Americans)
- single parents with demonstrated financial need
- persons with a verified disability and financial need

Applicants must also meet all of the eligibility criteria listed below. They must:

- have an annual income below $15,000 for single parents or $22,000 for a family of two or more
- demonstrate a cumulative college grade point average of 2.30 on a 4.00 scale
- have at least 56 semester hours of credit from an accredited college or university
- apply for federal and state financial aid

- be an undergraduate student working toward a first bachelors degree
- be a U.S. citizen or eligible non-citizen

Awards will be credited to students' accounts in increments, up to the maximum of the full cost of tuition per course. The application form is available online at the above Web address.

■ Military Tuition Scholarship
Military Tuition Scholarships of up to $2,500 are available to military personnel, including active duty, reservists, national guardsmen/women, their spouses, and their dependents. The scholarship is intended to benefit educationally and economically disadvantaged personnel and their family members who have demonstrated financial need. For active duty personnel to qualify, they must have exhausted the aggregate amount of their military tuition assistance. In order to determine financial need, an applicant must file a Free Application for Federal Student Aid (FAFSA), which can be done online at www.fafsa.ed.gov. The applicant must also submit a letter describing personal circumstances that make earning an education important. In making the awards, preference will be given to applicants seeking undergraduate degrees. Awards will be credited to a student's account in increments up to a maximum of $500 per course toward tuition. The application is available online at the above Web address. The letter describing personal circumstances should be sent to:

Community Scholarship

The purpose of the community scholarship is to recognize outstanding performance in the workplace, professional organizations and community colleges. The Community Scholarship Program for employers and organizations is designed to augment such recognition programs as employee of the quarter/year, etc. For community colleges, the scholarship is designed to recognize outstanding academic performance for undergraduate transfer students.

Employers, professional organizations and community colleges interested in participating in the National University Community Scholarship Program should contact the Coordinator of Scholarships and Special Services at (858) 642-8185 or via e-mail at scholarships@nu.edu. The request should include a brief description of the employer/organization's current recognition program selection procedures and the number of employees/members eligible to participate.

Scholarship Rules and Policies

Rules and policies that govern National University funded awards are as follows:

- Funds will only be applied toward the student's tuition account for courses charged at the standard rate of tuition.
Funds will not be applied toward non-degree or certificate courses.
- Recipients must enroll and begin attending courses within three months from the notification of award, otherwise the award is revoked.
- Funds will only be applied toward courses the student has not yet attended. Funds will be not applied to past due balances.
- Funds are credited to a student's account in maximum increments of, $225 per 4.5 unit course per month for the Need-Based Grant.
- $400 per 4.5 unit course per month for the Collegiate Honor Award.
- Up to the full cost of tuition per month for the Presidential Tuition Scholarship (up to $2500 total).

- Award funds will only be applied toward the tuition cost for academic coursework toward an intended degree objective.
- Awards are not transferable. Only one award can be received and used per degree objective, except for eligible Presidential Tuition applicants who may re-apply and may receive a new award each Fiscal Year while pursuing their first bachelor's degree.
- Awards are made to students for their intended degree objective at the time of application.
- Students who receive other educational assistance in excess of 90% of the cost of tuition for a course are not eligible to receive award funds for the course.
- Recipients must maintain good standing with the Student Accounts Office to ensure continuation of their award. Recipients who do not maintain a good standing with the Student Accounts Office risk losing their award.
- This award may affect the amount of other financial aid for which a student may qualify, or the award may be reduced or nullified by other educational assistance and aid the student receives.
- Application of award funds toward a withdrawn course will be based on the charge incurred. If no charge, there will be no application of funds.
- Award funds must be used within 12 months of the original award. Funds not used within 12 months of the award are forfeited.

Externally Funded Scholarships

There are many corporations, organizations and foundations that provide scholarships to students seeking undergraduate and graduate degrees. For application procedures and scholarship criteria, students should consult reference books in National University's library or on the Internet at www.finaid.com/finaid/fastweb.html or www.nu.edu/scholarship/otherscholarships.html..

V.A. Educational Benefits

Many active duty military personnel, veterans, dependents of deceased or disabled veterans and reservists are eligible for Department of Veterans Affairs' educational benefits. The programs administered by the Veterans Affairs office at National University are:

■ Chapter 32, VEAP
For veterans who entered active duty between January 1, 1977 and June 30, 1985 and who contributed to the program while on active duty

■ Chapter 30, Montgomery G.I. Bill (Active Duty)
For veterans who entered active duty beginning July 1, 1985 and who participated in the 12-month pay reduction program while on active duty. Also includes Chapter 32 active duty persons with eligibility as of October 1, 1996 who elected to participate in the Montgomery G.I. Bill

■ Chapter 106, Montgomery G.I. Bill (Selected Reserve Program)
For undergraduates and graduates who enlisted in the reserves and who have made a six-year commitment to the selected reserves

■ Chapter 35, Dependent's Benefits
For spouses or children of veterans who died on active duty, whose death was caused by a service-connected disability, or who are rated 100% permanently disabled by the Department of Veterans Affairs

■ Chapter 31, Vocational Rehabilitation
For veterans with a service-connected disability, or who are rated 10 percent or more disabled by the Department of Veterans Affairs

■ Chapter 34, G.I. Bill
For veterans who are currently on active duty if they entered the armed forces between January 1, 1977, or after January 1, 1977 under a delayed entry program.

Students should be aware that the Veterans Administration pays educational benefits only for those courses that are part of an approved degree or certificate program and that have not been previously and successfully completed. Students are required to attend classes regularly and maintain satisfactory grades.

Military Tuition Assistance

The Tuition Assistance Department is located at 4121 Camino del Rio South, San Diego. The department provides counseling, guidance and reimbursements to the University for students who are eligible for active duty tuition assistance if they are in the armed forces. Students may be eligible for tuition assistance up to 75% of the cost of their tuition. The amount of the benefit for active duty tuition assistance is determined by the military branch of service. The tuition assistance staff works with active students and ensures the contracts are monitored for accuracy and meet compliance issues. It is the student's responsibility to apply for tuition assistance through the Educational Services Officer on Base.

Students who want to apply for programs administered by the Department of Veterans Affairs can obtain information on how to apply for their benefits by calling or visiting the Veterans Affairs Office located in the Student Services Center at the Learning Center in San Diego's Mission Valley. Veterans who enroll at National University are encouraged to call or visit the veterans representative for instructions prior to signing up for benefits. The Veterans Affairs Office telephone number is (619) 563-7270.

Alternative Educational Funding

Reserve Officers' Training Program (ROTC) Army and Air Force

Students can enroll in the ROTC program while attending classes at National University. There is a continuing need for scientific, computer, engineering, medical and management personnel as well as pilots and navigators in both the Army and Air Force.

ROTC offers scholarships on a competitive basis for students already enrolled in college. Scholarship programs vary slightly each year. Generally, scholarships exist at the two-, three-and-one-half- and four-year college levels. Applicants for ROTC scholarships are selected on the basis of the "whole-person" concept that includes both objective (e.g., grade point average) and subjective (e.g., interview evaluation) factors.

National University students can enroll in ROTC by contacting the local ROTC Recruiting Office. Veterans who complete their studies and are commissioned by age 35 may also be eligible for the ROTC.

Corporate Tuition Assistance

Many companies and government agencies award tuition reimbursement to employees. Please check with your employer for information on how to apply for this employee-development fringe benefit.

Aid for Native Americans

Native American students who can prove membership of a federally recognized tribe may receive educational grants from the federal Bureau of Indian Affairs (BIA).

Applications for BIA grants for California tribes are available by writing the Bureau's Office of Indian Education, 2800 Cottage Way, Sacramento, CA 95825, (916) 978-4680.

California State Rehabilitation

The Department of Rehabilitation is a state agency that helps men and women with disabilities enter or return to work. It also has programs that ensure the rights of people with disabilities.

Disabled persons who need help living more independently or who need training to get a job should contact the regional office of this state agency.

Private Lenders

There are several privately funded education loan programs available to assist students who do not qualify or have limited eligibility for government or institutional financial aid. Below are listed Web sites for some available private loan programs.

www.educaid.com
www.studentloan.com
www.salliemae.com

Specialized Programs

The APLE program is a competitive teacher incentive program designed to attract outstanding students into the teaching profession. For those selected, the APLE program assumes up to $11,000 in outstanding educational loans. Students must be California residents and enrolled in a course of study or a teacher preparation program leading to an initial teaching credential or a specialist credential in special education or reading. To receive the full benefit of the program, selected APLE recipients must agree to teach for four consecutive years in a California public school in a subject matter shortage area (math, science, foreign language, or special education) or in schools that serve a high proportion of students from low-income areas.

For those applicants selected, the program will assume up to $2,000 in educational loan debts for the first year of eligible teaching service and up to $3,000 for each of the second and third years of eligible teaching service. Application period: March through June – see your financial aid advisor for current deadlines.

Additional Information Sources

California Student Aid Commission
www.csac.ca.gov

U.S. Department of Education
www.ed.gov/finaid.html

College is Possible
www.collegeispossible.org

Scholarship Search and Financial Aid Calculator
www.fastweb.com

The U.S. Department of Education has created the Student Financial Aid Ombudsman to work with student loan borrowers to informally resolve loan disputes and problems with the following federal loans:

William D. Ford Federal Direct Stafford Loans: Subsidized and Unsubsidized Direct Stafford Loans, Direct PLUS Loans (for parents) and Direct Consolidation Loans.

Federal Family Education Loans: Subsidized and Unsubsidized Stafford Loans, FFEL PLUS Loans (for parents) and FFEL Consolidation Loans.

Guaranteed Student Loans, SLS Loans and Perkins Loans

Ombudsman Customer Service Line (877) 557-2575 or at www.sfahelp.ed.gov.

Financial Aid

Financial Aid Calendar

A calendar of deadlines and critical dates for students applying for financial aid at the University.

2004-2005	2005-2006	
January 1, 2004	January 1, 2005	• Apply for financial aid. Students must file a new Free Application for Federal Student Aid (FAFSA) annually.
March 2, 2004	March 2, 2005	• Deadline for new Cal Grant A and B applications. • National University Financial Aid priority filing date for FSEOG and Federal Perkins Loans. Note: The Financial Aid Office will continue to make awards after this date as long as funds remain.
April 2004	April 2005	• National University begins processing student awards. Financial Aid Packets containing the IAFFA and other verification documents will be mailed to aid applicants.
June 2004	June 2005	• Announcements of Cal Grant A and B Awards.
July 2004	July 2005	• The funding period begins for the Federal Pell Grant and Campus-Based programs (FSEOG, Federal Perkins).
October 2004	October 2005	• The funding period begins for the Cal Grant programs.
June 30, 2005	June 30, 2006	• Federal Pell Grant deadline. • Last day to file the FAFSA. *Note: The Federal Student Aid Center must receive the student's FAFSA by this date (June 30th). Applications postmarked June 30th and received by the processor after June 30th will not be accepted for processing.*
June 30, 2005	June 30, 2006	• National University Verification/Processing deadline. Students must submit all requested forms by this date in order to receive financial aid for the school year.
Completion of Student's Academic Year		• Applying for an additional loan (Stafford and/or PLUS): Because students apply for and are awarded aid during different times of the year, each student's academic year will vary. Generally, students are eligible to reapply after they successfully complete all courses in the previous loan period. In addition, 32 weeks of in-class instruction (8 months) must be completed. To submit a new loan application, students must have at least three months remaining in their academic year and they must meet the University's minimum unit requirement: Undergraduate /Credential: 12 units Graduate: 9 units

Financial Aid Programs

The following chart describes Federal, State and institutional financial aid programs that are available. Please pay attention to program requirements and applications deadlines.

Grant	Loan	Undergraduate	Graduate	CRED - 1	CERT - 2	Need-Based	Financial Aid Programs 2004-2005	Application Deadline	Date Funding Begins
•		•			•	•	**FEDERAL PELL GRANT** is a grant program to help students with tuition cost. This program assists students who are working towards a first bachelor's degree. Award Range: $400 to $4,050 Applications: FAFSA, IAFFA	June 30, 2005	July 2004
•		•			•	•	**FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)** is a grant program to assist with tuition cost. Like Pell Grant, a student must be enrolled in a first bachelor's degree. Awards are made on a limited basis to students with an exceptional financial need. Award Range: $100 to $3,000 Applications: FAFSA, IAFFA	Priority filing date: March 2, 2004	July 2004
•		•				•	**CAL GRANT A** is a state funded grant program to help students with tuition cost. Grant recipients are selected on the basis of financial need and grade point average. Students must be California residents working towards a first bachelor's degree. Recipients of this award will be notified by the California Student Aid Commission in June. Award Range: $300 to $7,308 Applications: FAFSA, GPA verification	March 2, 2004	Oct. 2004
•		•				•	**CAL GRANT B** is a state funded grant program to help students with tuition cost. This program is intended to assist students with high-potential from disadvantaged/low-income families. Students must be California residents who have completed less than one semester of undergraduate studies. Recipients of this award will be notified by the California Student Aid Commission in June. Tuition Award Range: $300 to $7,308 Subsistence Range: $156 to $2,068 Applications: FAFSA, GPA verification	March 2, 2004	Oct. 2004

1 Credential Program Students must complete the program residency requirement at National (except for recipients of NU Scholarships) and may only apply for financial aid as a fifth year undergraduate.

2 Certificate Program These programs must consist of 36 units in length (except for recipients of NU Scholarships). Students are not eligible to reapply for an additional Stafford or PLUS Loan in the Certificate Program.

KEY
FAFSA: Free Application for Federal Student Aid
IAFFA: Institutional Application for Financial Aid
GPA: Grade Point Average
Note: Award ranges and aid types are tentative.

Grant	Loan	Undergraduate	Graduate	CRED - 1	CERT - 2	Need-Based	**Financial Aid Programs 2004-2005**	Application Deadline	Date Funding Begins
•	•	•	•	•	•	•	**FEDERAL STAFFORD STUDENT LOAN** is a loan program to assist students with educational expenses. The interest rate for a new borrower is a variable interest rate capped at 8.25% and is adjusted July 1 of each year. The 2004-2005 rate is 2.77%. Stafford recipients are not required to make payments or pay the interest during full-time attendance or the first six months after the student's last date of attendance. Loan Amount: For each academic year, a dependent student may borrow: • up to $2,625 as a first year undergraduate • up to $3,500 as a second year undergraduate • up to $5,500 as a third, fourth, or fifth year undergraduate Dependent students may receive both an unsubsidized and subsidized Stafford up to the amounts listed above. Applications: FAFSA, IAFFA, Loan Application	Three months prior to the student's last course of the academic year	Based on each student's individual course schedule

	•	•	•	•	•		**UNSUBSIDIZED FEDERAL STAFFORD LOAN** is a program available to students who may not qualify for a subsidized Stafford Loan or for students who may qualify for only a partial subsidized Stafford Loan. This loan has a variable interest rate capped at 8.25% adjusted July 1 of each year. The 2004-2005 rate is 2.77%. The terms and conditions are the same as the subsidized Stafford Loan, except that the borrower is responsible for the interest that accrues while the student is in school and during the grace period.
							
							Loan Amount: Students may receive both subsidized and unsubsidized Stafford Loans totaling up to the applicable Stafford limit (based on grade level).
							
							Applications: FAFSA, IAFFA, Loan Application
							
							Loan Amount: For each academic year, an independent student may borrow:
							
							• up to $6,625 as a first year undergraduate
							  (at least $4,000 of this amount must be in unsubsidized Stafford)
							• up to $7,500 as a second year undergraduate
							  (at least $4,000 of this amount must be in unsubsidized Stafford)
							• up to $10,500 as a third, fourth, or fifth year undergraduate
							  (at least $5,000 of this amount must be in unsubsidized Stafford)
							• up to $18,500 as a graduate
							  (at least $10,000 of this amount must be in unsubsidized Stafford)
							
							Note: Students enrolled in an academic year requiring less than 36 units will be subject to a pro-rated loan.
							
							Aggregate Stafford Loan Limits
							Dependent Undergraduate: **$ 23,000**
							Independent Undergraduate: **$ 46,000**
							Graduate: **$138,500**
							($65,500 in subsidized Stafford and $73,000 in unsubsidized Stafford)
							
							Note: The graduate debt limit includes any Stafford Loans received as an undergraduate.
							
							Fees:
							• Loan Origination Fee: A loan origination fee of up to 3% of the loan principal is deducted proportionately from each loan disbursement.
							• Insurance Premium: An insurance premium of up to 1% of the loan principal is also deducted proportionately from each loan disbursement.
								Three months prior to the student's last course of the academic year	Based on each student's individual course schedule

Grant	Loan	Undergraduate	Graduate	CRED-1	CERT-2	Need-Based	Financial Aid Programs 2004-2005	Application Deadline	Date Funding Begins
	•	•		•	•		**FEDERAL PARENT LOANS FOR STUDENTS (PLUS)** is a loan program to assist parents of undergraduate dependent students with educational costs. This loan has a variable interest rate capped at 9% and is adjusted July 1 of each year (the 2004-2005 rate is 4.17%). Like the unsubsidized Stafford Loan, the interest is not subsidized by the government. Repayment begins 60 days after the loan is made; however, for parents who qualify, payments (principal only) can be deferred during full-time attendance, but interest will accrue. Loan Amount: For each academic year, a parent may borrow up to the student's cost of attendance minus other aid, per undergraduate dependent student. Fees: (same as the Stafford Loan Program) Applications: IAFFA, FAFSA, PLUS Loan Application	Three months prior to the student's last course of the academic year	Based on each student's individual course schedule
	•	•	•	•	•	•	**FEDERAL PERKINS LOAN** is a low-interest (5%) loan program. This program assists students with tuition cost and is funded on a limited basis to students with exceptional need. The major advantage for Perkins recipients is that the government pays the interest during at least half-time attendance and for nine months after the student's last date of attendance. In addition, students are not required to make payments during that time. Award Range: $300 to $3,600 Cumulative Totals • Up to $20,000 for undergraduate study • Up to $40,000 for graduate or professional study Applications: IAFFA, FAFSA, Perkins Loan Application	Priority filing date March 2, 2004	July 2004
•		•	•	•	•		**NATIONAL UNIVERSITY SCHOLARSHIP PROGRAM** consists of the Need-Based Award, the Collegiate Honor Award and the NU Presidential Scholarship. These awards are designed to recognize students for outstanding leadership, superior job performance and exceptional scholastic achievement. The NU Presidential Tuition Scholarship is also designed to recruit and retain underrepresented educationally and economically disadvantaged students, single parents with financial need and handicapped students. Awards: • Need-based Grant up to $900 • Collegiate Honor up to $1,600 • Presidential Tuition Scholarship up to $2,500 Application: Scholarship Application	Open, but subject to available funds	Funding will begin upon receipt of the signed scholarship acceptance letter by the Fin. Aid Dept.
	•	•	•	•	•	•	**NATIONAL UNIVERSITY HIGHER EDUCATION LOAN PROGRAM (NU-HELP)** is a low-interest (6.75%) loan established by National University. This loan program is designed to supplement other resources the student may receive. Applicants are selected on the basis of financial need and credit history. Repayment begins six months after the student's last date of attendance. The maximum repayment term is 10 years. Funds are awarded to assist students with tuition cost, on a limited basis. Award Range: up to full tuition for 12 months Cumulative total of tuition for fiscal year Origination Fee: $30 will be charged to the student's account. Applications: FAFSA, IAFFA, NU-HELP Loan Application	Open, but subject to available funds	July 2004

Policies and Procedures

The University of Values

Policies and Procedures

General Admission Procedures

Selection of Candidates

Admission to National University is based on evidence of a student's ability to benefit from its educational program. Such evidence can include any or all of the following: the student's academic record in other institutions, test scores, interviews, professional experience, motivation and educational objectives.

Qualified applicants can begin classes any month of the year, depending on course offerings at their chosen learning facility. A "provisional" acceptance letter authorizes applicants to begin degree programs as enrolled students for up to three courses. During this time, students must submit documents required for official acceptance as degree candidates. After the Office of the Registrar receives all official transcripts and other documents, the specific degree requirements are finalized for students. A Notice of Matriculation or Degree Audit Reporting System (DARS) report constitutes official notification to students of the course of study required to complete the selected degree program.

Academic/Admissions Advising

Persons seeking admission to undergraduate and graduate studies at National University are unique in their specific circumstances and needs. Consequently, applicants are interviewed by an admissions advisor. The admissions advisor discusses applicants' specific requirements for admission at the initial interview.

Registration

Applicants for admission must complete all registration requirements prior to attending the first class. Students are encouraged to register for all courses within a degree program at one time. Schedules may need to be modified upon receipt of the Notice of Matriculation or DARS Report, or any other event that may change the student's circumstance. All prospective and registered students receive a seven-digit student number.

Use of Social Security Number

Applicants must include their Social Security Number where indicated on the application for admission forms. The Social Security Number is used to identify student records, including records for financial aid eligibility and the disbursement and repayment of financial aid and other debts payable to the University.

Transcript Requests of Other Institutions

Transfer credit earned at other institutions cannot be considered without official transcripts. Because of the volume of coursework that may be transferable for undergraduate students, the University will process on their behalf the initial request for all domestic transcripts, including payment of associated fees. Because the California Commission on Teacher Credentialing requires that the University possess transcripts from all institutions previously attended by credential students, the University will process on their behalf initial requests for all domestic transcripts, except a transcript showing proof of baccalaureate degree (see below), including payment of associated fees. Because some institutions take from four to five weeks to respond to a request for transcripts, students are asked to sign a "Request for Transcript" form for the above mentioned institutions when the application fee is paid. These forms are used to procure the documents. If a transcript has not arrived within six weeks, the registrar's office will submit a second request

and notify the student that a transcript is still outstanding. Thereafter, it becomes the student's responsibility to ensure that the University receives the document. When the admission process is complete, any further acquisition of transcripts is the sole responsibility of the student.

In order to expedite the admission process (see Academic Information for Graduate Degrees), graduate and credential students are asked at the time of admission to secure from the college or university where they completed their baccalaureate degree a copy of their transcript in a sealed envelope. Admissions advisors will give them a prepaid envelope addressed to the Office of the Registrar of National University in which students are to mail the sealed envelope containing the transcript. Students are advised not to open the sealed envelope of the issuing institution. Doing so will render the transcript invalid and a new one will need to be procured.

The university will not process requests for foreign transcripts/documents. Students who have attended institutions in foreign countries must acquire official transcripts/documents themselves.

Official transcripts should be sent by the issuing institution directly to:
Office of the Registrar
National University
11355 North Torrey Pines Road
La Jolla, California, 92037-1011

The Office of the Registrar will not accept hand-carried transcripts or transcripts "issued to student" as official documents unless in a sealed envelope from the issuing institution.

Transcripts from other institutions that have been presented for admission or evaluation become a part of the student's academic file and are not returned or copied for distribution.

Readmission Procedures

Students who are in good standing and have not satisfactorily completed a course in their program over a 12-month period may be readmitted to the University upon application. They are required to follow the policies of the catalog in effect at the time of re-enrollment and pay a re-enrollment fee. For post baccalaureate students simultaneously enrolled in more than one program, satisfactory completion of a course in one program over a 12-month period will not keep them current in another program. If they have not satisfactorily completed a course in the second program within the past 12 months, they will have to re-enroll in that program under the then current catalog. Undergraduate students can only pursue one degree program at a time.

International Students

Admission

Applicants who require a Certificate of Eligibility for Nonimmigrant (F-1) Student Status, should contact an international admissions advisor for information on special admission requirements. A non-refundable application fee of $100 is required for all international students. Prospective international students must establish means of financial support, provide official transcripts of previous education in order to establish academic eligibility and fulfill an English Language Proficiency requirement. proficiency.

Note: The University is required to maintain student records and to furnish the information to appropriate U.S Federal Agencies upon request.

Transcript Evaluation

Official transcripts are required for admission. Transcripts from international institutions of higher education may require a credit recommendation by a recognized evaluation service selected by National University. Applicants are responsible for any required evaluation fees. The final decision on awarding credit is made by National University, which carefully considers the evaluation service's recommendations. Further information is available from the Office of the Registrar in San Diego.

Language Proficiency

The English Language Proficiency requirement can be fulfilled with one of the following:

1) Providing proof of a Baccalaureate or a Master's degree from a U.S. Regional accredited colleges or university.
2) Test of English as a Foreign Language.

Student can establish English Language Proficiency by a Test of English as a Foreign Language (TOEFL) taken within 12 months before beginning course work. Acceptable TOEFL scores are 525/197 for undergraduates and 550/213 for graduate students. International English Language Testing System (IELTS) may be used in lieu of TOEFL. Undergraduates must score 5.5 and graduates must score 6.

A Certificate of Advanced English (C.A.E.) or Certificate of Proficiency in English (C.P.E.) grade of "C" or better will also be accepted.

International students who have not taken TOEFL may establish language proficiency by completing English as a Second Language (ESL) through National University's English Language Programs (ELP) or a language school approved by National University.

3) Completing National University's English Language Program in San Diego (TOEFL is not required for students who have completed National University English language program).
- International students who need English Proficiency are tested and placed in the appropriate class level.
- English Language classes follow the University calendar and provide 100 hours of instruction per month
- At the end of each month, the students are evaluated for advancement

Interested students should apply directly to:

English Language Program
National University
4121 Camino del Rio South
Suite 18
San Diego, CA 92108

- ELP also offers programs for students who want to study English language but do not plan to attend National University.

4) Students can also meet the English Language Proficiency requirements by satisfactorily completing the highest level of study at the following five language training institutions:
- ELS in locations throughout the United States and abroad (in California, ELS centers are in San Diego, Orange County, Santa Monica, San Francisco and Oakland) (Students must complete level 109 for undergraduate studies and level 112 for graduate studies)
- San Diego State University's "American Language Institute" – level 106 or pre-MBA program.

- San Jose State University's "Studies in American Language" – advanced level
- University of California at Davis' "International Training and Education Center" – advanced level
- Fresno International English Institute

For additional information regarding the English Language requirements, students should contact an English Language Programs Coordinator at (619) 563-2657 or an international student advisor at (619) 563-7212 or 1 (800) NAT-UNIV, ext. 7212, 2657 or email: ipo@nu.edu

Test of English as a Foreign Language

Students can establish English language proficiency by a Test of English as a Foreign Language (TOEFL) taken within 12 months before beginning course work. Acceptable TOEFL scores are 525/213 for undergraduates and 550/197 for graduate students. International English Language Testing System (IELTS) may be used in lieu of TOEFL. Undergraduates must score 5.5 and graduates must score 6. A Certificate of Advanced English (C.A.E.) or Certificate of Proficiency in English (C.P.E.) grade of "C" or better will also be accepted. International students who have not taken TOEFL may establish language proficiency by completing English as a Second Language (ESL) through National University's English Language Programs (ELP) or a language school approved by National University.

Orientation for International Students

Orientation is done on an individual basis. The student will meet with an advisor prior to the students' first class. The orientation session will cover National University's intensive one-month format, academic policies and procedures, library and research facilities. Immigration regulations, auto and health insurance, banking and other topics of interest are also covered. International student handbook is also available on our National University's Website http://www.nu.edu/ipo

Attendance Procedures

All students must be officially registered for a class to attend it or to receive a grade. This means that the course must be added to the student's schedule prior to the third night of class. University instructors cannot permit unregistered students to attend a class and cannot issue grades to unregistered students. The Office of the Registrar will not post grades for unregistered students.

Students are considered officially enrolled in a class after attending more than the first 25 percent of the scheduled class sessions for which they registered. For a typical one-month course, this means attending the first three class sessions. Specific definitions of full-time enrollment status apply to recipients of financial aid and veterans benefits.

Students are expected to attend all class sessions. An instructor may withdraw a student from class prior to the seventh session in undergraduate courses and the sixth session in graduate courses if the student has more than two absences. An absence is assessed each time a student is not in attendance during a regularly scheduled class period, whether or not it is an excused absence. With instructor approval, students may be allowed to make up examinations or class assignments missed due to absence or tardiness. Students must arrange to complete any make-up work with the instructor, in advance. Students who have more than three absences, and who are not withdrawn from the course, will be issued a letter grade of "F."

Policies and Procedures

Tardiness to and early departure from classes accrue, with the potential for a cumulative effect of absences.

Any dispute about attendance must be addressed by the student in writing to the Registrar's Office within thirty days of the posting of grades for the class. Once grades have been issued and credit awarded, neither the coursework nor the grade can be expunged from the student's record and tuition will not be refunded. With instructor approval, students may be allowed to make up examinations or class assignments missed due to absence or tardiness. Students must arrange to complete any make-up work with the instructor, in advance. Work must be completed prior to the last class session. With instructor approval, a grade of incomplete may be issued if coursework is not completed by the last class session. Approval of the assignment of an incomplete grade is at the discretion of the instructor.

Course Scheduling

Any course substitutions or changes in a degree program must be consistent with a student's degree objective and fulfill the graduation requirements for the degree. Students should contact an admissions advisor for advice and assistance in requesting such changes. For students receiving financial aid, changes made to their schedules after processing may delay or cancel their aid. Speak to a financial aid advisor before withdrawing from a course or requesting a schedule or program change.

Students can change a registered course as follows:
Students may drop a course:
- Prior to the first 25 percent of the scheduled class sessions. No grade will be given and no tuition will be charged. For a one-month course, students must drop the course prior to the third scheduled class session to avoid incurring a tuition charge or receiving a grade. After the first 25 percent of the scheduled class sessions, a grade will be entered and a tuition charge levied according to the refund policy.

Students may change a course:
- Prior to the start date of the course. To assure that the desired course is available, students are encouraged to substitute or add a course at least one week in advance of the start date.

Course Withdrawal

The term "Withdrawal" signifies that a student has withdrawn from a course after beginning the third class session. Notifying the instructor of one's intent to withdraw is insufficient and will not constitute a withdrawal. A "Withdrawal" is not allowed after the beginning of the seventh class session. To withdraw, the student must notify an admissions advisor in person or in writing. The effective date of withdrawal is the last date of actual attendance. This is a permanent mark with no grade points assigned. Students withdrawing from one course while retaining their registration with the University should refer to the Withdrawal section under Grading System in this catalog.

Cancellation of Classes or Programs

The University reserves the right to cancel or postpone a class or a program if student enrollment is insufficient. However, every effort will be made to cancel the class or program well in advance of the beginning date.

Bar from Attendance

Students may be barred from attending classes for failure to:
- Present official transcripts certifying degree/status from previous institutions
- Comply with admission requirements
- Respond to official University notices
- Settle financial obligations when due

Students who are barred from attendance are generally given advance notice. If a student fails to respond or has a history of failing to respond, action will be taken without further notice and the student will no longer be entitled to services of the University, except for assistance toward reinstatement. The University can drop the student from all current and future classes if appropriate. Under no circumstances can a student who has been barred from attendance attend class or receive a grade.

Withdrawal from the University

Students who wish to withdraw permanently from National University must fill out a "University Withdrawal Form," which is available at each learning center. The enrollment status of such students will be changed to "University Drop," they will be immediately withdrawn from the University and their future classes will be deleted from their schedules. Federal student aid recipients should refer to the "Financial Aid Refund Policy" in the General Catalog.

Students with Disabilities

National University complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. Accordingly, qualified persons with disabilities may not, on the basis of that disability, be denied admission or subjected to discrimination in admission decisions. Further, no qualified student with a disability, on the basis of that disability, may be excluded from any academic, research, counseling, financial aid, or other post-secondary education program or activity that the University provides to all students.

Students or prospective students who want to read the complete National University Policy and Procedures, Services to Students with Disabilities, should request a copy from an advisor. Applications for accommodations for a disability may be sent to:

The Office of Scholarships and Special Services
National University
11355 North Torrey Pines Road
La Jolla, CA 92037-1011
Phone: (858) 642-8185

The California Relay Operator can be reached at 711.

Complaints Relating to Discrimination or Sexual Harassment

National University is committed to maintaining a working and learning environment in which students, faculty and staff can develop intellectually, professionally, personally and socially. Such an atmosphere must be free of intimidation, fear, coercion and reprisal. The University prohibits discrimination or harassment on the basis of race, ethnic or national origin, religion, age, sex, color, physical or

mental disability, or marital or veteran status under any program or activity offered under its control.

In keeping with this commitment, the University also maintains a strict policy that prohibits sexual harassment, which includes harassment based on gender, pregnancy, childbirth, or related medical condition and inappropriate conduct of a sexual nature. This policy applies regardless of the gender or sexual orientation of the Complainant or the alleged harasser.

It is University policy that all persons should enjoy freedom from unlawful discrimination of any kind, as well as from sexual harassment, or retaliation for reporting a complaint. This policy applies to prohibit unlawful discrimination or harassment between members of the University community, including between students and other students and between students and employees, or third parties, if the University has notice regarding or control over the third party. Individuals who engage in prohibited conduct will be subject to disciplinary action.

Grievance Procedures

The University encourages prompt reporting of complaints so that a rapid response can be made and appropriate action taken. Note that reporting a complaint need not be limited to someone who was the target of the discrimination or harassment.

The following person is designated to coordinate the University's responsibilities under the law and to insure compliance with the University's policies against discrimination:

Vice President for Student Services
National University
11355 North Torrey Pines Road
La Jolla, CA 92037-1011
Telephone: (858) 642-8024

Any student who feels that they have been subjected to discrimination by a student or by the University through any of its employees, contractors, entities, policies, procedures, or programs may file a complaint with the Vice President for Student Services.

The University will endeavor to maintain confidentiality to the extent permitted by law. Where the Complainant's desire to maintain anonymity constrains the University from attempts at establishing facts and eliminating the potential discrimination, the University will attempt to find the right balance between the Complainant's desire for privacy and confidentiality and its responsibility to provide an environment free of discrimination. The University has a duty to investigate even if the student declines to file a complaint or demand action. The University may take more formal action in cases of egregious discrimination that may require complete disclosure of all relevant facts.

Informal Procedures

Students who believe that they have been subjected to unlawful discrimination or harassment may use the following informal procedures to resolve their complaint. This process may be used as a prelude to filing a formal complaint or as an alternative and generally is completed within 30 days. It is not necessary that this option be used. Students have the right to file a formal written complaint either initially or if they believe informal resolution is not possible. Students may, at any time, elect to stop these informal procedures.

The Student Relations Coordinator in the Office of Student Affairs

will provide any member of the University community an opportunity to discuss specific concerns in a confidential setting. Assistance will be provided to:
• help the Complainant understand the definition of discrimination or sexual harassment and determine if the alleged conduct would constitute discrimination or sexual harassment;
• explain the various informal and formal options available to the Complainant, including strategies for the Complainant to inform the offending party that the behavior is unlawful or unwelcome and should cease, action by an appropriate University official to stop the unlawful or unwelcome conduct and mediation; and
• identify various support services available to the Complainant.

The student may seek a resolution of the matter through discussion with the alleged offender or person responsible for the program or for enforcing the rule or procedure. The University encourages discussion between the parties directly involved in a dispute, especially in the early stages before the parties have assumed official or public positions that may polarize the dispute and make resolution more difficult. Students may seek advice about how best to approach this individual or to obtain other assistance, such as mediation, from their admissions advisor, the Office for Student Affairs, or any other appropriate campus officer.

If no resolution is forthcoming or if direct confrontation is deemed inappropriate, the student may report the incident(s) to the Vice President for Student Services or to the alleged offender's supervisor, if appropriate.

The campus officer who is consulted will keep a written log of discussions, which in all events will be forwarded to the Vice President for Student Services. If the dispute is resolved to the satisfaction of all parties, a memorandum stating resolution of the conflict is sent to the parties and the Vice President for Student Services will monitor the situation to prevent recurrence or retaliation.

Formal Procedures

A. Filing a Written Complaint with the Vice President for Student Services:

1) The Complainant must complete a complaint form. These forms are available in the Office for Student Affairs and in all advising offices. To be processed, the complaint must be filed within 120 days of the alleged unlawful discrimination or harassment or within 120 days of the Complainant's learning of the discriminatory or harassing action.
2) The Vice President for Student Services dates and logs all written complaints and sends the Complainant an acknowledgement that the complaint is under review.
3) If the complaint does not meet the procedural requirements, the Vice President for Student Services immediately notifies the Complainant of the specific deficiencies of the complaint. If the complaint meets the procedural requirements, the Vice President for Student Services forwards a copy of the complaint to the alleged offender or unit against which the complaint is made ("Respondent").
4) The Vice President for Student Services will arrange appropriate interim measures when warranted to protect the parties.
5) The Vice President for Student Services investigates the complaint (or the Vice President's designee, who has been trained in the investigation of such complaints), meeting separately with the student and with others who are either named in the complaint or who may have knowledge of the facts. Generally, the investigation is completed within 30 days from the date the Vice President for Student Services receives the complaint.

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On completion of the investigation, the Vice President for Student Services will prepare a report of the witness statements and the evidence and will provide a copy to each party.

B. Next, a review panel is established as follows:

The Complainant and Respondent each nominate one student or employee who is unbiased, not involved in the complaint and willing and available to serve as a member of the panel.

The nominated panel members select, by mutual agreement, another member who will serve as chair of the panel, who will conduct the hearing and rule on procedural matters. If they are unable to agree on a chair, the Vice President for Student Services makes the selection.

C. Once the review panel is established:

The chair sets the time and place for the hearing at the earliest possible time consistent with the schedules of the parties and the panel. The date of the hearing may be postponed or extended by mutual agreement of the parties with the consent of the chair. The panel makes every reasonable effort to conduct its hearing within 14 days of the panel's formation.

The failure of any party to appear without justifiable cause will terminate that party's right of appeal.

The Vice President for Student Services reviews pertinent evidence and coordinates the hearing process by informing the panel of its role, defining the issues and ensuring that the panel is provided with the complaint, response and other appropriate information. The Vice President for Student Services serves as recorder of the proceedings and advisor to the panel, but does not vote.

The standard of review to be used in all proceedings is fundamental fairness. Strict rules of evidence and procedures are not required so long as the proceedings are conducted in a manner that allows both sides to fairly and fully explain the circumstances. Decisions regarding the admissibility of evidence and the weight to be given to pieces of evidence will be made by the chair. The burden of proof is upon the Complainant to prove his or her case by a preponderance of the evidence, which means that the proof need only show that the facts are more likely to be so than not so.

The review panel proceedings will be conducted in a closed hearing. The parties will have a reasonable opportunity for oral presentation and to present written evidence. The hearing is not a legal forum and representation of parties by legal counsel is not permitted. The parties may, however, be accompanied by another member of the University community, who will act as a personal advisor with whom they may consult.

The panel will make every reasonable effort to forward its written findings to the Vice President for Student Services and to the parties within seven days after the close of the hearing.

The findings will be recorded and signed by the parties and the Vice President for Student Services, except when either party disagrees with the findings of the committee and decides to appeal. Reasonable, timely and effective action will be taken as needed to correct discriminatory effects, prevent recurrence, or remedy the Complainant's loss, if any. These actions will be communicated to the Complainant.

In the event disciplinary action is recommended, the Respondent will be entitled to fair process provided by University rules and

regulations. Only when a complaint reaches the formal process and only if it is sustained will it be recorded in the Respondent's student or personnel file.

Appeal

A party may file a written appeal within 10 days of receipt of the findings with the Provost and Vice President for Academic Affairs. The written appeal must state the objections to the decision. Upon receipt of the appeal, the Provost and Vice President for Academic Affairs will forward a copy to the other party(ies).

Parties can forward commentary to the Provost and Vice President for Academic Affairs within 14 days of receipt of the appeal.

Within 21 days following receipt of an appeal, the Provost and Vice President for Academic Affairs will render a final decision. Changes to these procedures may be made as needed to resolve problems. Any request for changes should be directed to the Vice President for Student Services. If the complaint is against the Vice President for Student Services or other officer involved in these procedures, the Provost and Vice President for Academic Affairs will designate a University employee to act in their place in these complaint procedures.

If the decision finds that the Complainant falsely accused another of discrimination or harassment knowingly or in a malicious manner, the Complainant will be subject to appropriate sanctions.

Retaliatory action of any kind by any member of the University community against anyone seeking redress under these procedures, cooperating in the investigation, or other participation in these procedures is prohibited and will be regarded as the basis for disciplinary action.

In cases of discrimination or sexual harassment, the complainant may, at any time during the informal or formal procedure at National University, file a complaint with:

Office for Civil Rights
U.S. Department of Education
50 United Nations Plaza, Room 239
San Francisco, California 94102

The University will complete its investigation and make findings on a complaint filed at the University, even if a complaint has also been filed with the Office for Civil Rights.

Office for Student Affairs

The Student Relations Coordinator (SRC)

The Office for Student Affairs serves the National University community by advocating for accepted norms of fairness, decency and ethical behavior, adherence to the letter and spirit of National University policies, and prevention of delay, complication, and unresponsiveness in the application of University rules and processes. The Student Relations Coordinator works to fulfill the mission of the University by serving as an informal and impartial resource for the National University community and by acting in the following ways:

- Serving as an advisor who listens and identifies options to address the student's problem;
- Encouraging and assisting people to resolve their own conflicts. When requested, the SRC will intervene and work with all

parties to resolve a dispute;

- Identifying personnel appropriate to handle a given problem, explain National University policies, connect people with University resources and explain how the University system works;
- Assisting when normal channels have failed to resolve students' problems or when there is not a well-defined channel to address the concern;
- Providing a confidential way to raise sensitive or very private concerns; and
- Providing feedback to the President, Board of Trustees, deans and other University officers about policies, practices and structure that regularly produce conflicts, problems and complaints.

Contact the Student Relations Coordinator

In deciding whether to initiate contact with the SRC, it is best to view this step as a last resort to be taken only when other approaches have failed. For many problems, a normal procedure or route of appeal can be found in the University rules or policies. Academic advisors, department chairpersons, deans and directors are all, by virtue of their office, experts at handling specific types of problems and should normally be consulted first. The SRC does not take sides, but considers the rights and interests of all parties to a dispute with the aim of achieving a fair outcome. The SRC does not make, change, or set aside policies or decisions, but advocates for fairness. The SRC will not identify students or reveal their confidences without permission except when required by law. Conversations with the SRC may not be used in grievance or other formal proceedings. For help in identifying alternative courses of action please contact the Student Relations Coordinator:

Student Relations Coordinator
National University
11355 North Torrey Pines Road
La Jolla, CA 92037-1011
(858) 642-8035
src@nu.edu

Student Discipline

Students are expected to conduct themselves in a responsible manner that reflects ethics, honor and good citizenship. They are also expected to abide by the regulations of the University. It is the students' responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of the University through their conduct and behavior. Any form of academic dishonesty, or inappropriate conduct by students or applicants, may result in penalties ranging from warning to dismissal, as deemed appropriate by the University. Students will be informed in writing of the nature of the charges against them, they will be given a fair opportunity to refute the charges and there will be provisions for appeal of a decision.

Academic Dishonesty

Academic dishonesty includes cheating, plagiarism and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means. Below is a list of some of the forms academic dishonesty may take.

- Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- Submitting work previously submitted in another course without the consent of the instructor.
- Sitting for an examination by surrogate or acting as a surrogate.
- Representing the words, ideas, or work of another as one's own

in any academic exercise.
- Conducting any act that defrauds the academic process.

Plagiarism is the presentation of someone else's ideas or work as one's own. As such, plagiarism constitutes fraud or theft. Plagiarism or academic dishonesty in any form is a grave offense and will not be tolerated.

If an instructor determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor may exercise one or more of the following options:

- Require a timed writing sample to be written on the assigned topic to determine the veracity of the suspicion
- Require that the work be rewritten
- Issue a lowered or failing grade for the assignment
- Issue a lowered or failing grade for the course
- Request formal disciplinary action by the Judicial Affairs Officer

If a student's assignment or course grade is lowered on the grounds of academic dishonesty, the instructor must inform the student that academic dishonesty figured into the calculation of the grade. The student may exercise his/her right to appeal the grade by requesting a disciplinary hearing, convened by the Judicial Affairs Officer.

It is the instructor's responsibility to report any reasonable suspicion of plagiarism to the Judicial Affairs Officer so that such behavior may be monitored and repeat offenders identified. Notification may be made through one's department chair. Upon request for disciplinary action or upon repeated offenses, the Judicial Affairs Officer will initiate hearing proceedings that may result in disciplinary action such as probation, suspension, or expulsion.

Avoiding Plagiarism

Students must give credit for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War. Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit be given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks and cite the source in the body of the text and also on the reference page. If students are unsure whether or not they should cite, they are encouraged to cite. They are also encouraged to ask their instructors for guidance on this issue. Students might also visit the writing centers, consult writing handbooks such as the Essential Little, Brown Handbook and for formatting questions refer to manuals such as The MLA Handbook for the Humanities, The Publication Manual of the APA for social sciences and business and The CBE Style Manual for natural and applied sciences.

Civility in the Classroom: A Code of Classroom Etiquette

Freedom of speech and expression is valued not only throughout society but also, and particularly, in the academic setting. No more is this so than in the classroom. As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and

Policies and Procedures

reflection. To that end, the following code of classroom etiquette has been established.

When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.

Conflicting opinions among members of a class are respected and responded to in a professional manner.

No side conversations or other distracting behaviors are engaged in during class discussions or presentations.

No offensive comments, language, or gestures are part of the classroom environment.

Cell phones and other electronic devices (notebooks excepted) are placed in the "off" mode during class time.

Children and pets (guide dogs excepted) are not brought to class.

Adherence to this code of etiquette will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students. Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for removal of a student from a class or for student disciplinary proceedings.

Reasons for Probation, Suspension and Dismissal of Students

Students may also be disciplined for any of the following reasons:
- Academic dishonesty
- Forgery, altering University documents, or knowingly providing false information
- Disruption of the educational or administrative process of the University, by acts or expression
- Physical abuse or threat of abuse to students, University employees, or their families
- Verbal abuse or intimidation of students or University employees including shouting, use of profanity, or other displays of hostility
- Theft of University property or the property of a University employee, student, or visitor
- Vandalism or unauthorized destruction of University property or the property of a University employee, student, or visitor
- Sale or knowing possession of illegal drugs or narcotics
- Possession, use, or threats of use of explosives or deadly weapons on University property
- Lewd, indecent, or obscene behavior on University property or by any means of communication
- Sexual harassment
- Sexual assault
- Soliciting or assisting another in an act that would subject students to a serious University sanction
- Trespassing in an area of the University where the student is not authorized to be, or failure to leave immediately an area when directed by an employee of the University
- Using University equipment or networks to violate software copyrights
- Violation of the University's visitor policy
- Violation of any other lawful policy or directive of the University or its employees.
- Any action that would grossly violate the purpose of the University or the rights of those who comprise the University

Disciplinary action may include probation, suspension, or dismissal from the University. Students suspected of committing any violation of University policy are accorded procedures consistent with fair process typically before disciplinary action is imposed. However, in appropriate circumstances, students may be suspended prior to a hearing.

Any violation of University policy (including all forms of academic dishonesty) can result in a student being barred from graduate or professional schools at this or other universities. In addition, violating University policy can make a student ineligible for government commissions or other employment.

When a violation has occurred, an electronic incident report, including the date, time and circumstances of the alleged act, must be submitted to the Office for Student Affairs. This report includes a description of the actions of all parties involved, names of witnesses available and documentary evidence that supports the charge. Students wishing to report a violation should file the report through the Director/Associate Director of Student Services, or a full-time/associate faculty member.

Upon receipt of the report, the Judicial Officer will determine if a University policy may have been violated by the student. If there is insufficient information to make that determination, the Judicial Officer will notify the person making the report. If there is sufficient information, the Judicial Officer will contact the student.

Normally, the Judicial Officer will contact the student in writing informing the student of the charges in sufficient detail, including the time and place the alleged violation occurred and the penalty that would be appropriate if the student did in fact violate the policy. If circumstances warrant it, the student may be given the option of waiving a hearing and accepting a lesser penalty. In cases that go to a hearing, disciplinary action is determined by the hearing committee. See Hearing and Appellate Procedures below.

Hearing Procedures

Hearing committees consist of three members. The Judicial Officer appoints two members from the University faculty or administrative staff and the student selects one member from the University faculty. The Judicial Officer also designates the chairperson to conduct the proceedings and report the committee's decision. Members of hearing committees must be unbiased and must not have had direct involvement in the case prior to the hearing.

Parties to the hearing are notified in writing of the hearing date, time, location and procedures at least seven working days before the hearing.

Hearing procedures include the following:
- A written or electronic record of the proceedings is maintained. The hearing is closed and members of the committee will take reasonable precautions to ensure that the proceedings remain confidential, unless disclosure is required by law. A scribe or technician may be present to record the minutes.
- The proceeding is not governed by formal rules of evidence or by trial-like procedures. The procedures are those used by reasonable persons conducting a serious proceeding. The chairperson rules on all procedural questions.
- The chairperson reads the charges or complaint to the committee.
- Each side presents its case.
- Members of the committee have the right to question any of the parties or witnesses.
- Parties may be advised by legal counsel, but legal counsel may not be present during the hearing.
- The chairperson may terminate a party's right to address the committee if the party becomes abusive or persists in presenting irrelevant evidence or information.
- If either party fails to appear, the hearing will continue as if the absent party were present.
- The failure of any party to appear without justifiable cause will terminate that party's right to appeal.
- After the hearing, the committee deliberates and renders a decision by simple majority based on a preponderance of the

evidence. If the committee decides to impose a penalty, it specifies the disciplinary action to be imposed.
- The Judicial Officer and the committee chairperson send written notification of the committee's decision and of the right to appeal it.

Appellate Procedures

Students who believe they have been wrongfully or excessively penalized may appeal the hearing decision. Such an appeal must be requested in writing within 30 days of notification of the action and must be directed to the Provost and Vice President for Academic Affairs. In order for the Provost and Vice President for Academic Affairs to convene an appeals committee, a student must establish that there is sufficient cause for such an appeal. It is the responsibility of the student to submit a clear, coherent, written statement providing the basis for the appeal, including any supporting documentation. For an appeal to be granted, the student must present:
- a reasonable possibility that the unfavorable decision was clearly wrong, given the hearing committee's interpretation of the evidence or in the disciplinary action imposed.
- new evidence that was not available for presentation at the original hearing and which, if true, creates a reasonable probability of a different decision. In addition, a satisfactory explanation must be provided for the failure to present such evidence at the hearing.

At the discretion of the Provost and Vice President for Academic Affairs, any disciplinary action previously imposed may be suspended pending disposition of the appeal.

The Provost and Vice President for Academic Affairs will appoint a panel of three individuals from the University's faculty, administration, or both, and will designate one of them to conduct appeal proceedings. Members of the committee must not have had direct involvement in the case prior to the appellate hearing. A meeting time is arranged within 30 days of receiving of the request for an appeal. All relevant information is then considered by the committee, including the record of the proceedings of the original hearing, written statements of the case and the testimony of any witnesses for each of the opposing parties and any new evidence presented.

The hearing procedures for the appeal will be identical to the procedures for the original hearing (see Hearing Procedures). The appeal committee will make every attempt to render a decision within 10 working days from the date of the hearing. The committee may recommend to uphold the previous decision, mitigate sanctions, or dismiss all charges or complaints. The chairperson of the committee will send a written report of the appeal committee's recommendation, including a description of the appeal and the rationale for its recommendation, to the Provost and Vice President for Academic Affairs. Within fourteen days of receiving the recommendation, the Vice President will send written notification of his/her decision to the student. This decision is final.
All documentation for all hearings will be kept on file.

Disciplinary expulsions are noted on student transcripts. Probation and suspension are also noted on transcripts but only for the duration of the probation or suspension.

Any retaliatory action of any kind by an employee or student of the University against any other employee or student of the University as a result of that person's seeking redress under these procedures, cooperating in an investigation, or other participation in these procedures is prohibited and will be regarded as the basis for disciplinary action.

Hearing Rights

In disciplinary, administrative, grievance and appeal hearings, parties have the following rights:

- To be present during the hearing
- To be informed of all the evidence received by the committee
- To present witnesses
- To challenge or rebut evidence or testimony presented by the opposing party
- To submit evidence on behalf of their own position.
- To make a summary argument and to respond to the argument of the opposing party
- To bring another person to the hearing as support or as a spokesperson.

Grade Appeals

Faculty members are vested with the authority to establish course requirements and standards of performance. It is the responsibility of faculty to articulate and communicate course requirements and standards of performance to students at the beginning of each course and apply all grading criteria uniformly and in a timely manner. Final grades submitted by faculty to the Registrar's Office are presumed to be accurate and final. A student, who has questions about a grade received in a course, should ordinarily seek to resolve the issue by first consulting with the instructor. If the issue has not been resolved after consultation, and the student believes there are grounds for appealing the grade, the student may invoke the grade-appeal procedure outlined below.

Grounds for a Grade Appeal

Students can appeal a grade only when they can document that one or a combination of the following has occurred:
- An error in calculating the grade
- Failure of the instructor to notify students clearly and promptly of the criteria for grade determination
- Assignment of a grade based on reasons other than the announced criteria and standards
- Assignment of a grade based on factors other than student achievement, e.g., prejudice or discrimination
- Inconsistent or inequitably applied standards for evaluation of student academic performance
- If the student believes that the grade received is based upon unlawful discrimination, or sexual harassment, as defined in these policies and procedures, the student should proceed under the procedures in this catalog for "Complaints Relating to Discrimination and Sexual Harassment."

The Appeal Process

When students believe that they have grounds for appealing a grade issued by an instructor because of an occurrence of one or more of the above mentioned circumstances, the following procedures must be followed:

The student must submit a written appeal to the School Dean within 45 days of the end date of the course. The student must provide clear documentation that demonstrates the occurrence of one or more of the above-listed grounds for appeal. Documentation may be in the form of email correspondence, graded assignments, proof of timely submission, etc. The student must also provide evidence of the level of achievement in support of the particular grade that the student believes he/she should have been awarded. If the evidence meets the criteria, the dean forwards the student's written statement to the

instructor for a response, which the instructor must provide within 15 days. The dean then refers all documentation to the grade appeals committee.

Grade Appeals Committee

A standing committee within each school in San Diego, the grade appeals committee consists of three faculty members (full-time or associate) appointed by the appropriate school dean. The grade appeals committee considers the documentation and may decide either to change or uphold the grade.

The grade appeals committee will render a final decision within 30 days of receiving the grade appeal information from the dean. This decision is forwarded to the dean who informs the student, the instructor and the Registrar's Office of the decision in writing.

The decision of the grade appeals committee on these matters is final and cannot be appealed.

General Policies and Procedures

Non-Degree Students

A limited number of applicants are allowed to enroll as non-degree students. Non-degree student applicants must follow the usual admission procedures, establish academic qualifications to enter the courses desired and remit the customary tuition and fees. Admission as a non-degree student neither implies nor assures acceptance as a degree candidate. Non-degree students are permitted to enroll in no more than six courses (27 quarter units). Students requesting an exception must submit a statement to the Committee on the Application of Standards.

Auditing Courses

To audit a course, a person who is not a current student must complete an admission application with an admissions advisor and register for the course. Current students must register for the course. Approval to audit is given on a space-available basis. Students auditing a course must pay the regular fees and tuition for the course and participate in class activities, but are not required to take examinations. No course credit is awarded to the student.

Visitors

No one may visit the classroom during class hours without the prior approval of the instructor and the director of student services at the site. Students may not bring children to the classroom or computer lab or leave them at any other University facility while attending class. Violations may result in disciplinary action.

Animals on Campus

Animals, other than trained service animals for persons with disabilities, are not permitted in a University facility. Violations may result in disciplinary action.

Library Borrowing Privileges and Fines

All National University students, faculty and staff are eligible to borrow library materials. NULS library cards are required to borrow items and are available from the libraries at no charge. Online

registration is also available through the library's website at www.nu.edu/library.

Books, pamphlets and annual reports may be checked out for a period of four weeks. Reference books and periodicals may not be checked out. Copy machines are available for photocopying such materials. Instructor's print-reserves may circulate for brief periods of time as determined by the instructor.

The late fee for overdue books and annual reports is $.20 per day, per item. The late fee for instructors reserve is $.50 per day, per item. Materials not returned to the library are considered lost. The borrower is responsible for the replacement cost of the materials, plus a nonrefundable fee of $10.00.

Audio-visual materials may be checked out by faculty for classroom use only and can be previewed in advance. Students may also view audio-visual materials at their local Library Information Center by placing an advanced request through their library representative. All media booking requests must be placed three working days prior to the date needed.

Accelerated Study/Maximum Number of Units

Students with a superior academic record and a compelling, demonstrated need may petition the school dean for an accelerated study, meaning they will be enrolled in more than 7.5 quarter units in the same month. The granting of an accelerated study is wholly at the dean's discretion. With the exception of certain approved programs, applications for acceleration must be approved a month in advance by the school dean. To be eligible, students must have:

1) Completed 13.5 quarter units at National University prior to the request
2) Maintained a 3.5 grade point average for undergraduates and a 3.7 for graduates
3) Completed all prior coursework with no outstanding grades of "Incomplete"
4) Maintained a current account balance, i.e., the balance should not exceed the current month's tuition. Note: This requirement can be waived if the student has an approved financial aid packet in the Financial Aid Office or an approved company-reimbursement plan on file in the Student Business Services Office.
5) Demonstrated a compelling, exceptional need
6) Approval to take more than 18 units in a quarter requires advance approval from the Committee on the Application of Standards. Under no circumstances are students approved to accelerate their studies every month.

Students who believe they meet the above requirements should submit their application well in advance of the anticipated course date because processing time is six to eight weeks.

Additional Considerations

• With regard to summer intensive programs, students who wish to accelerate may take either a summer intensive course with an evening course or two summer intensive courses in the same month, provided that they meet the above criteria.
• Students in credential programs in the School of Education who have a GPA of 3.0 may take a regular evening course while doing student teaching, provided they meet the rest of the criteria for accelerated study. Students approved to accelerate their studies will be limited to register for two of the following

courses concurrently while student teaching. For multiple subject: TED 621B, TED 622A, or TED 622B. For single subject: TED 625A, TED 625B, or TED 624.

Independent Study

Independent study is a catalog course taught independently to one student. Not all courses in the catalog are approved for independent study. Under certain conditions and circumstances, students may be approved to take a course through independent study. Convenience or the desire to graduate early are not considered valid circumstances. Approval for an independent study is at the discretion of the school dean. Students who believe they have a justifiable reason for an independent study should submit their paperwork well in advance of the anticipated start date because processing time is six to eight weeks.

To be considered eligible to apply for an independent study, ALL of the following conditions must be met:

1) The course must be approved for independent study
2) The student must be matriculated
3) The student must have completed 13.5 quarter units in residence with a grade point average of 3.0
4) The student must have no grades of "Incomplete" at time of application
5) The student must have no more than one other independent study at the current degree level
6) The student must have a current account balance

Students taking an independent study course are expected to meet all of the course competencies and are evaluated according to criteria similar to those employed in normal offerings of the course (i.e., written examination and/or a substantive, interpretive research paper).

If students meet all of the above conditions, they should take the following steps:

1) Request an Application Form for Independent Study from the Director of Student Services at their local campus. Students who are determined eligible to submit an application to the school dean are mailed a certified copy of the Application for an Independent Study along with a copy of their class schedule.
2) Write a letter describing the special circumstances that necessitate an independent study.
3) Submit the letter of justification, the certified Application for an Independent Study and their class schedule to the appropriate school dean (School of Arts and Sciences, School of Education, School of Engineering and Technology, or School of Business and Information Management) for consideration.

If the school dean approves the requested independent study, an approved instructor is assigned to prepare the terms of the contract. After the contract terms have been finalized, the student and the instructor sign the contract, which is then formally approved by the appropriate full-time faculty member and the school dean. The signed contract is forwarded to the Office of the Registrar for entry into the student's computer record and tracking.
Work on the independent study cannot begin until the student and the instructor have received their copies of the approved contract with all required signatures. The length of an independent study may range from 27 to 60 days.

Students who are not approved by the school dean to do an independent study are notified by the dean. If an instructor submits

a grade of "Incomplete," the instructor must also notify the Office of the Registrar of the date of the extension. "Incompletes" not removed before the time limit become permanent grades of "F." Standard tuition charges apply to independent studies.

Guided Study

Guided study is an individualized course that deals with material not covered in any approved catalog course. Guided study course numbers are XXX 490 or XXX 690. Students in guided study courses work independently under the guidance of an instructor. Guided studies follow the same approval process as independent studies and must meet the eligibility requirements as indicated under the independent study section . Requests should be made well in advance of the start of the guided study.

Change of Academic Program

Students may apply for a change of academic program at any time, provided they are not disqualified from their current program. Application for such a change does not, however, mean automatic acceptance into the new program. Official acceptance into the new program occurs only when students are re-matriculated. Students on probation must submit their request for a change of program to the Committee on the Application of Standards for approval. Students must keep in mind that courses taken in the program they are exiting might not apply toward the program they are entering. The third and any subsequent application for a change in program must be accompanied by a letter of intent that must be approved by the Committee on the Application of Standards. Such letter should explain the reason for the change along with the plan for completion.

Practica, Internships, & Residencies

Students may be required to take practical training courses in the form of internships, practica, or residencies depending on the academic discipline in which they are enrolled. This training may be accomplished at National University facilities or at off-campus locations, depending on the specialty being pursued. All such courses share certain common elements including:
• Students must register in advance
• University instructors are responsible for developing course requirements and supervising the progress of students
• Regular meetings between students and instructors provide opportunities for guidance and evaluation. These interactions are generally held on a weekly basis.
• Practical training experiences require significantly more time than a regular course.
• Students are evaluated on their progress and assigned either a letter grade or a satisfactory/unsatisfactory grade, as determined by the appropriate academic department. A satisfactory grade is considered equivalent to a "B" grade or better for student teaching and graduate level courses, or a "C" grade or better for undergraduate courses. The satisfactory grade is not calculated into the student's GPA.
• All practica, internships, or residencies are granted full credit toward graduation, do not extend degree requirements and are mandatory in several degree and credential programs.
• Student teaching field experience does not grant graduate credit, but is required for degree conferral as part of a joint master's/credential program.
• Standard tuition charges apply.
• Students who do not complete practica, internships, or residencies in the time allotted are issued a grade of "Incomplete." If students do not clear the "Incomplete" within the time specified, they can file for an extension with their

professor, who in turn files the extension with the registrar's office. Students who fail to complete the course at the end of the extension receive the grade of "F" or "U." No second extension can be given.

Students should consult the degree program requirements in this catalog for further information. Veterans should contact the Veterans Affairs office at National University to determine how enrollment in such courses may affect benefits.

Concurrent Enrollment at Other Institutions

After students are admitted to National University, all courses leading to an associate, credential, bachelor's degree, or master's degree must be taken at National University unless written approval to take coursework at another institution is given in advance by the Office of the Registrar. Credit earned at another institution without such prior approval might not apply toward an academic program at National University. To qualify for concurrent enrollment, students must:

1) Be matriculated and have a DARS Report or a Notice of Matriculation
2) Not exceed the maximum number of units authorized by the University for each term
3) Maintain a 2.0 grade point average in undergraduate studies or a 3.0 grade point average in graduate studies
4) Submit a "Request for Concurrent Enrollment" accompanied by a course description to the Office of the Registrar
5) Request that an official transcript be sent directly to the Office of the Registrar upon completion of the approved course(s)
6) Be in good financial standing
7) International students must complete 13.5 units prior to concurrent enrollment approval.
8) Concurrent enrollment requests must be received no later than two weeks prior to the enrollment date

Student Records

Transcripts and other documents received by the University for the purpose of admission or recording supplemental work become the property of the University and will not be released or copied. Even though California regulatory agencies require that student records be kept for only five years, National University's student records are retained indefinitely.

Grade Reporting

All grades are reported electronically. Students access their grades via the University's website (www.nu.edu/mynu). Students who need an official printed copy of a grade report can request one through the website. The report will be generated automatically and mailed the next day. Grades are not given over the telephone or by a personal visit to the Office of the Registrar. Although it is requested that instructors submit grades within ten working days, due to the varying requirements of each course, instructors are allowed a reasonable time to submit grades. Grades are reported only for students officially registered in a class. Students should direct questions regarding the accuracy of a grade to their instructor.

Granting Credit

National University grants credits in quarter units and each course is normally 4.5 quarter units of credit. A course at the undergraduate level requires 45 hours of classroom instruction. A course at the graduate level requires 40 hours of instruction. Courses that are less

than 4.5 quarter units meet for the proportionate number of hours, unless otherwise stipulated. University policy for granting credit for previous related course work is discussed in the section governing the various degree programs.

Transcript Requests

Students should direct requests for transcripts to the Office of the Registrar. Due to the requirements of the Family Educational Rights and Privacy Act of 1974, as amended, all requests for transcripts must be submitted in writing and include the student signature and either the student's identification number or social security number. The University will not release transcripts without written authorization from the student.

Transcript request forms for academic and continuing education programs are available on National University's home page. The forms are located at www.nu.edu/registrar. Students requesting a transcript must complete all sections of the appropriate transcript request form. Students must specify if they are requesting a standard academic transcript or a continuing education transcript, and fax it to the Office of the Registrar, (858) 642-8718. Incomplete forms are not processed.

The Registrar issues transcripts and other official documents only after students have settled all financial obligations to the University. All records and services are withheld from students who have any outstanding financial obligations to the University or who have defaulted on a Title IV loan at the University. Transcripts contain only course work completed at National University. Upon matriculation, a summary of previous education is entered into the official transcript of record.

Full-Time Student Status

Undergraduate students or post-baccalaureate students pursuing a credential must meet one of the following requirements to obtain "Full-Time Student Status:"
- 12 units per quarter in any three-consecutive-month period
- 18 units in any six-consecutive-month period, providing there is no three-consecutive-month break in attendance during the six months

Graduate students must meet one of the following requirements to obtain "Full-Time Student Status:"

- 9 units per quarter in any three-consecutive-month period
- 13.5 units in any six-consecutive-month period, providing there is no three-consecutive-month break in attendance during the six months

The units for any class with a "Withdrawn" status do not count toward determining full or part-time status. Students who do not attend for a quarter (three-consecutive-month period) are considered to be "Withdrawn" for that time period. Students with proper identification can verify enrollment at the public information area of the Office of the Registrar, (858) 642-8260. Verification can also be requested through the mail with an authorized student signature.

Note: Off-campus agencies may use different definitions for determining full-time status. For example, the above definition of "Full-Time Student Status" may not apply to international students who require an F-1 visa.

Transfer of Credits to Other Institutions

Each institution has policies that govern the acceptance of credit from other institutions. Accreditation by one of six regional accrediting associations is the normal and primary criterion for making such

determinations. National University is accredited by the Western Association of Schools and Colleges (WASC). Generally, credits and degrees from National University have been accepted by transfer institutions. Students who are anticipating a transfer, or advanced studies, are encouraged to contact such institutions directly to determine how National University credits will relate to the requirements of those institutions.

Memorandum of Agreement

Undergraduate and graduate students who must transfer from the area served by National University for work reasons and who are within one full quarter of completing their studies, may satisfy remaining course work with pre-approved transfer credit. Prior to withdrawal from the University, students must submit a written request for a Memorandum of Agreement to the Office of the Registrar for approval by the Committee on the Application of Standards. Upon Committee confirmation, the Office of the Registrar provides written verification of course work approved for completion at a regionally accredited institution.

(SOC) Servicemembers Opportunity College Agreement

National University is a member of Servicemembers Opportunity Colleges (SOC) and participates in the SOCNAV, SOCMAR and SOCAD associate and bachelor's degree programs for Navy, Marine Corps and Army personnel and their adult family members. The SOC network programs provide active duty personnel with a means to earn an undergraduate degree from National University if transferred before completion of the required course work.

National University issues a SOCNAV or SOCMAR Student Agreement to every active-duty service member who enrolls, provided that the University has received all transcripts and other required documents such as the DD295 or Smart Transcript, and that the student has satisfactorily completed one 4.5-quarter unit course in residence. Service members who enrolled prior to January 1, 1999, who wish to obtain such an agreement, must submit a written request to the Office of the Registrar for an official evaluation, provided all required documents are on file. National University extends the Student Agreement process to service members of all military branches and their adult family members.

Participation in the SOCNAV or SOCMAR network system begins when a Student Agreement is issued. This agreement guarantees that National University will accept transfer credit from SOC member colleges and will confer the undergraduate degree upon successful completion of all academic requirements. A SOCNAV or SOCMAR Student Agreement is valid for a period of seven years. To be eligible for an associate or bachelor's degree from National University under the terms of the Student Agreement, students must complete at least 18 quarter units in residence at National University. Military students should contact the Transfer Specialist in the Office of the Registrar for further information.

Approval for the Training of Veterans

National University is approved for the training of veterans under Title 38 of the U.S. Code, Chapters 30, 31, 32, 34 and 35. The University is also authorized for active duty tuition assistance.

National University notifies the Veterans Administration within 30 days upon a change of status of any veteran or eligible person who ceases to make satisfactory progress.

Family Educational Rights and Privacy Act of 1974 (FERPA)

National University maintains all student records in accordance with the provisions of FERPA as amended. FERPA affords students certain rights with respect to their education records. They are:
- The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request an amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official acts in any of the following capacities: is performing a task that is specified in his or her position description or contract agreement, related to a student's education or to the discipline of a student: providing a service or benefit relating to the student or the student's family (e.g., counseling, job placement, financial aid, etc.); or maintaining the safety and security of the campus. Upon request, the University may disclose education records without a student's consent to officials of another school in which that student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by National University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Directory information at National University is limited to the following public information:

Policies and Procedures

- Name of student
- Date of birth
- Major field of study
- Dates of enrollment
- Degrees and dates conferred
- Academic honors and awards received
- Addresses, telephone numbers and e-mail addresses of alumni (students who have graduated from an academic program or who have completed a credential program)
- Any other personal information voluntarily provided by alumni to be distributed to other alumni

Social security numbers may be used for verifying or locating addresses and phone numbers of alumni and students, but will not be published in a directory.

If students do not want the University to release directory information, they have thirty days from the date of enrollment to request that a "Privacy Act Lockfile" be placed on their records. For more information, students should contact the Office of the Registrar at (858) 642-8260. Particular questions with respect to a student's rights under FERPA should be directed to the Office of the Registrar.

Committee on the Application of Standards/Exceptions to Academic Regulations

Students can request an exception to a published University academic policy by submitting the request to the Committee on the Application of Standards. Students must make such a request through their admissions advisor. Students must submit documentary evidence in support of each written request. Each case is decided upon its own merits and the decision of the committee is final and not subject to appeal, unless there is information pertinent to the outcome which was not available to the student at the time of the initial request. All decisions rendered by the committee are valid for one year from the date the decision was made. Any appeal approved by the committee will be considered null and void if a student does not take action within the allotted one year time frame. Any appeal to review a committee decision must include additional information and must be submitted in writing to the committee coordinator in the Office of the Registrar in order to be reconsidered by the Committee.

Finance Committee

Students who want to dispute the interpretation of a University financial policy, or who seek special consideration regarding a financial matter, can appeal their case to the finance committee.

Requests must be submitted in writing through the Student Accounts Office and must contain all pertinent information to support the appeal. All financial disputes must be submitted within one year of occurrence. Each case is decided upon its own merits. The decision of the committee is final and not subject to appeal, unless there is information pertinent to the outcome which was not available to the student at the time of the initial request. Appeals must be submitted in writing through the Student Accounts Office.

Computer Lab Regulations

Computer labs are available at many University locations for use by students, faculty and staff. Lab assistants are available at each location to ensure availability and operability of computing resources and to ensure that the resources are used appropriately. By using any

National University Computer Lab, students agree to comply with the computer and Internet access policy and additionally agree to follow the following regulations:

1) Students must sign in to use the facilities. They may be asked to show University identification.
2) Students may not install privately owned or acquired software on University computers. Software copyrights are strictly enforced. The Computer Software Policy provides complete details.
3) Students may not bring food or drink into the labs.
4) Students may use computing resources for University-related purposes only.
5) Students should minimize their use of lab printers. They should make multiple copies of large documents using a copy machine rather than the lab printer. The lab assistant has the right and responsibility to limit printing based on overall requirements.
6) When using computers with multimedia/speakers attached, students should adjust speaker volume in a manner that will not disturb other lab users.

The lab assistant has the right to ask students to leave for non-compliance with any of the University's regulations. Questions of a technical nature, reports of equipment failure, or disputes should be reported to the MIS Help Desk line at (619) 563-2MIS (2647) for resolution.

Lab hours are posted at each facility and are subject to change as required to support class scheduling requirements and holidays. It is the lab user's responsibility to become familiar with the schedule. The computer labs close promptly at the scheduled closing times.

Computer Software and E-mail Policies

The Copyright Law of the United States (Title 17, United States Code) governs the making of copies of copyrighted software. Copyright infringement could subject the violator to civil damages and criminal penalties, including a fine or imprisonment.

University policy further prohibits any use or copying not authorized by the purchase agreement or license under which the university acquired the software. A copy of such agreement is available for inspection at the office of the director, Information Technology.

Unauthorized use or copying may subject employees, faculty and students to disciplinary action.

Students may not use the e-mail addresses of other students, faculty, or staff for purposes unrelated to the University. Violations may lead to disciplinary action.

Academic Information
for Undergraduate Degrees

The University of Values

NATIONAL UNIVERSITY

TM

Academic Information for Undergraduate Degrees

Familiarity With University Regulations

When signing an enrollment agreement, students acknowledge receipt of the current catalog and agree to abide by the policies, rules and regulations of the University. When Internet students check the box on the online agreement constituting a virtual signature, they acknowledge that they are bound by the policies, rules and regulations of the University, which can be found in the catalog at its website (www.nu.edu). This publication includes academic standards and a listing of the courses required for graduation. Ignorance of or lack of familiarity with this information does not serve as an excuse for noncompliance or infractions. The University provides assistance in the form of academic advising, but students are responsible for meeting the published requirements of their respective programs.

Admission

In addition to the general admission requirements, applicants for admission to an undergraduate degree program must meet the following requirements:

1) High school graduates applying for enrollment at National University must have a high school GPA of 2.0.

2) Applicants must submit evidence of their ability to benefit from the University's educational program. Such evidence can include any or all of the following: the student's academic record in other institutions, test scores, interviews, professional experience, motivation and educational objectives.

3) Applicants who have completed fewer than 90 quarter (60 semester) units of transferable college credit must have graduated from high school, passed a high school-level G.E.D. test (standard score for each section must be at least 40 with an overall score of 225), or received a Certificate of Proficiency from a State Department of Education to be granted admission on "Provisional Status."

4) High school graduates transferring from regionally accredited colleges and universities are admitted as degree students if their cumulative grade point average is 2.0 (C) or better. Applicants with a grade point average below 2.0 may be admitted on probation if the Committee on the Application of Standards determines that there is sufficient evidence of potential to complete college studies.

5) Applicants must also:
   a. Complete an application for admission
   b. Execute an enrollment agreement
   c. Pay an application fee of $60
   d. Complete the requisite parts of the Accuplacer evaluation process.

The Committee on the Application of Standards must approve any exceptions to the above admissions requirements.

Placement by Evaluation

Mathematics and English Evaluation

All entering undergraduate students take the ACCUPLACER mathematics and English evaluation as part of the admissions process. The results of the evaluation are printed immediately and copy is provided to students.

First-time undergraduate students can take the ACCUPLACER evaluation tests once at no charge. Subsequent evaluations can be repeated after 14 days for a $5 fee a maximum of 3 times.

Mathematics Placement

Students may request transfer credit for lower division college-level mathematics courses completed elsewhere with a grade of "C" or better. Students without transferable mathematics credits will be matriculated for the pre-collegiate mathematics sequence, MTH012A and MTH012B, to be completed prior to college-level mathematics. Students may test out of one or both of these classes through successful placement by ACCUPLACER.

English Placement

Students may request transfer credit for lower division college-level English courses completed elsewhere with a grade of "C" or better. Students without transferable English credits will be matriculated for the pre-collegiate English course, ENG013, to be taken prior to college-level English. Students may test out of ENG013 through successful placement by ACCUPLACER.

MTH012A, MTH012B, and ENG013 do not grant collegiate credit. Grading is S/U only.

Admission of High School Students to National University

Eligibility for High School students enrolling in undergraduate courses:

High school students must seek pre-approval through a high school counselor or district office in compliance with district regulations. High school students who receive counselor or district office approval must submit a petition to the Committee on the Application of Standards (CAS) for final approval. The CAS petition must include a copy of the student's high school transcript and a letter of pre-approval from the counselor or district office.

Recommended GPA for High School Students

9th Grade	4.0
10th Grade	3.25
11th Grade	2.75
12th Grade	2.75

Recommended maximum course load is one course per quarter and not to exceed four courses during a calendar year.

High school students who receive CAS approval must complete the enrollment process with an admissions advisor.

College Courses Open to High School Students

- Courses offered for college credit must be establish University offerings
- New courses developed for college credit must adhere to the academic approval process established through the University prior to enrollment. New courses would be available for all undergraduate students.
- Standards for college courses offered to select high school students
  - Courses open to high school students must have consistent curriculum, objectives and outcomes regardless of method of delivery

- Applies to online courses
- Applies to college courses taught on high school or college campuses
- Course level available is restricted to freshman courses (lower division/ general education
- Credit is issued by the University via official transcript to the high school
- Undergraduate courses considered for high school transfer must be pre-approved by the incoming high school

Provisional Status Admission

National University admits applicants to an undergraduate degree program on "Provisional Status" if the official documents required to determine eligibility for admission, transfer credit, or advanced standing are not immediately available. To be admitted on "Provisional Status," applicants must provide preliminary documentation of prior education even if the records are not official. When the University receives the required official documentation, students are considered for matriculation. Applicants are advised at their initial interview with an advisor that their degree plan may require changes following an evaluation of official transcripts and any other pertinent documents.

Undergraduate students may complete only three courses on 'Provisional Status' to provide time for receipt of official transcripts from each college attended, CLEP scores, official military documents, high school transcripts, G.E.D. or high school proficiency certificates, and/or other documents required for matriculation. If the Office of the Registrar does not receive all required documentation within three months of the start of the first class, the students must temporarily interrupt studies until the registrar receives all official documents. Coursework completed satisfactorily while on "Provisional Status" counts toward graduation if it is consistent with specific degree program requirements.

Undergraduate Provisional Status

Prospective students who are ineligible for admission must apply to the Committee on the Application of Standards. If the committee determines that there is sufficient evidence of potential to complete college studies, it will admit the student on "undergraduate provisional status" for a specific number of courses in which the student must perform satisfactorily. Upon satisfactory completion, the student will be officially admitted to the university.

Matriculation

Matriculation is the official determination of the required course of study for a student's degree and is the final step in the admission process. After the Office of the Registrar receives all official transcripts and other documents required for admission, students who have been accepted as candidates for a degree or credential are matriculated. The course of study that a student discussed with an advisor at the initial admissions interview is only an estimate of the course requirements for a degree or credential. Upon matriculation, the Office of the Registrar notifies students of the specific courses required to fulfill the requirements for a degree or credential. This notice guarantees that a student will not be required to take additional units unless studies are interrupted for a period of 12 or more months or if a student decides to change their academic program.

Applications for financial assistance cannot be certified until matriculation has occurred. Federal regulations require the University to determine the length, specific courses and course level before proceeding to the award of financial aid.

Sources of Credit

Transfer Credit

National University accepts credits from regionally accredited institutions if they apply to the student's degree program. National University accepts transfer credit if the courses meet the standards of the University and if the courses were completed satisfactorily. Transfer students do not receive credit for courses with a "D" grade. Transfer students must have been in good standing and eligible to return to the last institution in which they were enrolled. If the student is seeking admission following attendance at an institution that is not regionally accredited, the Committee on the Application of Standards considers the transfer credits on an individual basis.

In addition to credit earned at an accredited college or university, students may be given credit for certain non-collegiate learning experiences. All credit must be determined and evaluated by the Office of the Registrar on a case by case basis. The following guidelines apply in allowing credit for previous education:

Collegiate

The maximum number of lower-division credits acceptable for transfer to an associate degree program is 58.5 quarter units (39 semester units). For a bachelor degree program, no more than 103.5 quarter units (69 semester units) are allowed.

The maximum number of upper-division credits acceptable for transfer is 40.5 quarter units (27 semester units). Exceptions to this policy are determined by the Committee on the Application of Standards. A total of 22.5 quarter units (15 semester units) may be accepted from the extension division of a regionally accredited university. Up to 9 quarter units (6 semester units) are allowed for correspondence courses from a regionally accredited institution. In either case, only credits that the previous institution accepts toward degree requirements are transferable.

The maximum credit allowed in transfer for vocational/ technical courses is 18 quarter units (12 semester units). For basic skills courses, only credits that the previous institution accepts toward degree requirements are allowed for transfer.

Credits from institutions of collegiate level that are not regionally accredited may be rejected entirely, accepted wholly or in part, or accepted on a provisional basis to be validated by satisfactory course work in residence. Students who are accepted from such institutions on a provisional basis must petition for credit after completing 13.5 quarter units in residence with at least a 2.0 (C) average. To receive credit, students must forward petitions, an official transcript and a catalog from the originating institution to the Committee on the Application of Standards.

Non-collegiate

The maximum number of credits acceptable for non-collegiate learning is 58.5 quarter units (39 semester units) for an associate degree, with a cumulative total of 67.5 quarter units (45 semester units) for a baccalaureate degree. The credits may be from the following sources:

- A maximum of 67.5 quarter units (45 semester units) may be

earned at the lower-division level by CLEP examinations.
- No more than 22.5 quarter units (15 semester units) may be earned for:

1) DANTES independent study/credit-by-examination courses
2) ACT PEP: Regents College Examinations
3) Credit recommended in the National Guide to Credit Recommendations for Non-Collegiate Courses (American Council on Education [ACE]) or the Directory of the National Program on Non-Collegiate Sponsored Instruction (PONSI).
4) Local, state and federal law enforcement training recommended by ACE or PONSI and such credit as is listed on a transcript from a regionally accredited college.
- A maximum of 22.5 quarter units (15 semester units) may be allowed for departmental examinations at National University.
- A maximum of 45 quarter units (30 semester units) may be allowed for military experience and military schools that have been evaluated by ACE.
- A maximum of 45 quarter units (30 semester units) of lower-division credit may be allowed for clinical courses for a registered nurse who is a graduate of a three-year hospital nursing school. Up to 22.5 quarter units (15 semester units) of additional lower-division credit may be granted for academically equivalent coursework.
- Students may not take the CLEP Foreign Language exam if the subject is their native language.

CLEP College Level Examination Program

General Examinations

The University awards credit for successful completion of CLEP general examinations to meet general education requirements. The mathematics general examination does not earn credit for any specific general education mathematics requirement. Therefore, it is recommended that students complete the mathematics evaluation prior to taking the mathematics CLEP exam. English CLEP completed over five years ago will not be transferred without ACCUPLACER proficiency at the Area A1 English General Education level.

Students who plan to use their CLEP scores for purposes other than earning a degree at National University, such as transferring to another institution or establishing eligibility for law school admission, should take a nationally administered CLEP examination. Students can obtain a CLEP Registration Bulletin from an admissions advisor. This bulletin lists the testing dates and location of all CLEP testing centers in the U.S.

CLEP Subject Examinations

Credit for successful completion of CLEP subject examinations can be applied to meet general education, preparation for the major, or general lower-division elective credit. With the exception of the French, German, Spanish and Introduction to Accounting examinations, 4.5 quarter units of credit are awarded for each subject examination passed according to ACE guidelines. The French, German, or Spanish language examinations can award up to 18 quarter units and Introduction to Accounting can award up to 9 quarter units of credit.

CLEP General Examination

English Composition	General Education Area A Category 1 &2 - Writing *(9 quarter units required)*
Humanities	General Education Area D Humanities, Literature and Fine Arts *(9 quarter units required)*
Social Science	General Education Area E Social and Behavioral Sciences *(9 quarter units required)*

Note: Effective July 1, 2002 the Educational Testing Service only makes available CLEP Subject Matter Examinations. However all General CLEP Examinations taken prior to this date are accepted in transfer up to a maximum of 27 quarter units or 18 semester hours. General CLEP examinations can only be applied to the General Education area.

DANTES Defense Activity for Non-Traditional Education Support

DANTES Subject Standardized Tests (DSSTs) demonstrate college-level learning acquired outside of the college classroom. The tests cover material usually taught in one-semester or one-year, post-secondary courses. Credit for successful completion of DSSTs can be applied toward general education, preparation for the major, or general elective credit. Most tests grant three semester units (4.5 quarter units) of credit. The total number of units awarded for subject exams cannot exceed 22.5 quarter units (15 semester units).

DSST tests are available to military personnel through the Education Services Officer.

Advanced Placement Exams

National University awards college credit for advanced placement exams passed with a score of 3 or better.

ACT PEP Regents College Examinations

Assess college level competence acquired in non-campus settings in more than 40 arts and sciences, business, education and nursing subjects. Credit for successful completion of an ACT PEP/RCE examination can be applied toward general education, preparation for the major, or general lower-division elective credit. Most examinations are for three or six semester units (4.5 or 9 quarter units) of credit. The total number of units awarded for subject exams cannot exceed 22.5 quarter units(15 semester units).

ACT PEP/RCE registration bulletins are available at the Career and Assessment Center in San Diego. Students should contact the CAC for further details about testing sites.

National University Credit By Examinations

Currently enrolled students can obtain credit for undergraduate courses by departmental examination when training or experience appear to provide a proficiency in the subject matter of an approved course. Only a limited number of courses are approved for credit-by-examination. Students cannot challenge courses that are in the same area as an advanced course taken at National University. Students can obtain applications for credit-by-examination from their advisors. Students must submit their petitions after they are matriculated at the University and before they complete their ninth course. Approval

must be granted by the Office of the Registrar and the students must pay a $100.00 fee to the business office. Students must take the examination within 30 days following the approval.

All credit-by-examination must support the objectives of the student's degree program and cannot exceed 13.5 quarter units in an associate degree program or 22.5 quarter units in a bachelor degree program, including credits earned toward an associate's degree. Of the 22.5 quarter units permitted in a bachelor's degree, 13.5 may consist of departmental examinations to replace lower-division work and 9 quarter units to replace upper-division work, or vice versa. Students can earn no more than 9 quarter units in their major or minor by departmental examination. All grades are final. Students cannot repeat a credit-by-examination if a previous attempt was unsuccessful.

Credit from departmental examination is counted toward graduation, but no grade points are assigned or included in calculating grade point averages nor is the credit used to meet residence requirements.

Credit Granted for Military Education

To be awarded credit for courses taken at military service schools on an equivalency basis, students must submit proof of discharge (Form DD-214), an "Application for the Evaluation of Educational Experiences during Military Service" (DD-295), or a Military Smart Transcript.

Credit may also be accepted from non-collegiate courses that are specifically listed in "A Guide to Educational Programs in Non-collegiate Organizations." Students must present appropriate transcripts, certificates, or other official documents before an evaluation can be made.

Credits for military schools and non-collegiate approved courses apply directly to undergraduate work as it relates to the level and content of the particular degree program.

Course Waivers and Challenge Exams

Waiver Based on Prior Training or Experience

Occasionally, students may request to waive a course based on previous training or experience. If the student can demonstrate mastery of a subject, the department chair must submit a recommendation to the Committee on the Application of Standards to allow the student to waive the particular course.
A course waived by the Committee on the Application of Standards exempts a student from that course. Units are not awarded for a waived course, so the student may need to take a different course in its place in order to meet the overall unit requirement for the degree.

Challenge by Examination

Waivers for certain University courses can only be established by departmental examination. Typically, the courses that require a departmental examination to establish an exemption (waiver) are courses in computer science, mathematics, technical subjects, or those required for licensure or a credential.

Procedures to challenge a course -by -examination are identical to the credit-by-examination procedures explained above, but the fee for a challenge-by-examination is $50 rather than $100. Also, no credit is awarded for a waived course.

Grades and Grading System

Students who have more than three absences, excused or unexcused, cannot be given a satisfactory grade.

Definition of Grades

A Outstanding Achievement
Significantly Exceeds Standards

B Commendable Achievement
Exceeds Standards

C Acceptable Achievement
Meets Standards

D Marginal Achievement
Below Standards

F Failing

I Incomplete
A grade given when a student who has completed at least two-thirds of the course class sessions and is unable to complete the requirements of the course because of uncontrollable and unforeseen circumstances. Students must communicate these circumstances (preferably in writing) to the instructor prior to the final day of the course. If an instructor decides that an "Incomplete" is warranted, they provide the student with the conditions for removal of the Incomplete in writing and file a copy with the Office of the Registrar. The file copy remains in place until the "Incomplete" is removed or the time limit for removal has passed. An "Incomplete" is not assigned when the only way the student could make up the work is to attend a major portion of the class when it is offered again. Students must resolve "Incompletes" no later than the second complete quarter following the course completion date. Students can be required to remove an "Incomplete" in a shorter period at the discretion of the instructor.

An "I" that is not removed within the stipulated time becomes an "F." No grade points are assigned. The "F" is calculated in the grade point average.

U Unsatisfactory
A permanent grade indicating that a credit attempt was not acceptable. An "Unsatisfactory" grade merits no grade points and is not computed in the grade point average.

W Withdrawal
Signifies that a student has withdrawn from a course after beginning the third class session. A "Withdrawal" is not allowed after the beginning of the seventh class session. This is a permanent mark with no grade points assigned.

S Satisfactory
Credit is granted but no grade points are assigned.

K In Progress
A designation representing a sequential course in progress and that a grade will be assigned at the end of the sequence. No credit is awarded until the sequence is completed and a permanent grade is entered replacing the "K" grade. This grade is also used for project courses that allow up to six months for completion. No grade points are assigned for the "K" grade.

Academic Information for Undergraduate Degrees

The following grades are assigned for selected project/ practicum courses identified in the course description section of this catalog:

H Honors
Signifies "B" or better. No grade points are assigned.

S Satisfactory
Signifies average ("C") work. No grade points are assigned.

U Unsatisfactory
Signifies no credit ("F"). No grade points are assigned.

Plus/Minus Grading

National University uses a plus/minus grading system. The grades of A+, F+ and F- are not issued. In the plus/minus system, the grade points per credit used in the calculation of the grade point average are specified below. Instructors may elect not to use the plus/minus system. If they choose not to use this system, they must clearly state so in their course outline.

Grade	Grade Points Per Credit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

Grade Point Average Requirements

All course work completed at National University must average 2.0 or higher.

All course work completed at National University for the major or in fulfillment of upper-division requirements must average 2.0 or higher unless otherwise specified.

All course work completed at National University for the minor must average 2.0 or higher. If the required grade point average is not maintained, the minor is not included within the degree title.

Computing Grade Point Averages

To compute a student's grade point average, the total number of credit units is divided into the total number of grade points. Course units count only once toward graduation requirements. "I," "W," "U," "K," "H," and "S" designations carry no grade points and are not considered when figuring the grade point averages. When a course is repeated, the higher grade is included in the calculation, but the lower grade remains part of the permanent record and is not calculated in the grade point average.

Satisfactory Academic Progress

Students attending National University are expected to maintain satisfactory academic progress in their selected course of study. Academic progress is defined using both a qualitative and quantitative measure. The qualitative academic progress is assessed by the grade point average achieved at National University; the quantitative academic progress is measured through the number of quarter units satisfactorily completed.

Undergraduate students must maintain a "C" (2.0) grade point average for course work taken at National University. Students are expected to satisfactorily complete 36 quarter units per year of full-time study or 18 quarter units per year of half-time study provided the degree requirements are completed in no more than six years.

Academic Probation

Students who fall below 2.0 for coursework taken at National University are placed on academic probation. They are allowed six courses to improve their cumulative GPA to 2.0. Students on probation are given up to twelve months to complete the six courses. The twelve-month period begins upon the completion date of the course in which the cumulative GPA fell below 2.0. Students placed on academic probation are removed from this status when they have improved their cumulative GPAs to 2.0 or better.

Academic Dismissal and Reinstatement

Students on probation who fail to raise their cumulative GPA to 2.0 within the allotted time frame will be academically dismissed from the University. To be considered for reinstatement, they must complete twelve semester units (18 quarter units) of transferable coursework at a regionally accredited institution with a GPA of no less than 2.3 and then petition the Committee on the Application of Standards.

If the faculty determines that a student ought to be academically dismissed for reasons other than grades, they refer the matter to the Office of Student Affairs, which will initiate a hearing process. The hearing process to be followed is identical with the one invoked for disciplinary actions.

Incomplete Interrupt and Reinstatement

Students who receive three "Incompletes" are placed on a status of "Incomplete Interrupt". Students who fall under this status will be prohibited from taking any other classes until all three "Incompletes" have been removed.

Students placed on incomplete interrupt will be allowed to continue their programs when final grades have been received for all "Incomplete" coursework and all other requirements have been met.

Repetition of Courses and Grade Changes

Students are not obligated to repeat a failed course unless it is a course required for graduation. Students may repeat any course in which an "F," "D," or "C-" grade was received at the prevailing cost per quarter unit. The original grade entry remains part of the student's permanent record, but is not considered in computing the grade point average. In order to properly document the repeated course, students must notify the Office of the Registrar that the course has been repeated.

No course can be repeated more than once. The Committee on the Application of Standards must authorize any exception.

All grades are final. Students will not be allowed to complete additional work after the final grade has been assigned or to repeat examinations in order to improve a grade. Students may request a review of their records if the possibility of a clerical or computational error exists. (See "Grade Appeals.")

Second Degree from National University

A second degree from National University can be granted if all course and residence requirements for the second degree have been met. Completion of an additional minor within the same degree major does not qualify for a second degree. The number of courses for a second degree varies, but at least 45 quarter units must be completed in residence in the new degree program.

Note Exception: A B.A. in Behavioral Science degree cannot be earned after a B.A. in Psychology degree has been earned.

National University Memorial Degree

Since the University was founded in 1971, there have been several occasions when students have died before they were able to complete their degree studies. If it is requested by a student's family, the board of trustees will award posthumously a memorial degree in the field of the student's area and level of study, as long as the student was in good standing at the University. A family member may contact the University Registrar at (858) 642-8260.

Graduation Requirements for Undergraduate Degrees

The policies and procedures in this "Graduation Requirements" section are applicable to first-time students enrolling under the 2004 Catalog, Volume 68, provided that actual coursework begins within 12 months of the date of application. Departments may require that specific academic requirements be met within six years of granting an undergraduate degree. Students who have not satisfactorily completed a course during a 12-month period must follow the requirements of the catalog in effect at the time of re-enrollment.

The effective date of this catalog is September 1, 2004.

Students who change their major or minor after being matriculated must follow the major and minor requirements in effect at the time of such change.

Students can elect to change to the current catalog; however, they must meet all prerequisites and requirements for general education, majors, minors and areas of specialization in the current catalog. They cannot combine requirements from their previous catalog with those in the current catalog.

Students who are disqualified and subsequently attend the University after an absence of 12 months are subject to the requirements of the catalog in effect at the time they re-enroll in the University.

Note: Disqualified students must petition C.A.S for possible reinstatement.

Unit Requirements

Total Number of Units

The minimum number of units required to earn an associate degree is 90 quarter units.

The minimum number of units required to earn a B.A., B.S., B.S.N., or B.B.A. degree is 180 quarter units. Depending upon the selection of a minor and the need to complete developmental or skill courses prerequisite to general education or preparation for the major courses, some students may be required to complete more than 180 quarter units for their degree.

Upper-Division Units

The total number of upper-division units required for a bachelor's degree is 76.5 quarter units (17 courses). Upper-division courses are numbered 300 through 599.

Residency Requirements

To qualify for a certificate, students must complete two-thirds of the program at National University.

To qualify for an associate degree, students must complete a minimum of 31.5 quarter units at National University, including the general education residency course.

To qualify for a bachelor's degree, students must complete each of the following requirements at National University:

- A minimum of 45 quarter units, at least 36 units of which must be in upper-division courses (numbered 300 - 599)

- At least half of the upper-division units required for the major

- At least two-thirds of the upper-division units required for the minor or concentration if a student has selected a minor or concentration

Courses taken through Continuing Education and units earned through credit-by-examination do not apply to these requirements.

General Education 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.

The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 units, students must complete at least 4.5 units at the upper division level, 4.5 units in diversity enriched course work. All undergraduate students working toward any associate or bachelor's degree must meet the University diversity requirement.

National University has general education requirements in the following seven areas:

AREA A: ENGLISH COMMUNICATION
(minimum 15 quarter units)

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

AREA C: INFORMATION LITERACY
(minimum 4.5 quarter units)

AREA D: ARTS AND HUMANITIES
(minimum 13.5 quarter units)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(minimum 6 quarter units required [Note: one science lab is required])

AREA G: MODERN LANGUAGE
(minimum 9 quarter units)

(Students may satisfy this area by passing a competency test in any second language. They also may satisfy this requirement with 9 quarter units of computer languages, such as C, C++, Java, and Visual Basic. Students who satisfy competency by examination must still meet the overall general education unit requirement.)

AREA A-G: General Education Elective
(minimum 4.5 quarter units)

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.

Major and Minor Requirements

Preparation for the Major

Every major requires a set of introductory and/or skills courses designed to prepare students for upper-division study. Many courses taken for this purpose can also be used to satisfy general education requirements.

Major

Students must complete a departmental major for each bachelor of arts or bachelor of science degree. Most majors consist of an integrated area of specialized study at the upper-division level and consist of at least nine courses, which total 40.5 quarter units.

Courses taken in the major or in satisfaction of the major cannot be used to meet requirements in a minor or in general education.

The required upper-division courses for the B.B.A. cannot be used to meet requirements in a minor or in general education. At least half of the required upper-division courses for the B.B.A. must be completed in residence. Units earned through credit-by-examination do not satisfy residency requirements.

Minor

Students may take any minor with any B.S., B.A., or B.B.A. degree program. Students must verify prior to requesting a change of degree plan that the particular combination being requested has not been duplicated by the major or specifically prohibited by the B.A., B.S., or B.B.A. program. Students must also meet any entry requirements and prerequisites for the requested minor.

Completion of a minor is not required. A minor consists of a minimum of six upper-division courses that total at least 27 quarter units, unless otherwise indicated. Courses in the minor do not count toward the major, but can be used to satisfy preparation for the major and general education requirements. At least two-thirds of the units in the minor must be completed in residence. Units earned through credit-by-examination do not satisfy residency requirements.

Application for Graduation

Graduation is not automatic upon the completion of degree requirements. Students must file an application in the Office of the Registrar within the designated application period for degree posting. A $100 processing fee is required at the time of application. Requirements for graduation include:

a. Satisfactory completion of one of the regular curricula of study leading to a degree with a minimum overall grade point average of 2.0 and a grade point average of 2.0 for all courses completed in satisfaction of major and minor requirements, unless otherwise specified.

b. Settlement of all financial obligations with the University

Graduation with Honors

Graduation with honors is available to students whose academic record indicates superior achievement. Earned honors are noted on diplomas and official University transcripts.

Honors for associate and bachelor's degrees are determined only for courses taken at National University. Prerequisite courses that were required by matriculation are included in the calculation of the grade point average. Honors are awarded according to the following grade point averages:

Summa Cum Laude	3.90
Magna Cum Laude	3.70
Cum Laude	3.50

Only those students who complete 45 quarter units or more in residence in their program are considered for honors awards.

Degree Conferral

Degrees are conferred and posted to transcripts after the close of each academic quarter, specifically on the third Sunday in January, April, July and October. Diplomas are mailed following degree posting.

Annual commencement exercises are held in San Diego for the San Diego and Southern regions and in Sacramento for the Northern region. Detailed information with specific instructions regarding the commencement exercises is mailed to eligible students prior to each ceremony date.

Dates for commencement exercises in 2005 are:
Sunday, June 26th, San Diego
Sunday, June 5th, Sacramento

Academic Information

for Graduate Degrees

The University of Values

NATIONAL · UNIVERSITY ·

TM

Academic Information for Graduate Degrees

Familiarity With University Regulations

Upon execution of the enrollment agreement, students acknowledge receipt of the current catalog and agree to abide by the policies, rules and regulations of the University. When Internet students check the box on the online enrollment agreement constituting a virtual signature, they acknowledge that they are bound by the policies, rules and regulations of the University, which can be found in the catalog at its website www.nu.edu. Included in this publication are academic standards and a listing of the courses required for graduation. Students are responsible for meeting the published requirements of their programs. Ignorance of or lack of familiarity with this information does not serve as an excuse for noncompliance or infractions. The University provides assistance in the form of academic advising; however, the decisions made as a result of this process are those of the students.

Admission

In addition to the general admission requirements, applicants for admission to a master's degree program must:

1) Hold a bachelor's degree or higher from a regionally accredited college or university where an overall grade point average of 2.5 or better was achieved, or where a grade point average of 2.75 or higher was achieved in the last 90 quarter units.

Students with a grade point average of 2.0 to 2.49 may be admitted to the University if they have a satisfactory score on one of the following tests:

550 on the Graduate Management Admission Test
480 (verbal) and 570 (quantitative) the Graduate Record Examination
48 on the Miller Analogies Test
An approved, standardized program-specific exam

(Note: National University's College Board Institutional Code = 4557)

Alternatively, students with an undergraduate grade point average of 2.0 to 2.49 may be admitted to National University if they have successfully completed 13.5 quarter units of graduate coursework with grades of "B" or better at a regionally accredited institution.

Finally, students with an undergraduate grade point average of 2.0 to 2.49 may be admitted to National University on probationary "Master/Credential Provisional" status and are permitted to take 13.5 units of graduate level coursework. If this coursework is completed with grades of "B" or better, the student is removed from probationary status and becomes eligible for admission to the desired academic program.

2) Present preliminary documentation of prior education at the required interview with an admission advisor. Unofficial transcripts are acceptable.

3) Complete an application for admission.

4) Execute an enrollment agreement.

5) Remit an application fee of $60.

6) Complete program admission process. Any exceptions to the above admissions requirements must be considered by the Committee on the Application of Standards.

All graduate and post-baccalaureate applicants, regardless of citizenship, whose preparatory education was principally in a language other than English, must demonstrate competence in English. Those who do not possess a bachelor's degree from a post-secondary institution where English is the language of instruction are encouraged to take the English ACCUPLACER evaluation as part of the admissions process.

The English ACCUPLACER evaluation for graduate students is advisory only and does not delay the admissions process. The results of the English evaluation are printed immediately and a copy is provided to the student. Based on the student's score on the evaluation, the admissions advisor recommends appropriate English courses.

Provisional Status Admission

Students who want to be admitted to a credential or master's degree program when official transcripts are not immediately available can be admitted on "Provisional Status." Students are responsible for obtaining from the college or university where they earned their baccalaureate degree an official transcript in a sealed envelope. The sealed transcript is to be sent to the Office of the Registrar of National University in a prepaid envelope provided by admissions advisors. When the Office of the Registrar receives official documentation, it considers students for eligibility.

Graduate and credential students may complete three courses on "Provisional Status" to provide time for receipt of official transcripts. If the Office of the Registrar does not receive the required documentation within three months of the start of the first class, the students must temporarily interrupt studies until all official documents are received. Coursework completed satisfactorily while on "Provisional Status" counts toward graduation if it is consistent with specific degree program requirements.

"Master/Credential Provisional"

"Master/Credential Provisional" is a probationary status for students whose undergraduate GPA was 2.0 to 2.49. Students admitted on "Master/Credential Provisional" status are ineligible for official enrollment and will not be processed for financial aid until they have completed 4.5 quarter units of graduate study with a cumulative gpa of 3.0 or above in their graduate level studies. Students who receive a grade below "B" during the first 4.5 quarter units are disqualified. They are barred from further attendance and must apply to Committee on the Application of Standards to be considered for reinstatement.

Degree Audit Reporting System (DARS)

When eligibility for admission to a master's or credential program has been determined, a DARS Report is automatically e-mailed to the student. This report lists the coursework and other requirements that remain for completion of the program. In the case of an entering master's or credential student, it will list the entire program. As the student progresses through the program, the report will show coursework already completed and the coursework remaining to be completed. The report helps students, advisors and the University determine progress toward completion of program requirements and also serves as a graduation check. As students progress through their degree requirements, they can request updated copies of the DARS report through their advisor or through the Web.

Academic Information for Graduate Degrees

Credit

Unit Transfer Limit

Students can transfer a maximum of 13.5 quarter units at the graduate level from a regionally accredited institution, provided the units have not been used to satisfy the requirements of an awarded degree. All transfer units must be designated as graduate work in which a grade of "B" (3.0) or better was earned. Students who believe that they have taken coursework elsewhere that is applicable to their current program may submit one of the online Course Equivalency Forms, available at www.nu.edu/mynu. Students with coursework which applies toward a credential should use the online Pre-Approved Credential Coursework Equivalency Form. For all other coursework, students should see an admissions advisor, or faculty member to submit an Open Equivalency Form. Master's students are responsible for providing the Office of the Registrar an official transcript showing the coursework before the transfer or waiver will be processed.

Time Limit

Coursework that is more than seven years old cannot be transferred into post-baccalaureate credential or degree programs. Similarly, coursework completed at National University more than seven year ago cannot be applied to post-baccalaureate credential or degree programs for re-enrolling students. Outdated courses must be repeated, or, with the approval of the school dean, a more recent, suitable course may be substituted. The Committee on the Application of Standards governs all exceptions.

Course Waivers

When a student has acquired mastery of a subject through a concentration of undergraduate courses, or through considerable experience or training, lead faculty can recommend to the school dean that a course be waived. To make such a recommendation, the lead faculty must submit an electronic Coursework Transfer/Waiver Form to the dean. If the dean approves the course waiver, it is forwarded to the Office of the Registrar for final review. If the course waiver is approved, the student is exempt from the course. Units are not awarded for waived courses, so students must still meet the unit requirement for the degree.

English and Mathematics Evaluations

National University encourages new graduate students to complete the English and math ACCUPLACER evaluations. These evaluations are not required, but are recommended because they are excellent tools for assessing written communication and quantitative levels of proficiency. The ACCUPLACER evaluations are computer-based and the results are confidential. If desired, the staff of the Learning Resource Center will review evaluation results with students and recommend sources of review material.

Challenge by Examination

Students in the School of Education have the option to test out of EDT 608, and EDT655. In order to test out of these courses, students must follow the same procedures as outlined in Academic Information for Undergraduate Degrees under the heading "Challenge by Examination." The fee for each challenge exam is $50 and no credit is awarded. Contact and advisor or a local representative for more information.

Credit-by-examination is not allowed at the graduate level.

Grading System

Students who have more than three absences, excused or unexcused, cannot be given a satisfactory grade.

A Outstanding Achievement

B Commendable Achievement

C Marginal Achievement

D Unsatisfactory Achievement

F Failing

I Incomplete
   A grade given when a student who has completed at least two-thirds of the course class sessions is unable to complete the course requirements due to uncontrollable and unforeseen circumstances. The student must convey (preferably in writing) these circumstances to the instructor prior to the final day of the course. If the instructor decides that an "Incomplete" is warranted, the instructor must convey the conditions for removal of the Incomplete to the student in writing. A copy must also be placed on file with the Office of the Registrar until the Incomplete is removed or the time limit for removal has passed. An "Incomplete" is not assigned if the only way a student can make up the work is to attend a major portion of the class when next offered. An "Incomplete" must be removed no later than the second complete quarter following the original course completion date, but may be for a shorter period at the discretion of the instructor. An "Incomplete" not removed within the stipulated time becomes an "F." No grade points are assigned. The "F" is calculated in the grade point average.

U Unsatisfactory
   A permanent grade given indicating that a credit attempt was not acceptable. An "Unsatisfactory" grade merits no grade points and is not computed in the grade point average. This grade is assigned for unsatisfactory work in practica, residencies and field experience courses.

W Withdrawal
   Signifies that a student has withdrawn from a course after beginning the third class session. A "Withdrawal" is not allowed after the beginning of the sixth class session. This is a permanent mark with no grade points assigned.

S Satisfactory
   Credit is granted and no grade points are assigned. This is a grade assigned for satisfactory work in practica, residencies and field experience courses.

K In Progress
   A designation representing a sequential course in progress. At the end of the sequence, a grade is received and replaces the "K" grade. No credit is awarded until the sequence is completed and a permanent grade is entered replacing the "K" grade. This grade is also used for project courses that allow up to six months for completion. No grade points are assigned for the "K" grade.

The following grades are assigned for selected project/ practicum courses identified in the course description section of this catalog:

H Honors
   Signifies "B" or better. No grade points are assigned.

Academic Information for Graduate Degrees

S Satisfactory
  Signifies marginal ("C") work. No grade points are assigned.

U Unsatisfactory
  Signifies no credit ("D" or "F"). No grade points are assigned.
Plus/Minus Grading

National University uses a plus/minus grading system. The grades of A+, F+ and F- are not issued. In the plus/minus system, the grade points per credit used in the calculation of the grade point average are specified below. Instructors may elect not to use the plus/minus system. If they choose not to use this system, they must clearly state so in their course outline.

Grade	Grade Points Per Credit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

Repetition of Courses and Grade Changes

Students are not obligated to repeat a failed course unless it is a course required for graduation. Students can repeat any course at the prevailing cost per quarter unit where an "F," "D," "C," or "B-" grade was received. The original grade entry remains part of the student's permanent record, but is not considered as units attempted in computing the grade point average. To properly document the repeated course, students must notify the Office of the Registrar that the course has been repeated.

A course in which a "B" grade has been earned cannot be repeated.

All grades are final. Students will not be allowed to complete additional work after the final grade has been assigned or to repeat examinations in order to improve a grade. Students may request a review of their records if the possibility of a clerical or computational error exists. (See "Grade Appeals.")

Computing Grade Point Averages

To compute a student's grade point average, the total number of credit units is divided into the total number of grade points. Course units count only once toward graduation requirements. "H," "I," "K," "S," "U," and "W" carry no grade points and are not considered in computing the grade point average. When a course is repeated, the higher grade is included in the calculation. The lower grade remains part of the permanent record, but is not calculated in the grade point average.

Satisfactory Academic Progress

Students must maintain an overall grade point average of 3.0 for all graduate work. To meet the requirements for graduation, students must also maintain a 3.0 grade point average for their field of study and area of specialization. If the required grade point average is not maintained within an area of specialization, that emphasis is not included within the degree title. Students who receive a "D" or "F"

grade in a required course must repeat the course in the following quarter and receive a passing grade. Students who receive a "D" or "F" in an elective course work may submit a written petition to the Committee on the Application of Standards to substitute another course.

"Master/Credential Provisional"

"Master/Credential Provisional" is a probationary status for students whose undergraduate GPA was 2.0 to 2.49. Students admitted on "Master/Credential Provisional" status are ineligible for official enrollment and will not be processed for financial aid until they have completed 4.5 quarter units of graduate study with a cumulative gpa of 3.0 or above in their graduate level studies. Students who receive a grade below "B" during the first 4.5 quarter units are disqualified. They are barred from further attendance and must apply to Committee on the Application of Standards to be considered for reinstatement.

Grade Warning

Graduate students who receive two grades of "D+" or lower are placed on a status of grade warning and are notified that a third such grade will result in academic dismissal.

Academic Probation

Students who's cumulative GPA falls below a 3.0 for work taken at National University are placed on academic probation. Students are allowed three courses to improve their cumulative grade point average to the required 3.0. Students are given six months to complete the three courses. The six-month period begins upon the completion date of the last course in which the student's grade point average fell below the required 3.0 standard.
Note: The University recommends that any course work in which a letter grade of "C" or below was earned should be repeated while on probation.

Incomplete Interrupt

 Students who receive three "Incompletes" are placed on probation and their attendance is interrupted until all three "Incompletes" have been removed. If all three "Incompletes" become grades of "F," students are academically dismissed from the University and are ineligible for reinstatement to graduate status.

Students placed on incomplete-interrupt due to three "Incompletes" are removed from this status and allowed to continue enrollment when final grades have been received for all "Incomplete" coursework and all other requirements have been met.

Removal from Probation

Students placed on probation are removed from probation when they have improved their grade point average to a cumulative GPA of 3.0 or better.

Satisfactory grades received while on probation count toward fulfillment of degree requirements.

Disqualification

Students placed on academic probation are allotted up to six months to take three courses in order to raise their cumulative grade point average to a 3.0 or above. Failure to raise cumulative grade point average under the specified requirements will result in

disqualification. Only coursework taken at National University is used in determining the deficiency.

Disqualified students cannot attend National University for the next three months. After a three-month leave from the University, students can apply for reinstatement. Students who believe they have been unjustifiably disqualified can petition the Committee on the Application of Standards and request a reconsideration of the disqualification. In the petition, the students must identify any extenuating circumstances that led to disqualification (e.g., serious illness, death in immediate family) and must included supporting documentation.

Reinstatement

To be reinstated, disqualified students must petition the Committee on the Application of Standards. Students that are approved to be readmitted to the University will be placed on a "Conditional" status. Students will be placed on permanent probation after completion of the required conditions set forth by the C.A.S Committee.

Academic Dismissal

Graduate students who receive two grades of "D" or "F" are placed on grade warning status. Graduate Students who receive three grades of "D+"or lower are academically dismissed and are ineligible for reinstatement. Students who believe they have been unjustifiably dismissed can appeal to the Committee on the Application of Standards and request a reconsideration of the dismissal.

Graduate students who were disqualified from and reinstated to their academic program on a status of permanent probation, must maintain a cumulative GPA of 3.0 or better. A cumulative GPA that falls below a 3.0 will result in academic dismissal and render students ineligible for reinstatement to graduate status.

If the faculty determines that a student ought to be academically dismissed for reasons other than grades, they refer the matter to the Office of Student Affairs, which will initiate a hearing process. The hearing process to be followed is identical with the one invoked for disciplinary actions.

Second Degree from National University

Students can obtain a second master's degree from National University if they have met all course and residence requirements for the second degree. Completion of an additional area of specialization within the same degree does not qualify for a second degree. The number of courses required for a second degree varies, but at least 40.5 quarter units must be completed in residence in the new degree program. Units earned toward the first master's degree cannot be applied toward the second.

Note: An M.A. in Human Behavior cannot be earned after an M.A. in Counseling Psychology degree has been earned.

Graduation Requirements for Graduate Degrees

The policies and procedures in this "Graduation Requirements" section are applicable to first-time students enrolling under the 2004 Catalog, Volume 68, if actual course work begins within 12 months of the date of application and if graduation occurs within four years. Students who have not satisfactorily completed a course over a 12-month period following application must follow the requirements of the catalog in effect at the time of re-enrollment.

The effective date of this catalog is September 1, 2004.

Students who change their field of study or area of specialization after matriculation must follow the field of study or area of specialization in effect at the time of such change.

Students can elect to change to the catalog in effect the year in which they graduate. Students who select this option must meet all prerequisites and requirements for the field of study and/or area of specialization in the current catalog. Students cannot combine elements from their previous catalog with those in the current catalog.

Students who are disqualified and subsequently attend the University after an absence of 12 months are subject to the requirements of the catalog in effect at the time they re-enroll in the University.

Note: Students who are disqualified must petition C.A.S for reinstatement.

Field of Study and Area of Specialization Requirements

Each master's degree has been structured to delineate the program prerequisites, field of study, areas of specialization and electives that constitute the requirements for the degree. Each degree has a designated field of study that consists of at least six courses, which total at least 27 quarter units. Not all degrees have areas of specialization.

Unit and Residency Requirements

Graduate degrees require the completion of a minimum of 45 quarter units. Students must earn a minimum of 40.5 quarter units at National University and must complete half of the field of study and three-fourths of the area of specialization in residence.

Graduate courses are numbered 600 - 699.

Courses numbered 500-599 may grant graduate credit if specified by the requirements of the degree program.

Students in certificate programs must complete two-thirds of the coursework at National University.
Credential Residency Requirements

Credential candidates must complete a minimum of 31 quarter units in residence at National University to be recommended for a credential to the Commission on Teacher Credentialing. Courses taken online are considered to be in-residence.

Does not apply to candidates for the following programs:

- CLAD certificate.
- Level II Special Education.
- PPS Credential with School Psychology authorization.
- An additional credential if one is previously held

All transfer credit must relate to the content of the respective degree program.

Academic Information for Graduate Degrees

Application for Graduation

Graduation is not automatic upon the completion of degree requirements. Students must file an application in the Office of the Registrar within the designated application period for degree posting. Students must pay a $100 processing fee at the time of application. Requirements for graduation include:

1} Satisfactory completion of one of the regular curricula of study leading to a degree with a minimum grade point average of 3.0. Students must complete all course work in satisfaction of their field of study or area of specialization.

2) Settlement of all financial obligations with the University.

Graduate students whose grade point average is a 3.90 graduate "With Distinction." Prerequisite courses at the undergraduate level that were required by matriculation are not included in the calculation of the grade point average for graduate honors.

Earned honors are noted on diplomas and official University transcripts. Only students who complete 40.5 quarter units or more of their programs in residence are considered for honor awards.

Degree Conferral

Degrees are conferred and posted to transcripts after the close of each academic quarter, specifically on the third Sunday in January, April, July and October. Diplomas are mailed following degree conferral.

Commencement exercises are held in San Diego and Sacramento annually. Detailed information with specific instructions regarding the commencement exercises is mailed to eligible students prior to each ceremony date.

Dates for commencement exercises in 2005 are:
Sunday, June 26th, San Diego
Sunday, June 5th, Sacramento

General Education

The University of Values

General Education

General Education

Faculty Advisors: • Paz Jensen• (858) 642-8471• pjensen@nu.edu and Christine Photinos • (858) 642-8349 • cphotino@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 program has six major educational goals:

1) To provide students with a rigorous academic liberal arts foundation to prepare them for their majors
2) To assist students in correlating their undergraduate education and their career goals
3) To promote the critical thinking, reading and writing skills necessary for success in a complex and rapidly changing world
4) To increase respect for and awareness of diverse peoples and cultures
5) To provide an interdisciplinary education through a variety of intellectual models that advance competing critical points of view and address professional and social problems
6) To promote access to information technology and public access databases within the context of course research

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:

1) Apply skills and concepts developed in general education courses to challenges and tasks presented in their upper division major courses
2) Apply skills and concepts developed in the general education courses to challenges and tasks presented in their future profession
3) Demonstrate critical thinking, reading and writing skills appropriate to upper -division college work
4) Demonstrate awareness of how diverse peoples and cultures have interacted in the past and interact in our contemporary world
5) Demonstrate critical awareness of different the approaches, methods and assumptions of different academic disciplines and how these are applied to professional and social problems
6) Access, evaluate and use information gathered through a variety of resources and technologies in developing research projects and presentations.

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.

General Education Program Requirements

The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 quarter units, students must complete at least 4.5 units at the upper division level and 4.5 units in diversity enriched course work. A plus [+] indicates a diversity enriched offering. All undergraduate students working toward any associate or bachelor's degree must meet the University diversity requirement.

National University has general education requirements in the following eight areas:

AREA A: ENGLISH COMMUNICATION
(minimum 15 quarter units)

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

AREA C: Information Literacy
(minimum 4.5 quarter units)

AREA D: ARTS AND HUMANITIES
(minimum 13.5 quarter units)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(minimum 6 quarter units required *[Note: one science lab is required]*)

AREA G: MODERN LANGUAGE
(minimum 9 quarter units)
(Students may satisfy this area by passing a competency test in any second language. They also may satisfy this requirement with 9 quarter units of computer languages, such as C, C++, Java, and Visual Basic. Students who satisfy competency by examination must still meet the overall general education unit requirement)

AREA A-G: GENERAL EDUCATION
(minimum 4.5 quarter units)

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.

Approved Courses

AREA A: ENGLISH COMMUNICATION
(15 quarter units required)

CATEGORY 1
Writing (10.5 quarter units required)

ENG 100   Effective College English I (3.0 quarter units)
        (Prerequisite: Placement Exam)
ENG 101   Effective College English II (3.0 quarter units)
        (Prerequisite: ENG 100)
ENG 240   Advanced Composition
        (Prerequisite: ENG100/ 101)
        (No 300-level English course may fulfill this requirement)

CATEGORY 2
Speech and Communications (4.5 quarter units required)

COM 100	Introduction to Communications
COM 200	Effective Communication

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

MTH 204 Mathematics for Business and Science
(Prerequisite: MTH012A & MTH012B)
MTH 209A Structure and Concepts of Mathematical Fundamentals I
(Prerequisite: Placement Evaluation)
MTH 210 Introduction to Probability and Statistics
(Prerequisite: Placement Evaluation)
MTH 215 College Algebra and Trigonometry
(Accelerated Course)
(Prerequisite: Placement Evaluation)
MTH 216A College Algebra and Trigonometry I (3 quarter units
(Prerequisite: Placement Evaluation)
MTH 216B College Algebra and Trigonometry II (3 quarter units)
(Prerequisite: MTH 216A)
MTH 220 Calculus I
(Prerequisite: MTH 215)
MTH 301 Structure and Concepts of Mathematical Fundamentals II
(Prerequisite: MTH209A)
CST 206B Discrete Structures and Logic Design
(Prerequisite: MTH 215)
CST 208B Calculus for Computer Science
(Prerequisite: MTH 215)
MNS 205 Introduction to Quantitative Methods for Business
(Prerequisite: Placement Evaluation)
NSG 322 Introduction to Biomedical Statistics
(open only to students in the B.S.N Degree Plan)

AREA C: INFORMATION LITERACY
(4.5 quarter units required)

ILR 260 Information Literacy and Report Writing
(Prerequisite: ENG 100)

AREA D: ARTS AND HUMANITIES
(13.5 quarter units required)

ART 100 Introduction to Art History
(Prerequisites: ENG 100/101)
ART 200 Visual Arts
ART 200A Visual Arts Laboratory (1.5 quarter units)
(Prerequisite: ART200)
HIS 233 World Civilization I
(Prerequisites ENG 100/101)
HIS 234 World Civilization II
(Prerequisites ENG 100/101)
LIT 100 Introduction to Literature
(Prerequisites: ENG 100/101)
LIT 345 Mythology
(Prerequisites: ENG 100/101)
MUS 100 Fundamentals of Music
MUS 327 World Music
(Prerequisites: ENG 100/101)
PHL 100 Introduction to Philosophy
(Prerequisites: ENG 100/101)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(13.5 quarter units required)

COM 380 Democracy in the Information Age [+]
(Prerequisites: ENG 100/101)
ECO 203 Principles of Macroeconomics
ECO 204 Principles of Microeconomics
(Prerequisite: ECO 203)
HIS 220A History of the United States I [+]
(Prerequisite: ENG 100/101)
HIS 220B History of the United States II [+]
(Prerequisite ENG 100/101)
HIS 300 Foundations of Western Civilization
(Prerequisite ENG 100/101)
HIS 350 Cultural Diversity [+]
(Prerequisites: ENG 100/101)
POL 201 American Government and Politics
(Prerequisites: ENG 100/101)
PSY 100 Introduction to Psychology
SOC 100 Principles of Sociology
(Prerequisite: ENG 100/101)
SOC 260 Cultural Anthropology
(Prerequisites: ENG 100/101)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(6 quarter units required)
(Note: One science lab is required @ 1.5 quarter units)

SCI 100 Survey of Bioscience
SCI 100A Survey of Bioscience Laboratory (1.5 quarter units)
SCI 101 General Chemistry
SCI 101A General Chemistry Laboratory (1.5 quarter units)
(Prerequisites: MTH 204 and SCI 101)
SCI 104 General Physics
SCI 104A General Physics Laboratory (1.5 quarter units)
(Prerequisites: MTH 204 and SCI 104)
SCI 201 Human Anatomy and Physiology I
SCI 201A Human Anatomy and Physiology Laboratory I (1.5
quarter units)
(Prerequisite: SCI 201)
SCI 103 Fundamentals of Geology
SCI 103A Fundamentals of Geology Laboratory (1.5 quarter units)
(Prerequisite: SCI 103)
SCI 202 Human Anatomy and Physiology II
SCI 202A Human Anatomy and Physiology Laboratory II (1.5
quarter Units
(Prerequisite: SCI 202)
SCI 203 Introduction to Microbiology
SCI 203A Introduction to Microbiology Laboratory I (1.5 quarter
units)
(Prerequisite: SCI 203)

AREA G: MODERN LANGUAGE
(9 quarter units required)

(In addition to the course work listed below, students may satisfy this area by passing a competency test in any second language. They also may satisfy this requirement with 9 quarter units of computer languages, such as C, C++, Java, and Visual Basic. Students who satisfy competency by examination must still meet the overall general education unit requirement.)

LAS 100 Spanish I
LAS 200 Spanish II
(Prerequisite: LAS 100)
LAS 300 Spanish III
(Prerequisite: LAS 200)
LAS 101 Spanish for the Native Speaker
(Prerequisite: Native speaking ability and/or recommendation of instructor.)
LAS 201 Spanish for the Native Speaker II
(Prerequisite: LAS 101)

General Education

AREA A-G GENERAL EDUCATION
(4.5 quarter units minimum)

If a student has not met the upper-division unit requirement in the completion of the above general education areas, one of the following courses must be taken. If a student has already met the upper-division unit requirement in the completion of the above general education areas, any course in Areas A through G may satisfy this Area.

COM 380   Democracy in the Information Age [+]
        (Prerequisites: ENG 100/101)
HIS 300   Foundations of Western Civilization
        (Prerequisites: ENG 100/101)
HIS 350   Cultural Diversity [+]
        (Prerequisites: ENG 100/101)
LIT 342   World Literature
        (Prerequisites: ENG 100/101)
PHL 375   Environmental Ethics
        (Prerequisites: ENG 100/101)
SCI 300   Geography [+]
SOC 260   Cultural Anthropology
        (Prerequisites: ENG 100/101)

School of Arts and Sciences

Dean, **Alice M. Scharper**
Ph.D., English
University of California at Davis

The University of Values

NATIONAL · UNIVERSITY
TM

Degree Programs Offered

Undergraduate Degrees

Associate of Arts ⌃

Associate of Science *with Majors in:*
Nursing
Video Gaming

Bachelor of Arts *with Majors in:*
Behavioral Science ⌃
English ⌃
General Studies
Global Studies ⌃
History
Interdisciplinary Studies
Multiple Subjects
Multimedia Arts
Psychology

Bachelor of Science *with Majors in:*
Earth Sciences
Life Sciences
Mathematics
Organizational Behavior

Bachelor of Science in Nursing ⌃

School of Arts and Sciences Minors
Addictive Disorders
Counseling
Global Studies
History
Mathematics
Multimedia Arts
Psychological Research
Video Gaming

Graduate Degrees

Master of Arts *with Fields of Study in:*
Counseling Psychology
English ⌃
Human Behavior

Master of Fine Arts *with Fields of Study in:*
Creative Writing ⌃
Digital Cinema ⌃

Master of Science *with Fields of Study in:*
Instructional Technology ⌃
Industrial Organizational Psychology

General Education Curriculum

The University's general education program links undergraduate work in writing, oral communication, critical thinking, mathematics and other skill areas with programs at the upper division level.

A number of courses address issues of cultural diversity, while the traditional goal of promoting intellectual breadth along with skill-based fundamentals has been enhanced and made more flexible.

The purpose of National University's general education program is to meet the educational objectives of adult learners who seek to strengthen their professional work and advance their creative and analytical abilities.

Special Programs

Center for Cultural and Ethnic Studies

The Center for Cultural and Ethnic Studies sponsors forums, conferences and cultural events with the goal of promoting diversity and intellectual curiosity at the university. These events are intended to encourage awareness of contemporary artistic, intellectual, cultural, gender and ethnic issues in daily life. In order to give these concerns intellectual context, the Center focuses specific attention on questions of media representation, alternative voices and professional ethics.

In practice, the Center serves as a bridge between the University and other communities. Events provide a common platform for the exchange of research and ideas by National University faculty and scholars at other institutions, artists and community activists. The work of the Center for Cultural and Ethnic Studies is to bring cultural, intellectual and artistic events of the highest caliber to the University.

Events arranged by the Center are co-sponsored and supported by numerous organizations, including the California Council for the Humanities, the Coalition of African Organizations, the Tiananmen Square Foundation, the San Diego Chinese Historical Museum, the Colorado River Native Nations Alliance, the San Diego Jazz Society, the Older Women's League, the U.S. Grant Hotel, Bear State Theater, the Taco Shop Poets and many others.

In addition to sponsoring events and encouraging discussion of contemporary intellectual and cultural issues at National University campuses throughout California, the Center for Cultural and Ethnic Studies also co-sponsors an annual international gathering in Mexico, the Media of Communication Conference/ Conferencia Anual Sobre Los Medios de Comunicacion. The conference is co-sponsored by and takes place at the campus of the Universidad Autonoma de Chiapas.

The Center also includes an annual academic conference co-sponsored by the Society for Phenomenology and Media Studies. An annual publication of papers accompanies this program.

International Cultural Studies

The Center for Cultural and Ethnic Studies also coordinates the International Cultural Studies program. This program offers courses in regional studies at various international locations, bringing the study of a specific region directly into the student's academic experience. For further information on this program, contact the School of Arts and Sciences.

Writing Across the Curriculum

Writing Across the Curriculum is a University-wide program that enriches all schools and areas of learning through the development of writing skills and critical thinking. The School of Arts and Sciences has developed this program to ensure that the writing needs of all disciplines are met and that the quality of writing and related skills distinguish the National University graduate. In conjunction with faculty of the other schools, the faculty of Arts and Sciences serve the entire University community by improving the skills so essential to student well being. They do this by creating writing-intensive courses, directing the Writing Centers, editing the *WAC* (*WHACK*) newsletter and the *Gnu Student Journal*.

Mathematics Tutoring

Mathematics tutoring is available to National University students free of charge. Assistance is offered for all of the mathematics courses offered by the University. Adjunct faculty within the Mathematics Department, and mathematics majors with senior standing are available to help any student for either on-ground or online mathematics courses Currently, tutoring hours are scheduled at the following NU campuses: San Diego (Spectrum Library); Los Angeles, Costa Mesa, Redding, Stockton, and Sacramento. Appointments for nonscheduled days and times can be arranged with any of the NU regional tutors. Services will be expanded to the other centers upon student request through the General Education Faculty Advisors or individual student advisors.

⌃ denotes program also offered or partially offered online.

Note: Not all online programs or courses are offered in entirety via Internet.

Note: Not all courses or programs listed in this catalog are available at every learning facility.

Various undergraduate minors are available in some degree programs.

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Mission Statement

The faculty of the School of Arts and Sciences is committed to helping students gain a truly liberal education while at the same time achieving personal intellectual growth. The lower division curriculum prepares undergraduates for a major field of study because it is writing-intensive, it emphasizes critical thinking and it addresses the cultural diversity of contemporary society.
The School's general education program exposes all students to the humanities and fine arts as well as the social, psychological and natural sciences. Students are expected to explore mathematical and other formal systems in order to develop abstract reasoning abilities. The fundamental purpose of the arts and sciences curriculum is to enhance a student's capacity to live and work as a responsible citizen in an increasingly complex world. To that end, the School's programs cultivate students' critical abilities to analyze important social and professional issues.

Undergraduate Degrees

■ Associate of Arts (A.A.)
(600)
Faculty Advisors: Paz Jensen• (858) 642-8471• pjensen@nu.edu and Christine Photinos • (858) 642-8349 • cphotinos@nu.edu

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

Degree Requirements

To receive the AA degree, students must complete at least 90 quarter units, 31.5 of which must be taken in residence at National University. Of the 90 units required, 70.5 must fall into the areas of general education listed below. The other 19.5 quarter units can be comprised of elective courses and/or specific major program preparatory courses.

Students are urged to meet English and mathematics requirements as early as possible in their college career to avoid serious difficulties in other course work. Refer to the section on undergraduate admission requirements for specific information regarding application, placement evaluation and matriculation.

General Education Program Requirements

Faculty Advisors: Paz Jensen • (858) 642-8471 • pjensen@nu.edu and Christine Photinos • (858) 642-8349 • cphotinos@nu.edu

The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 units, students must complete at least 4.5 units at the upper division level and 4.5 units in diversity enriched course work. A plus [+] indicates a diversity enriched offering. All undergraduate students working toward the Associate of Arts or bachelor's degree must meet the University diversity requirement.

National University has general education requirements in the following eight areas:

AREA A: ENGLISH COMMUNICATION
(minimum 15 quarter units)

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

AREA C: INFORMATION LITERACY
(minimum 4.5 quarter units)

AREA D: ARTS AND HUMANITIES
(minimum 13.5 quarter units)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(minimum 6 quarter units required [Note: one science lab is required])

AREA G: MODERN LANGUAGE
(minimum 9 quarter units)
(Students may satisfy this area by passing a competency test in any second language. They also may satisfy this requirement with 9 quarter units of computer languages, such as C, C++, Java, and Visual Basic. Students who satisfy competency by examination must still meet the overall general education unit requirement.)

AREA A-G: GENERAL EDUCATION
(minimum 4.5 quarter units)

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.

■ Associate of Science in Video Gaming (AS-VG)
(602-118)

The Associate of Science in Video Gaming consists of courses that prepare the student for a broad range of positions requiring a background in multimedia design theory, production, and project management specific to the computer gaming industry. Many of the skills developed in this program also apply to students wishing to make extensive use of instructional multimedia and gaming technology in teaching careers. Students receive hands-on training in leading software applications, while they learn and apply digital game development theory for a wide range of uses in online, arcade, and console environments. Graduates of the program are in high demand because they possess a combination of skills and knowledge vital to today's video gaming industry. Positions include game programmers, artists, designers, testers, and specialists in audio, video, and writing for games. Additionally, industries such as marketing, business, publishing, government, education and training require individuals with the knowledge and experience this program provides: How to build a game with a team of developers specializing in various aspects of the game presentation; how the business of game development and end-product sales is organized; and how game development tools from multimedia, computer science, and artificial intelligence are identified for use.

Program Learning Outcomes: Upon completing the A.S. in Video Gaming, the students will be able to design, build, and modify video games and computer simulations, demonstrating an understanding of:

- Principles and methodologies behind the rules and play of games.
- Visual and audio design fundamentals and aesthetics.
- Traditional narrative methods, as well as game-specific techniques.
- Game design and production, its interdisciplinary theoretical and practical ties to psychology, literature, cultural studies, film studies, math, computer science, and human-computer interaction (HCI).
- Basic mathematics, Newtonian physics, game-specific programming techniques, algorithm design, and game-testing strategies.

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- Legal and ethical issues involved in game development or modification of an off-the-shelf product.
- The history and evolution of digital gaming.
- Diversity issues in the video game marketplace.
- Project management fundamentals, the roles and responsibilities of team members and their collaboration in all phases of design, development and implementation.

Degree Requirements

To receive the A.S. degree in Video Gaming, students must complete at least 90 quarter units, 31.5 of which must be taken in residence at National University.

General Education Requirements
(12 courses, 48 quarter units)

AREA A: ENGLISH COMMUNICATION
(15 quarter units Required)

CATEGORY 1 Writing
(10.5 quarter units Required)

ENG 100   Effective College English (3 quarter units)
ENG 101   Effective College English (3 quarter units)
ENG 334A Technical Writing
          (Prerequisites: ENG 100/101)
OR
ENG 365   Creative Writing
          (Prerequisites: ENG 100/101)

CATEGORY 2 Speech and Communications

(4.5 quarter units Required)

COM 100   Introduction to Communications
OR
COM 200   Effective Communication

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

MTH 210   Introduction to Probability and Statistics
          (Prerequisite: Placement Evaluation)

AREA D: ARTS AND HUMANITIES
(4.5 quarter units Required)

LIT 345   Mythology
          (Prerequisites: ENG 100/101)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(9 quarter units Required)

PSY 100   Introduction to Psychology
HIS 350   Cultural Diversity [+]
          (Prerequisites: ENG 100/101)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(6 quarter units Required)

SCI 104   General Physics
SCI 104A General Physics Lab (1.5 quarter units)

AREA G: MODERN LANGUAGE
(9 quarter units)

(Students may satisfy this area by passing a competency test in any second language. They also may satisfy this requirement with 9 quarter units of computer languages, such as C, C++, Java, and Visual Basic.)

LAS 100   Spanish I
LAS 200   Spanish II
          (Prerequisite: LAS 100)
LAS 300   Spanish III
          (Prerequisite: LAS 200)
LAS 101   Spanish for the Native Speaker
          (Prerequisite: Native speaking ability and/or recommendation of instructor.)
LAS 201   Spanish for the Native Speaker II
          (Prerequisite: LAS 101)
CST 317   Programming in C++
          (Prerequisite: CST 242 or verifiable equivalence and permission of instructor)
CST 330C Object Oriented Programming in C++
          (Prerequisite: CST 317)
CST 335   Data Structures and Algorithms
          (Prerequisite: CST 330C)

Required Courses for the Major
(10 courses, 42 quarter units)

MUL 330   Communication Tools
          (Prerequisites: ENG 100/101; COM 100 or COM 200)
MUL 331   Principles of Graphic Design
          (Prerequisites: ENG 100/101; COM 100 or COM 200)
MUL 350   Web Presentation
          (Prerequisites: ENG 100/101; COM 100 or COM 200)
MUL 380   3-D Modeling & Rendering
          (Prerequisites: ENG 100/101; COM 100 or COM 200)
MUL 385   Video Game Animation
          (Prerequisite: MUL 380)
MUL 325   Psychology of Video Games
          (Prerequisite: PSY 100)
MUL 310   Introduction to Video Gaming
          (Prerequisite: ENG 100/101)
MUL 315   Video Game Design
          (Prerequisites: MUL 310)
MUL 318   Video Game Production
          (Prerequisite: MUL 315)
MUL 318A Video Game Production Lab (1.5 units)
          (Prerequisite: MUL315)

Nursing Programs

Information Applicable to all Nursing Programs

Individuals expressing interest in studying nursing at National University will be provided with objective counseling regarding all of the options available to them through the Department of Nursing. Enrollment in the University does not automatically include admission to a nursing program.

Admission Requirements

Students seeking to study nursing at National University must meet the requirements for admission to the University as outlined in the University Catalog.

Admission Process

Admission into the nursing programs at National University is a two-step process: 1) Application to the University; and 2) Application to the respective nursing program.

Prospective students should follow the application requirements listed in the "General Admission Procedures" section of this catalog.

In addition, prospective nursing students will complete a separate application for admission to a specific nursing program. These applications, with supporting documents, are accepted year-round and should be sent to the Department of Nursing, National University, 11255 North Torrey Pines Road, La Jolla, CA 92037. Students taking their preparation courses at National University are held to the same standard as those who transfer preparation courses in from other schools. A minimum GPA of 2.75 is required for entry into NSG 211.

Students are not eligible for financial aid until the matriculation is complete.

Before participating in clinical practicums, students must submit proof of a health clearance that complies with the health facility's requirements for immunizations and health screening tests for applicants. In addition, before engaging in clinical practicums at health facilities, students will be required to obtain professional liability insurance in the amount of $1,000,000 per occurrence/ $3,000,000 aggregate. Continued coverage throughout the program is required. Students must possess a social security number to disclose to the California Board of Registered Nursing at the time of Application for Licensure by Examination.

The Department of Nursing requires that students who participate in fieldwork in health care facilities maintain current health insurance coverage and Cardio-Pulmonary Resuscitation (CPR) certificate (BLS-Basic Life Support for Health Care Providers The student is responsible to determine if his/her insurance coverage includes provisions for emergency room visits in the event of a needle stick or other high risk exposure in the clinical setting, as well as the costs of anti-HIV drugs if the physician determines the medications are warranted. Prior to a clinical experience in a facility, students may be required to demonstrate freedom from drug use through screening. Facilities may also demand an individual background check and fingerprinting on a student. Students are responsible to meet all requirements established by clinical facilities.

Students will need to provide their own transportation to class and all clinical experiences. Proof of auto insurance, a current car registration and a valid driver's license is required for access to clinical facilities located on military installations.

Program Advisement

All students will be assigned a faculty advisor at the mandatory advisement orientation that is required for admission to the School of Nursing. Students are expected to meet periodically with the faculty advisor and nursing advisor throughout the program.

Progression Requirements

All transfer courses accepted from another college or university must be equivalent in content and credit. Students who complete course work in preparation for the nursing major at National University will be given priority for selection into nursing classes. Students with previous preparation in nursing are admitted to the program as space is available providing requirements are met for admission to the University and the Department of Nursing. Students with previous preparation in nursing are admitted to the program as space is available. Academic acceptance is determined on an individual basis through evaluation of past academic preparation and professional experience.

Students who have not had continual enrollment in National University's nursing program (defined as not taking nursing coursework in greater than one calendar year) in the University's nursing program or who are transferring from another nursing

program must demonstrate level-appropriate proficiency skills prior to readmission to the program. Likewise, these students will need to retake the medication calculation examination successfully. Students who are unsuccessful in their first attempt at any of the nursing courses or who choose to take a voluntary break from the course sequencing for any reason will be placed in subsequent cohorts as openings in the classes are available. Students who are absent for a period of 12 months or more must reenroll and re-matriculate under a new catalog.

Any student who wishes to challenge a nursing course (with an NSG prefix) or earn academic credit by examination must successfully complete the culminating examination appropriate to the course. University policies, found in this catalog, should be followed to apply for Challenge or Credit by Examination opportunities. In the nursing theory or non-clinical courses, the terminal measures are often a final exam and/or term paper. In the case of the challenge exam, these requirements must receive a passing grade of 80% or higher. In the nursing clinical laboratory classes students will demonstrate competent clinical care by way of return demonstration for all skills listed in the course syllabi of the course being challenged. In the clinical courses, in all areas where critical or life-threatening maneuvers are required the student must perform the return demonstration with 100% skill and accuracy. Regardless of how many courses students take as challenge/credit by exam, they must still meet National University residency requirements.

The Student Agreement

To ensure that graduates of National University's nursing programs are able to meet the legal requirements of the California Board of Registered Nursing, all newly admitted nursing students must enter into a student agreement. A copy of the student agreement is contained in the mandatory student orientation meeting.

The student agreement gives National University the right to suspend or terminate the student's participation in the nursing program upon a showing that the student has:

- Committed acts or engaged in conduct that could constitute grounds for denial of an RN license;
- Failed to demonstrate the requisite skills and qualifications to satisfy the requirements for an RN license;
- demonstrated other qualities or behaviors inconsistent with National University's recommendation of the student for an RN license. The student agreement also authorizes National University to release to the Board of Registered Nurses ("the Board") all pertinent information pertaining to the student's qualification or fitness for an RN license.

Time Management

The professional nursing program, with its intense clinical practice component, is very demanding in terms of time and energy allocation. Students are advised not to undertake a work schedule that could jeopardize successful completion of the program.

Student Assistance, Notice of Need to Improve, and Dismissal from School of Nursing Programs

National University is committed to maintaining quality standards throughout its nursing programs and to graduating competent professional nurses. As required by the California Board of Registered Nurses, National University identifies and assists students who need special assistance, and retains in its programs only those students who are suited for entry to or advancement in the nursing profession. The Board is charged by the State with

School of Arts and Sciences

evaluating the moral character and fitness of all persons who wish to nurse in California health facilities. Every person who is an applicant for, or who now holds, any nursing license in answerable to the Board for his or her fitness-related conduct.

Learning Contracts

Learning contracts will be used by faculty to notify students of learning issues and/or a clinical performance problem. If the student fails to meet the standard set forth in the learning contract, the following may result: 1) Immediate removal from a clinical laboratory or facility site, 2) Immediate removal from a theory course, and/or 3) Recommendation of dismissal from the program of study if the situation warrants. Students will receive a copy of the contract and an additional copy will be maintained in the student's file in the office of the Department of Nursing.

Procedures Governing Problems with Progress in the Program

When a student is having a problem with the Nursing Program or a student is notified that he/she is not meeting the standards of the Nursing Program in either the classroom, nursing skills laboratory, or clinical facility, the student should meet first with the Course Coordinator or (if the deficit is in clinical practice) with the Course Coordinator and the Clinical Nursing Faculty. The student should seek clarification of the deficit and work with the faculty to construct a plan for improvement (which may or may not include the creation of a Student/Faculty Learning Contract.

If the candidate is allowed to continue in the program and receives a second unsatisfactory grade in a nursing theory or clinical course, the student will be recommended for dismissal from the program. The process for a hearing and appeal, upon recommendation for dismissal from a program, is outlined in the Academic Dismissal Procedure under the Academic Information for Undergraduate Degrees section of this catalog.

Application for Licensure

Students seeking an RN license must apply to the Board of Registered Nurses ("the BRN") for such a license. It is the student's responsibility to keep current on the laws pertaining to the practice of registered nursing, as these laws are subject to change. Students should submit the Application for Licensure by Examination at least four to six months before their graduation date. All requests for transcript forms must be signed after the completion/graduation date. All first time applicants are required to submit fingerprints with the application.

The BRN requires applicants to take an examination containing objective multiple-choice questions administered by computer. The number of questions may vary from a minimum of 75 to a maximum of 265. The standard testing time for such examinations is a maximum of five hours.

Currently there are 7 options for curricular paths to meet requirements for licensure eligibility and/or degree completion:

1. The A.S.N. is for individuals seeking minimum preparation to take the California licensure exam for registered nursing.

■ Associate of Science in Nursing (A.S.N.)
Faculty Advisor: Nancy Saks • (858) 642-8344 • nsaks2@nu.edu (602-119)

Program Description

The ASN program prepares the graduate to be able to:

- Formulate accurate nursing diagnosis based on multiple sources of collected data.
- Plan, implement and evaluate strategies with patients related identified nursing diagnoses.
- Working with families across the lifespan, identify learning needs and implement teaching strategies to achieve mutually defined health care goals.
- Manage multiple patients in a variety of settings by prioritizing and appropriately using/incorporating available resources.
- Effectively communicate with both patients/families and other members of the health care team.
- Assume professional, ethical, legal behavior upholding the standards of entry into the profession.

Departmental Admission Requirements

To be eligible for admission to the A.S.N. program at National University, candidates must satisfy all of the following criteria:

- Have completed the National University undergraduate admission process.
- Submit the appropriate nursing program application.
- Complete the ACCUPLACER math and english tests.
- Submit a written statement of professional and educational goals to the Department of Nursing.

Requirements for the Degree

To receive an Associate of Science in Nursing (ASN), students must complete at least 106.5 quarter units as outlined below, 31.5 quarter units of which must be completed in residence at National University. The following courses are specific degree requirements. In the absence of transfer credit, students may take additional general electives to satisfy the total units required for the degree.

General Education Requirements
(12 courses, 42 quarter units)

AREA A: ENGLISH COMMUNICATION

CATEGORY 1 Writing
(6 quarter units)

ENG 100   Effective College English I
ENG 101   Effective College English II

CATEGORY 2 Speech and Communication
(4.5 quarter units)

COM 200   Effective Communication

AREA C: INFORMATION LITERACY AND TECHNOLOGY
(4.5 quarter units)

ILR 260   Information Literacy and Report Writing
        (Prerequisites: Eng 100/101)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(9 quarter units)

PSY 100   Introduction to Psychology
SOC 100   Principles of Sociology
           (Prerequisites: Eng 100/101)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(18 quarter units)

SCI 201   Human Anatomy and Physiology I
SCI 201A   Human Anatomy and Physiology Laboratory I
SCI 202   Human Anatomy and Physiology II
SCI 202A   Human Anatomy and Physiology Laboratory II
SCI 203   Introduction to Microbiology
SCI 203A   Introduction to Microbiology Laboratory

Nursing Core Courses
(15 courses, 64.5 quarter units)

NSG 211   Health Assessment**
           (Prerequisite: admission to nursing program and completion of required general education preparation with a minimum GPA 2.75)
NSG 200   Foundations of Nursing Practice**
           (Prerequisite: C or better in NSG 211)
NSG 200A   Foundations of Nursing Practice Clinical Laboratory**
           (Prerequisite: C or better in NSG 211
NSG 205   Nursing Process I: Medical-Surgical Nursing**
           (Prerequisite: C or better in NSG 200 and Pass 200A
NSG 205A   Nursing Process I: Medical-Surgical Nursing Clinical Laboratory**
           (Prerequisite: C or better in NSG 200 and Pass 200A)
NSG 314   Nursing Process II: Child-Bearing Family Nursing **
           (Prerequisite: C or better in NSG 205 and Pass 205A)
NSG 314A   Nursing Process II: Child-Bearing Family Nursing Clinical Laboratory**
           (Prerequisite: C or better in NSG 205 and Pass 205A)
NSG 315   Nursing Process III: Pediatric Nursing**
           (Prerequisite: C or better in NSG 314 and Pass 314A)
NSG 315A   Nursing Process III: Pediatric Nursing Clinical Laboratory**
           (Prerequisite: C or better in NSG 314 and Pass 314A)
NSG 320   Nursing Process IV: Medical-Surgical Nursing II**
           (Prerequisite: C or better in NSG 315 and Pass 315A)
NSG 320A   Nursing Process IV: Medical-Surgical Nursing II Clinical Laboratory**
           (Prerequisite: C or better in NSG 315 and Pass 315A)
NSG 325   Nursing Process V: Psychosocial Nursing**
           (Prerequisite: C or better in NSG 320 and Pass 320A)
NSG 325A   Nursing Process V: Psychosocial Nursing Clinical Laboratory**
           (Prerequisite: C or better in NSG 320 and Pass 320A)
NSG 340   Nursing Role Transitions: Introductory Nursing Management and Leadership**
           (Prerequisite: C or better in NSG 325 and Pass 325A)
NSG 340A   Nursing Role Transitions: Introductory Nursing Management and Leadership Clinical Laboratory**
           (Prerequisite: C or better in NSG 325 and Pass 325A)
**Content required for licensure by CA Board of Registered Nursing

■ Licensed Vocational Nurse to Associate of Science in Nursing (LVN-to-ASN)
(for Licensed Vocational Nurses seeking to advance to Registered Nurse)
(602-120)

Departmental Admission Requirements:

To be eligible for admission to the LVN-ASN program at National

University, candidates must satisfy all of the following criteria:

- Have completed the National University undergraduate admission process
- Hold a current, active license to practice as a licensed vocational nurse
- Have achieved a grade point average of 2.75 or the equivalent in the nursing portion of the LVN program
- Submit the appropriate nursing program application
- Complete the ACCUPLACER math and english tests
- Submit a written statement of professional and educational goals to the Department of Nursing

Requirements for the Degree

To receive an Associate of Science in Nursing (ASN), students must complete at least 106.5 quarter units as outlined below, 31.5 quarter units of which must be completed in residence at National University. The following courses are specific degree requirements. In the absence of transfer credit, students may take additional general electives to satisfy the total units required for the degree. Students exiting after completing the courses required for licensure by the California Board of Registered Nursing (as designated below) without completing at least 106.5 quarter units (at National University or through credit transfer) will not be granted the A.S.N. degree.

Required General Education Preparation
(12 courses, 42 quarter units)

AREA A: ENGLISH COMMUNICATION

CATEGORY 1 Writing
(6 quarter units)

ENG 100   Effective College English I
ENG 101   Effective College English II

CATEGORY 2 Speech and Communication
(4.5 quarter units)

COM 200   Effective Communication

AREA C: INFORMATION LITERACY AND TECHNOLOGY
(4.5 quarter units)

ILR 260   Information Literacy and Report Writing
           (Prerequisites: Eng 100/101

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(9 quarter units)

PSY 100   Introduction to Psychology
SOC 100   Principles of Sociology
           (Prerequisites: Eng 100/101)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(22.5 quarter units)

SCI 201   Human Anatomy and Physiology I
SCI 201A   Human Anatomy and Physiology Laboratory I
SCI 202   Human Anatomy and Physiology II
SCI 202A   Human Anatomy and Physiology Laboratory II
SCI 203   Introduction to Microbiology
SCI 203A   Introduction to Microbiology Laboratory

School of Arts and Sciences

Nursing Core Courses
(8 courses, 33 quarter units)

NSG 211	Health Assessment**	
NSG 310	Professional Nursing Values**	
NSG 320	Nursing Process IV: Medical-Surgical Nursing II**	
NSG 320A	Nursing Process IV: Medical-Surgical Nursing II Clinical Laboratory**	
NSG 325	Nursing Process V: Psychosocial Nursing**	
	(Prerequisite: C or better in NSG 320 and Pass 320A	
NSG 325A	Nursing Process V: Psychosocial Nursing Clinical Laboratory**	
	(Prerequisite: C or better in NSG 320 and Pass 320A	
NSG 340	Nursing Role Transitions: Introductory Nursing Management and Leadership**	
	(Prerequisite: C or better in NSG 325 and Pass 325A	
NSG 340A	Leadership Clinical Laboratory**	
	(Prerequisite: C or better in NSG 325 and Pass 325A	

** Content required for licensure by CA Board of Registered Nursing

Electives or Transfer Units: 31.5 quarter units

■ BACHELOR OF SCIENCE IN NURSING (B.S.N.)

Faculty Advisor: Nancy Saks • (858)642-8344 • nsaks2@nu.edu
(651)

The Bachelor of Science in Nursing (BSN) program prepares registered nurses to assume greater responsibility in today's complex health care environment. Degree candidates develop critical thinking, communication and therapeutic nursing skills within the framework of transcultural nursing. Graduates are able to manage the nursing care of culturally diverse clients in a variety of setting.

The Bachelor of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) through June 2011.

Program Description

The BSN program prepares the graduate to be able to:

- Formulate accurate nursing diagnosis based on multiple sources of collected data
- Plan, implement and evaluate strategies with patients related identified nursing diagnoses
- Working with families across the lifespan, identify learning needs and implement teaching strategies to achieve mutually defined health care goals
- Manage multiple patients in a variety of settings by prioritizing and appropriately using/incorporating available resources
- Effectively communicate with both patients/families and other members of the health care team
- Assume professional, ethical, legal behavior upholding the standards of entry into the profession
- Practice professional nursing using theory and knowledge as a basis for practice.
- Demonstrate competency by meeting standards of care in providing nursing care to a diverse set of clients in a multicultural community.
- Demonstrate competency and leadership in organizing care for a caseload of clients.
- Analyze and synthesize current findings from nursing research and research in related fields.
- Evaluate current findings from relevant research for utilization in practice.
- Develop a critical stance on professional issues related to nursing practice, education, and knowledge development by analyzing the

historical and contemporary environments in nursing.
- Use computer technologies to augment productivity and to gain access to multiple informational resource services.

■ BACHELOR OF SCIENCE IN NURSING (B.S.N.) GENERIC ENTRY

(for students with little or no prior college credits)
(651)

Departmental Admission Requirements:

To be eligible for admission to the generic entry BSN program at National University, candidates must satisfy all of the following criteria:

- Have completed the National University undergraduate admission process
- Submit the appropriate nursing program application
- Complete the ACCUPLACER math and english tests
- Submit a written statement of professional and educational goals to the Department of Nursing

Requirements for the Degree

To receive a Bachelor of Science in Nursing (BSN), students must complete at least 180 quarter units as outlined below, 45 quarter units of which must be completed in residence at National University and 76.5 quarter units must be upper division. The following courses are specific degree requirements. In the absence of transfer credit, students may be required to take additional electives to satisfy the total units required for the degree.

Required General Education Preparation
(17 courses, 64.5 quarter units)

AREA A: ENGLISH COMMUNICATION

CATEGORY 1 Writing
(6 quarter units)

ENG 100	Effective College English I
ENG 101	Effective College English II

CATEGORY 2 Speech and Communication
(4.5 quarter units)

COM 200	Effective Communication

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

MTH 210	Introduction to Probability and Statistics
	(Prerequisite: Placement Evaluation
OR	
NSG 322	Introduction to Biomedical Statistics

AREA C: INFORMATION LITERACY AND TECHNOLOGY
(4.5 quarter units)

ILR 260	Information Literacy and Report Writing
	(Prerequisites: Eng 100/101

AREA D: ARTS AND HUMANITIES
(9 quarter units)

See listing of General Education courses offered in this category.

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(9 quarter units)

PSY 100   Introduction to Psychology
SOC 100   Principles of Sociology
           (Prerequisites: Eng 100/101)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(18 quarter units)

SCI 201   Human Anatomy and Physiology I
SCI 201A   Human Anatomy and Physiology Laboratory I
SCI 202   Human Anatomy and Physiology II
SCI 202A   Human Anatomy and Physiology Laboratory II
SCI 203   Introduction to Microbiology
SCI 203A   Introduction to Microbiology Laboratory

AREA G: MODERN LANGUAGE
(9 quarter units)

LAS 340A   Spanish in the Professional Work Place for English
            Speakers*
LAS 341   Applications of Cross-Cultural Communication in the
            Work Place
            (Prerequisite LAS 340A)

Preparation for the Major
(6 courses, 27 quarter units)

SOC 500   Understanding Cultural Pluralism in American Society
           (Prerequisite ENG 100/101)
or
HB 500   Cross-Cultural Dynamics of Human Behavior
           (Prerequisites ENG 100/101 and PSY 100)
NSG 211   Health Assessment**
           *(Prerequisite: admission to nursing program and completion
           of required general education preparation with a minimum
           GPA 2.75)*
NSG 200   Foundations of Nursing Practice**
           (Prerequisite: C or better in NSG 211)
NSG 200A   Foundations of Nursing Practice Clinical Laboratory**
           (Prerequisite: C or better in NSG 211)
NSG 205   Nursing Process I: Medical-Surgical Nursing**
           (Prerequisite: C or better in NSG 200 and Pass 200A)
NSG 205A   Nursing Process I: Medical-Surgical Nursing Clinical
           Laboratory**
           (Prerequisite: C or better in NSG 200 and Pass 200A)

Nursing Core Courses
(17 courses, 73.5 quarter units)

NSG 314   Nursing Process II: Child-Bearing Family Nursing**
NSG 314A   Nursing Process II: Child-Bearing Family Nursing
           Clinical Laboratory**
NSG 315   Nursing Process III: Pediatric Nursing**
           (Prerequisite: C or better in NSG 314 and Pass 314A)
NSG 315A   Nursing Process III: Pediatric Nursing Clinical
           Laboratory**
           (Prerequisite: C or better in NSG 314 and Pass 314A)
NSG 320   Nursing Process IV: Medical-Surgical Nursing II**
           (Prerequisite: C or better in NSG 315 and Pass 315A)
NSG 320A   Nursing Process IV: Medical-Surgical Nursing II Clinical
           Laboratory**
           (Prerequisite: C or better in NSG 315 and Pass 315A)
NSG 325   Nursing Process V: Psychosocial Nursing**
           (Prerequisite: C or better in NSG 320 and Pass 320A)

NSG 325A   Nursing Process V: Psychosocial Nursing Clinical
           Laboratory**
           (Prerequisite: C or better in NSG 320 and Pass 320A)
NSG 403   Theoretical Models and Conceptual Frameworks as a
           Basis for Nursing Practice
NSG 404   Pharmacology for Nurses
NSG 410   Nursing in the Community: Population Focused
           Practice***
           (Prerequisites: NSG 411)
NSG 411   Nursing in the Community: Frameworks for Practice***
           (Prerequisites: NSG 412)
NSG 412   Nursing in the Community: Health Care Delivery***
           (Prerequisite: Completion of all 300-level nursing courses
NSG 422   Introduction to Nursing Research
NSG 433   Nursing Leadership and Management**
           (Prerequisite: Completion of all 300-level nursing courses)
NSG 433A   Nursing Leadership and Management Clinical
           Laboratory** (1.5 quarter units)
           (Prerequisite: Completion of all 300-level nursing courses)
NSG 440   Issues in Professional Nursing (capstone course)

** Content required for licensure by CA Board of Registered Nursing
***This course requires a clinical practicum of 32 hours

Electives
15 quarter units

■ LICENSED VOCATIONAL NURSE TO BACHELOR OF SCIENCE IN NURSING (LVN-TO-BSN)
*(for Licensed Vocational Nurses seeking to advance to BSN-prepared
Registered Nurse)*
(651-120)

Departmental Admission Requirements

To be eligible for admission to the LVN-BSN program at National
University, candidates must satisfy all of the following criteria:

- Have completed the National University undergraduate
  admission process
- Hold a current, active license to practice as a licensed vocational
  nurse
- Have achieved a grade point average of 2.75 or the equivalent in
  the nursing portion of the LVN program
- Submit the appropriate nursing program application
- Complete the ACCUPLACER math and english tests
- Submit a written statement of professional and educational goals
  to the Department of Nursing

Requirements for the Degree

To receive a Bachelor of Science in Nursing (BSN), students must
complete at least 180 quarter units as outlined below, of which a
minimum of 76.5 quarter units must be completed at the upper
division and 45 quarter units of which must be completed in
residence at National University. The following courses are specific
degree requirements. In the absence of transfer credit, students may
take additional general electives to satisfy the total units required for
the degree. Students exiting after completing the courses required for
licensure by the California Board of Registered Nursing (as
designated below) without completing at least 180 quarter units (at
National University or through credit transfer) will not be granted
the BSN degree.

School of Arts and Sciences

Required General Education Preparation
(17 courses, 64.5 quarter units)

AREA A: ENGLISH COMMUNICATION

CATEGORY 1 Writing
(6 quarter units)

ENG 100   Effective College English I
ENG 101   Effective College English II

CATEGORY 2 Speech and Communication
(4.5 quarter units)

COM 200   Effective Communication

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

MTH 210   Introduction to Probability and Statistics
            (Prerequisite: Placement Evaluation)
OR
NSG 322   Introduction to Biomedical Statistics

AREA C: INFORMATION LITERACY AND TECHNOLOGY
(4.5 quarter units)

ILR 260   Information Literacy and Report Writing
            (Prerequisites: Eng 100/101)

AREA D: ARTS AND HUMANITIES
(9 quarter units)

See listing of General Education courses offered in this category.

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(9 quarter units)

PSY 100   Introduction to Psychology
SOC 100   Principles of Sociology
            (Prerequisites: Eng 100/101)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(18 quarter units)

SCI 201   Human Anatomy and Physiology I
SCI 201A   Human Anatomy and Physiology Laboratory I
SCI 202   Human Anatomy and Physiology II
SCI 202A   Human Anatomy and Physiology Laboratory II
SCI 203   Introduction to Microbiology
SCI 203A   Introduction to Microbiology Laboratory

AREA G: MODERN LANGUAGE
(9 quarter units)

LAS 340A   Spanish in the Professional Work Place for English
            Speakers*
LAS 341   Applications of Cross-Cultural Communication in the
            Work Place
            (Prerequisite: LAS 340A)

Preparation for the Major
(21 courses, 4.5 quarter units)

SOC 500   Understanding Cultural Pluralism in American Society*
            (Prerequisite: ENG 100/101)
OR
HB 500   Cross-Cultural Dynamics of Human Behavior*
            (Prerequisites: ENG 100/101 and PSY 100)
*students can also use these courses to fulfill general education
Requirements

Nursing Core Courses
(15 courses, 64.5 quarter units)

NSG 211   Health Assessment**
NSG 310   Professional Nursing Values**
NSG 320   Nursing Process IV: Medical-Surgical Nursing II**
NSG 320A   Nursing Process IV: Medical-Surgical Nursing II Clinical
            Laboratory**
            (Prerequisite: C or better in NSG 315 and Pass 315A)
NSG 325   Nursing Process V: Psychosocial Nursing**
            (Prerequisite: C or better in NSG 320 and Pass 320A)
NSG 325A   Nursing Process V: Psychosocial Nursing Clinical
            Laboratory**
            (Prerequisite: C or better in NSG 320 and Pass 320A)
NSG 403   Theoretical Models and Conceptual Frameworks as a
            Basis for Nursing Practice
NSG 404   Pharmacology for Nurses
NSG 410   Nursing in the Community: Population Focused
            Practice***
            (Prerequisite: NSG 411)
NSG 411   Nursing in the Community: Frameworks for Practice***
            (Prerequisites: NSG 412)
NSG 412   Nursing in the Community: Health Care Delivery***
            (Prerequisite: Completion of all 300-level nursing courses)
NSG 422   Introduction to Nursing Research
NSG 433   Nursing Leadership and Management**
            (Prerequisite: Completion of all 300-level nursing courses)
NSG 433A   Nursing Leadership and Management Clinical
            Laboratory** 1.5 quarter units
            (Prerequisite: Completion of all 300-level nursing courses)
NSG 440   Issues in Professional Nursing (capstone course)

** Content required for licensure by CA Board of Registered Nursing
***This course requires a clinical practicum of 32 hours

■ BACHELOR OF SCIENCE IN NURSING (B.S.N.) RN COMPLETION

(for already licensed, registered nurses seeking a Bachelor of Science in Nursing degree)
(651-121)

Departmental Admission Requirements:

To be eligible for admission to the BSN program at National
University, candidates must satisfy all of the following criteria:

- Have completed the National University undergraduate
  admission process
- Hold a current, active license to practice as a registered nurse in
  the state/country where clinical experiences will be completed
- Have achieved a grade point average of 2.75 or the equivalent in
  the basic nursing program
- Be a graduate of an associate degree in nursing program or meet
  equivalency requirements for National University
- Submit the appropriate nursing program application
- Complete the ACCUPLACER math and english tests

Equivalency Requirements

Licensed RNs who have not earned the associate degree in nursing can meet equivalency requirements by completing the general education requirements, the preparation for the major and Anatomy and Physiology (12 quarter units). Students can use Anatomy and Physiology to meet the Physical and Biological Sciences general education requirements, or they can use prior course work from other regionally accredited institutions. The basic nursing education program must have included course work in those areas required by the California Board of Registered Nursing.

Independent Duty Corpsman (IDCs) who have successfully challenged the NCLEX must meet the equivalency requirements described above and successfully complete the IDC-RN transition courses (NSG 300 and NSG 301).

Admissions Procedure

Applicants are required to:

- Submit a statement of educational and professional goals
- Schedule and complete a personal interview with the program director or designee

Requirements for the Degree

To receive a Bachelor of Science in Nursing (BSN), students must complete at least 180 quarter units as outlined below, a minimum of 76.5 quarter units of which must be completed at the upper division and 45 quarter units of which must be completed in residence at National University.

A maximum of 45 quarter units (30 semester units) of lower-division credit may be allowed for clinical courses for a registered nurse who is a graduate of a three-year hospital nursing school. Up to 22.5 quarter units (15 semester units) of additional lower-division credit may be granted for academically equivalent coursework.
The following courses are specific degree requirements. In the absence of transfer credit, students may take additional general electives to satisfy the total units required for the degree.

Preparation for the Major
(6 courses, 27 quarter units)

MTH 210	Introduction to Probability and Statistics
	(Prerequisite: Placement Evaluation)
OR	
NSG 322	Introduction to Biomedical Statistics
PSY 100	Introduction to Psychology
SOC 100	Principles of Sociology
	(Prerequisite: Eng 100/101)
OR	
SOC 260	Cultural Anthropology
	(Prerequisite: ENG 100/101)
LAS 340A	Spanish in the Professional Work Place for English Speakers
LAS 341	Applications of Cross-Cultural Communication in the Work Place
	(Prerequisite: LAS 340A)
SOC 500	Understanding Cultural Pluralism in American Society
	(Prerequisite:ENG 100/101)
OR	
HB 500	Cross-Cultural Dynamics of Human Behavior
	(Prerequisites: ENG 100/101 and PSY 100)

Preparation for the Major for Independent Duty Corpsmen also includes an additional 9 units

NSG 300	Making the Transition to the Role of the Professional Nurse (for IDC-RN candidates only)
NSG 301	Practicing the Role of the Professional Nurse (for IDC-RN candidates only)

These courses must be taken prior to taking any of the 400-level nursing courses.

Nursing Core Courses
(11 courses, 46.5 quarter units)

NSG 211	Health Assessment
NSG 310	Professional Nursing Values
NSG 403	Theoretical Models and Conceptual Frameworks as a Basis for Nursing Practice
NSG 404	Pharmacology for Nurses
NSG 410	Nursing in the Community: Population Focused Practice***
	(Prerequisite: NSG 411)
NSG 411	Nursing in the Community: Frameworks for Practice***
	(Prerequisite: NSG 412
NSG 412	Nursing in the Community: Health Care Delivery***
	(Prerequisite: Completion of all 300-level nursing courses)
NSG 422	Introduction to Nursing Research
NSG 433	Nursing Leadership and Management
	(Prerequisite: Completion of all 300-level nursing courses)
NSG 433A	Nursing Leadership and Management Clinical Laboratory (1.5 quarter units)
	(Prerequisite: Completion of all 300-level nursing courses)
NSG 440	Issues in Professional Nursing (capstone course)

***This course requires a clinical practicum of 32 hours

Electives or Transfer Units

106.5 quarter units (In the absence of upper division transfer units, 16.5 quarter units of upper division coursework may be needed to meet the minimum upper division requirement of 76.5 quarter units. For a bachelors degree program, no more than 135 quarter units are allowed in transfer, of which a maximum of 103.5 quarter units (69 semester units) may be lower division.

■ BACHELOR OF SCIENCE IN NURSING (B.S.N.) ACCELERATED POST-BACHELOR DEGREE
(for individuals with prior earned bachelor's degree (ie. B.A., B.S.) who wish to be prepared for licensure as a registered nurse while simultaneously earning a Bachelor of Science in Nursing degree)

Departmental Admission Requirements:

To be eligible for admission to the Accelerated post-bachelor's BSN program at National University, candidates must satisfy all of the following criteria:

- Have completed the National University undergraduate admission process
- Hold a bachelor's degree from an accredited school
- Have an overall college GPA of 2.75 OR 3.0 GPA on last 60 hours of coursework completed
- Submit the appropriate nursing program application
- Complete the ACCUPLACER math and english tests
- Submit a written statement of professional and educational goals to the Department of Nursing

School of Arts and Sciences

Requirements for the Degree

To receive a Bachelor of Science in Nursing (BSN), students must complete at least 180 quarter units as outlined below, a minimum of 76.5 quarter units of which must be completed at the upper division and 45 quarter units of which must be completed in residence at National University. The following courses are specific degree requirements. In the absence of transfer credit, students may take additional general electives to satisfy the total units required for the degree.

Preparation for the Major
(15 courses, 58.5 quarter units)

COM 200	Effective Communication
MTH 210	Introduction to Probability and Statistics
	(Prerequisite: Placement Evaluation)
OR
NSG 322	Introduction to Biomedical Statistics
PSY 100	Introduction to Psychology
SOC 100	Principles of Sociology
	(Prerequisites: Eng 100/101)
SCI 201	Human Anatomy and Physiology I
SCI 201A	Human Anatomy and Physiology Laboratory I
SCI 202	Human Anatomy and Physiology II
SCI 202A	Human Anatomy and Physiology Laboratory II
SCI 203	Introduction to Microbiology
SCI 203A	Introduction to Microbiology Laboratory
NSG 211	Health Assessment**
	(Prerequisite: admission to nursing program and completed general education preparation with a minimum GPA 2.75)
NSG 200	Foundations of Nursing Practice**
	(Prerequisite: C or better in NSG 211)
NSG 200A	Foundations of Nursing Practice Clinical Laboratory**
	(Prerequisite: C or better in NSG 211)
NSG 205	Nursing Process I: Medical-Surgical Nursing**
	(Prerequisite: C or better in NSG 200 and Pass 200A)
NSG 205A	Nursing Process I: Medical-Surgical Nursing Clinical Laboratory**
	(Prerequisite: C or better in NSG 200 and Pass 200A)

Nursing Core Courses
(17 courses, 73.5 quarter units)

NSG 314	Nursing Process II: Child-Bearing Family Nursing**
	(Prerequisite: C or better in NSG 205 and Pass 205A)
NSG 314A	Nursing Process II: Child-Bearing Family Nursing Clinical Laboratory**
	(Prerequisite: C or better in NSG 205 and Pass 205A)
NSG 315	Nursing Process III: Pediatric Nursing**
	(Prerequisite: C or better in NSG 314 and Pass 314A)
NSG 315A	Nursing Process III: Pediatric Nursing Clinical Laboratory**
	(Prerequisite: C or better in NSG 314 and Pass 314A)
NSG 320	Nursing Process IV: Medical-Surgical Nursing II**
	(Prerequisite: C or better in NSG 315 and Pass 315A)
NSG 320A	Nursing Process IV: Medical-Surgical Nursing II Clinical Laboratory**
	(Prerequisite: C or better in NSG 315 and Pass 315A)
NSG 325	Nursing Process V: Psychosocial Nursing**
	(Prerequisite: C or better in NSG 320 and Pass 320A)
NSG 325A	Nursing Process V: Psychosocial Nursing Clinical Laboratory**
	(Prerequisite: C or better in NSG 320 and Pass 320A)
NSG 403	Theoretical Models and Conceptual Frameworks as a Basis for Nursing Practice
NSG 404	Pharmacology for Nurses

NSG 410	Nursing in the Community: Population Focused Practice***
	(Prerequisite: NSG 411)
NSG 411	Nursing in the Community: Frameworks for Practice***
	(Prerequisite: NSG 412)
NSG 412	Nursing in the Community: Health Care Delivery***
	(Prerequisite: Completion of all 300-level nursing courses
NSG 422	Introduction to Nursing Research
NSG 433	Nursing Leadership and Management**
	(Prerequisite: Completion of all 300-level nursing courses)
NSG 433A	Nursing Leadership and Management Clinical Laboratory** (1.5 quarter units)
	(Prerequisite: Completion of all 300-level nursing courses)
NSG 440	Issues in Professional Nursing (capstone course)

** Content required for licensure by CA Board of Registered Nursing
***This course requires a clinical practicum of 32 hours

■ BACHELOR OF ARTS (B.A.)
(610)
General Education Program Requirements
Faculty Advisors: Paz Jensen • (858) 642-8471 • pjensen@nu.edu and Christine Photinos • (858) 642-8349 • cphotino@nu.edu

The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 units, students must complete at least 4.5 units at the upper division level and 4.5 units in diversity enriched course work. A plus [+] indicates a diversity enriched offering. All undergraduate students working toward any associate or bachelor's degree must meet the University diversity requirement.

National University has general education requirements in the following eight areas:

AREA A: ENGLISH COMMUNICATION
(minimum 15 quarter units)

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

AREA C: INFORMATION LITERACY
(minimum 4.5 quarter units)

AREA D: ARTS AND HUMANITIES
(minimum 13.5 quarter units)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(minimum 6 quarter units required [Note: one science lab is required])

AREA G: MODERN LANGUAGE
(minimum 9 quarter units)
(Students may satisfy this area by passing a competency test in any second language. They also may satisfy this requirement with 9 quarter units of computer languages, such as C, C++, Java, and Visual Basic. Students who satisfy competency by examination must still meet the overall general education unit requirement.)

AREA A-G: GENERAL EDUCATION
(minimum 4.5 quarter units)

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.

◆ Major in Behavioral Science

(610-103)

Faculty Advisor: Brenda Shook • (916) 855-4106 • bshook@nu.edu

In today's complex technological society, there is an ever-increasing need for a theoretical and scientific understanding of human behavior. The Bachelor of Arts degree with a Major in Behavioral Sciences draws from the theories, principles and scientific research in psychology and human behavior to present a broad view of human thought, emotion and action. The degree provides students with a solid background in the discipline so they can operate more effectively as a person and pursue advanced studies in the field. This degree emphasizes the research and scientific dimensions of human behavior. Students wishing to add a more clinical or counseling orientation should consider a minor in addictive disorders or take the following courses as electives: PSY 340A, PSY 437, CD 440. Students wishing greater exposure to research and experimental methods should consider a minor in psychological research. The primary program outcomes and competencies are:

- Competency in the classification and research of psychopathologies.
- A breadth of knowledge in developmental psychology and an understanding of development throughout the life span.
- A mastery of personality theory and research on the psychological characteristics of the individual.
- An understanding of human learning, memory, and the cognitive structures underlying behavior and mental processes.
- An ability to appraise social influences on human behavior, including persuasion, obedience, conformity, and other social processes.
- Knowledge of the neurobiological mediation of normal and abnormal behaviors and an ability to evaluate neuroscientific research.
- An understanding of the theory and principles of psychological tests and measurement, and a knowledge of the application (and misapplication) of a variety of standardized test.
- An appreciation for the use of the scientific method throughout the history of psychology and be able to articulate the important issues that emerged in the evolution of psychology as a distinct discipline.
- The ability to write a comprehensive paper in APA style that includes the empirical and theoretical study of a specific topic related to the major.

Requirements for the Major

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

Preparation for the Major

(3 courses, 13.5 quarter units)

These courses may be used to satisfy a general education requirement.

ILR 260	Information Literacy and Report Writing	
	(Prerequisite: ENG 240)	
PSY 100	Introduction to Psychology	
MTH 210	Introduction to Probability and Statistics	
	(Prerequisite: Placement Evaluation)	

Upper Division Requirements for the Major

(9 courses, 40.5 quarter units)

PSY 426	History of Psychology	
	(Prerequisites: ENG 100/101 and PSY 100)	
PSY 427	Biological Psychology	
	(Prerequisites: ENG 100/101 and PSY 100)	
PSY 428	Developmental Psychology	
	(Prerequisites: ENG 100/101 and PSY 100)	
	(PSY 301 may not be substituted for this course)	
PSY 429	Introduction to Personality Theory	
	(Prerequisites: ENG 100/101 and PSY 100)	
PSY 430	Introduction to Psychopathology	
	(Prerequisites: ENG 100/101 and PSY 100)	
PSY 431	Theories and Techniques of Psychological Testing	
	(Prerequisites: ENG 100/101 and PSY 100)	
PSY 432	Social Psychology	
	(Prerequisites: ENG 100/101 and PSY 100)	
PSY 433	Cognitive Psychology	
	(Prerequisites: ENG 100/101 and PSY 100)	
PSY 480	Senior Project (Two-month, 4.5 unit course)	
	(Prerequisites: All other core courses)	

Note: PSY 480 is not an approved course for accelerated study

Upper Division Electives

(7 courses, 31.5 quarter units)

Students not pursuing a minor must choose seven upper division electives from courses with the following prefixes: HUB, PSY, SOC, HRM and CJA. Other electives must be approved by the department chair. Students may not take PSY 301 as an upper division elective.

General Electives

In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. Students may not take PSY 301 as a general elective.

◆ Major in English

(610-111)

Faculty Advisor: John Miller • (714) 429-5146 • jmiller@nu.edu

The Bachelor of Arts with a Major in English provides a strong background in the study of English. The program stresses scholarship, diversity and critical thinking through a rigorous and focused curriculum of literature, composition, language and linguistics. The program is designed to thoroughly prepare students for teaching English in middle school or high school. It is also an excellent preparation for other pursuits, including graduate school in English, professional school, writing and publishing.

The program prepares candidates to teach English effectively in a diverse and changing community. It fosters candidates who write skillfully and who are prepared to identify the writing issues of future students. The program can be taken two ways: with the Single Subject Preparation or without the Single Subject Preparation.

Single Subject Preparation in English

(610-114)

The Bachelor of Arts with a Major in English is approved by the California Commission on Teacher Credentialing for Single Subject Preparation in English.

Students taking the B.A. with a major in English who are not interested in the Single Subject Preparation need only take the nine

School of Arts and Sciences

courses listed as Upper Division Requirements for the Major, including the prerequisite requirement. They do not have to take either ENG 300 or a Concentration.

Degree Requirements

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

Preparation for the Major
(1 course, 4.5 quarter units)

LIT 100	Introduction to Literature	
	(Prerequisites: ENG 101)	

Requirements for the Major
(9 courses, 40.5 quarter units)

ENG 350	Fundamentals of Linguistics
	(Prerequisite: ENG 100/101)
ENG 352	Origins of English
	(Prerequisite: ENG 100/101)
ENG 365	Creative Writing
	(Prerequisite: ENG 100/101)
LIT 337	American Literature
	(Prerequisite: ENG 100/101)
LIT 342	World Literature
	(Prerequisite: ENG 100/101)
LIT 338	Shakespeare
	(Prerequisite: LIT 100)
LIT 446	Studies in Poetry
	(Prerequisite: LIT 100)
LIT 450	Studies in the Novel
	(Prerequisite: ENG 100/101)
LIT 460	Gender and Literature
	(Prerequisite: ENG 100/101)

Additional Requirement for Single Subject Preparation students only
(4.5 quarter units)

ENG 300	English Practicum and Portfolio (should be taken as early in the student's program as possible)

English Concentrations
(6 courses, 27 quarter units)

Single Subject Preparation candidates must select from one of the concentrations listed below. The following are recommended: Note: Students who are not Single Subject Preparation candidates may choose from any of the courses listed under both concentrations to fulfill the total upper division requirements for the degree.

▲ Concentration in Communications and Media Studies
(169)

COM 360	Representation and Diversity in the Media
	(Prerequisite: ENG 101)
COM 385	Tale, Text and Hypertext
	(Prerequisites: ENG 100/101)
COM 380	Democracy in the Information Age
	(Prerequisite: ENG 100/101)
ENG 334A	Technical Writing
	(Prerequisite: ENG 100/101)
GLS 330	Film in an International Context
	(Prerequisite: ENG 100/101)
MUL 330	Communication Tools
	(Prerequisite ENG100/101; COM 100)
MUL340	Principles of Web Design
	(Prerequisite ENG100/101; COM 100)
SOC 325	Contemporary Popular Culture
	(Prerequisite: ENG 100/101)
SOC 332	Contemporary American Society
	(Prerequisite: ENG 100/101)
SOC 336	American Film and Society
	(Prerequisite: ENG 100/101)

▲ Concentration in Letters
(170)

ART 315	Film as Art
	(Prerequisite: ENG 100/101)
ENG 375	Nature Writing
	(Prerequisite: ENG 100/101)
HIS 341	History through Theater
	(Prerequisite: ENG 100/101)
HIS 350	Cultural Diversity
	(Prerequisite: ENG 100/101)
HIS 410	The California Experience
	(Prerequisite: ENG 100/101)
LIT 360	Literary Theory
	(Prerequisite: ENG 100/101)
LIT 430	Children's Literature and Literacy
	(Prerequisite: ENG 100/101)
LIT 345	Mythology
	(Prerequisite: ENG 100/101)
LIT 443	World of the Short Story
	(Prerequisite: ENG 100/101)
LIT 456	Studies in Drama
	(Prerequisite: ENG 100/101)

◆ Major in General Studies
(610-443)
Faculty Advisor: Margaret J. Greer • (916) 855-4151 • mgreer@nu.edu

The Bachelor of Arts with a Major in General Studies (BAGS) is designed to meet the needs of an increasing body of students who have completed considerable study in diverse subject areas, both academic and applied. This program allows students to organize their varied explorations into a coherent degree program. The BAGS is unique among academic curricula, for it liberates students from the burden of repeating course work in order to fulfill traditional degree requirements. The degree allows students to explore a wide variety of disciplines. It integrates both applied study (e.g., business, nursing, computer science, military science) and arts and sciences to an extent not currently available in other degree programs. This is particularly important for adults who often interrupt their studies for prolonged periods and return with a different academic focus and career goal. The general studies degree allows adult learners to continue moving forward without retracing a considerable portion of their study.

Degree Requirements

To receive a Bachelor of Arts degree with a Major in General Studies, students must complete at least 180 quarter units as articulated below, 90 of which must be completed in the Arts and Sciences, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper division level.

In addition to the above University general education requirements, two concentrations are required. A Concentration for the General Studies degree program is defined as 22.5 quarter units in a given discipline. A General Studies Concentration differs from a major in

the reduced number of credits that are required. The first Concentration requirement is fulfilled by acquiring 22.5 quarter units in an Arts and Sciences discipline such as natural sciences, mathematics, literature, history, or social science, and nine of the quarter units must be completed at the upper division level. For example: If a student was pursuing a literature Concentration, they would need five courses with a Literature prefix. The second Concentration requirement is fulfilled by completing 22.5 quarter units in either a single Applied Studies or Arts and Science discipline, with at least nine of the quarter units completed at the upper division level. If a student selects the second Concentration in the Applied Studies discipline, such as management, law, accounting, or marketing, all five courses must have the same prefix such as MGT if the management discipline was selected. However students do have the option of selecting a second concentration in Arts and Sciences rather than Applied Studies. If a second concentration in Arts and Sciences is selected, then students have the option of choosing five courses from various disciplines within the Arts and Sciences area.

Concentration Requirement
(10 courses, 45 quarter units)

Each student in the BAGS is required to complete two Concentration requirements of 22.5 units each. Each of the Concentration requirements must include at least nine-quarter units of upper division work. Students can choose from a variety of subject areas to satisfy the Arts and Sciences Concentration requirements. These courses could be used alone or in combination with courses taken at other institutions. Listed below are examples of subject areas that can be used to fulfill a Concentration requirement:

Arts and Sciences
(5 courses, 22.5 quarter units)

Literature
Environmental Studies
Fine and Performing Arts
History
Social Sciences
Communications

Applied Study
(5 courses, 22.5 quarter units)

Students can also use courses from the listed areas to satisfy the concentration requirement in Applied Study. These courses could be used on their own or in combination with related courses at other institutions.

Law
Management
Accounting
Information Technology Management
Criminal Justice Administration
Marketing
Human Resource Management

Portfolio Requirement: HUM 499
(1 course, 4.5 quarter units)

In addition to the above course work, students must complete a final portfolio project under the supervision of a faculty member. During this portfolio project, students map out the mosaic of their academic accomplishments and find the internal coherence of their intellectual explorations. To fulfill the portfolio requirement, students need to save and maintain a file of all papers written for their classes. These will be revised and included in the portfolio.

Upper Division Electives
(5 courses, 22.5 quarter units)

To fulfill their unit requirements, students can choose electives from any 300-, 400-, or 500-level courses for which they meet prerequisites.

◆ Major in Global Studies
(610-107)
Faculty Advisor: Daniel Thorburn • (209) 475-1443 • dthorbur@nu.edu

Offered only over the Internet, the Global Studies Program takes advantage of emerging information technology to give students and professors the opportunity to use the vast resources of the World Wide Web. The program provides a flexible integration of skills and competencies that prepares students for a variety of international careers as well as graduate studies in business, technology, education, social science, government, media and law. In short, the program provides students with the ability to think and act "globally."

The global environment in which economics, culture and technology converge is diverse, changing, complex and interdependent. By combining a variety of disciplines, this program provides a framework in which to understand and effectively negotiate global realities, whether they are economic, political, cultural, or ecological. The program gives students practice in using Internet technology, applying cultural understanding and exploring and developing potential markets for their ideas and talent. Students in this program learn to use global communications and information technologies to conduct research in a variety of electronic databases. Global Studies majors become knowledgeable in the cultures and practices of the world's communities. Graduates understand the roles that ecology, gender, race, class, religion and ethnicity play in cultural environments and apply their understanding to everyday interactions among diverse cultures. Graduates also produce a portfolio that enables them to integrate the skills they have acquired and apply them to the solution of a real-world problem. This portfolio includes individual projects and a final, full-length project.

Global Studies Program Outcomes

At the end of the Global Studies program, students will be able to:

• Take the world as a major point of reference ("think globally").
• Know how to frame an appropriate on-line research project.
• Evaluate on-line information for its reliability and veracity.
• Analyze and synthesize current research about selected global issues.
• Develop the knowledge and skills necessary to begin participating actively in solving important global issues and problems ("act globally").
• Use global communications and information technologies and search engines effectively to conduct online research.
• Construct a sound argument in favor of a proposed solution to a real-world problem using theoretical constructs and empirical evidence.
• Clarify explicit linkages between culture, technology, and economics on global and regional scales.
• View a problem or situation from several disciplinary perspectives.
• Exercise cross-cultural awareness (awareness and comparison of the past and present diversity of ideas and practices to be found in human societies around the world).
• Explain the dynamics of global interactions and how they have changed over time.
• Analyze the roles that ecology, gender, race, class, religion, and ethnicity play in a variety of cultural environments and apply their understanding to everyday interactions among diverse cultures.

School of Arts and Sciences

Degree Requirements

To obtain a Bachelor of Arts with a Major in Global Studies, students must complete at least 180 quarter units as listed below, 45 of which must be completed through National University and 76.5 of which must be completed at the upper division level. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission requirements for specific information regarding admission and matriculation.

If the foreign language requirement is not completed in General Education, the equivalent must be completed as preparation for the Global Studies major either by testing or by satisfactorily passing two courses in one of the following languages: Arabic, Chinese, French, German, Japanese, Portuguese, Russian, or Spanish. Other languages are acceptable upon approval of the director of the program. If a student opts to take the elective course GS 440, Study Abroad, additional fees, waivers, passports, visas, immunizations and other requirements may need to be fulfilled depending on the destination and it is the student's responsibility to find out about these additional requirements and to meet them.

Preparation for the Major
(1 course, 4.5 quarter units)

HIS 234	World Civilizations II
	(Prerequisite: ENG100/101)

Requirements for the Major
(13 courses, 58.5 quarter units)

COM 385	Tale, Text and Hypertext
	(Prerequisites: ENG 100/101)
GLS 310	Global Communications and Information Technology
	(Prerequisite: ENG 240)
GLS 330	Film in an International Context
	(Prerequisite: ENG 240)
GLS 410	Gender Identity in a Global Context
GLS 420	Ecological Revolutions: Economics, Technology and the Global Environment
	(Prerequisite: ENG 240)
GLS 430	The Global Economy
	(Prerequisite: ENG 240)
HIS 320	Culture, Capitalism and Technology in Modern World History
	(Prerequisites: ENG 100/101 and HIS 234)
HUM 501	Civic Culture and Global Awareness
	(Prerequisite: ENG 100/101)
LIT 342	World Literature
	(Prerequisites: ENG 100/101)
PHL 320	Comparative Religion
	(Prerequisite: ENG 240)
SCI 300	Geography: Mapping the World
SOC 328	Intercultural Thinking and Creativity
	(Prerequisites: ENG 100/101)
GLS 450	Global Studies Seminar and Final Project
	(To be taken as final course in the major)

Portfolio requirement for GLS 450: Students must complete a final portfolio project under the supervision of a faculty member. Students need to keep all graded work from all previous courses for possible inclusion in the portfolio.

Upper Division Electives
(4 courses, 18 quarter units)

To fulfill upper division unit requirement, students may select from the courses listed below:

ART 329	World Art
	(Prerequisites: ENG 100/101)
GLS 320	Technologies of Culture
	(Prerequisite: ENG 240)
GLS 331	American Film in an International Context
	(Prerequisite: ENG 240)
GLS 440	Study Abroad
HIS 325	Peoples and Places: Migration in Modern World History
	(Prerequisites: ENG 100/101)
MUS 327	World Music
	(Prerequisites: ENG 100/101)
PHL 375	Environmental Ethics
	(Prerequisites: ENG 100/101)
POL 320	Politics of Social Movements
	(Prerequisites: ENG 100/101)

◆ Major in History
(610-117)
Faculty Advisor: Alex Zukas • (858) 642-8461 • azukas@nu.edu

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

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

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

Program Outcomes

Upon completing the B.A. in History, graduates will be able to:

- Demonstrate the competencies essential to the independent and collaborative practice of historical thinking skills applied in the profession.
- Analyze the similarities and differences between distinct social formations around the world from ca. 10,000 B.C.E. to the present.

- Clarify how events in history are related to one another in time and space.
- Integrate knowledge of history with educational strategies in preparation for teaching history at the middle- and high-school levels.
- Analyze the roles that ecology, gender, race, class, religion, and ethnicity play in a variety of historical eras and places.
- Explain that the study of history involves interpretations of the past based on current concerns and theories and to see how understandings of the past change as new information and new interpretations of old information arise.
- Demonstrate proficiency in the utilization of research, including the evaluation of historical research as well as the development and implementation of research strategies in the field of historical studies.

Degree Requirements

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

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

Preparation for the Major
(4 courses, 18 quarter units)

HIS 220A — History of the United States I
(Prerequisites: ENG 100/101)
HIS 220B — History of the United States II
(Prerequisites: ENG 100/101)
HIS 233 — World Civilizations I
(Prerequisites: ENG 100/101)
HIS 234 — World Civilizations II
(Prerequisites: ENG 100/101)

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

HIS 360 — The American Colonial Experience, 1584-1783
(Prerequisite: ENG 100/101 and HIS 220A)
HIS 361 — The Making and Sundering of the United States, 1783-1865
(Prerequisite: ENG 100/101 and HIS 220A)
HIS 362 — The United States between Wars, 1865-1917
(Prerequisite: ENG 100/101 and HIS 220B)
HIS 363 — The United States since World War I
(Prerequisite: ENG 100/101 and HIS 220B)
HIS 400 — History and Historians: Theories and Methods
(Prerequisite: ENG 240)
HIS 431 — The Ancient World
(Prerequisite: ENG 100/101 and HIS 233)
HIS 432 — The Classical World
(Prerequisite: ENG 100/101 and HIS 233)
HIS 433 — The Post-Classical World
(Prerequisite: ENG 100/101 and HIS 233)
HIS 434 — The Modern World, 1500 to the Present
(Prerequisite: ENG 100/101 and HIS 234)

HIS 499 — Capstone Research Project
(Prerequisites: ENG 240 , HIS 400, and completion of 31.5 quarter units of core courses in the major)

Upper Division Electives
(6 courses, 27 quarter units)

Students must complete a minimum of 27 quarter units of electives to fulfill the upper division unit requirements to earn the Bachelor of Arts in History. Students must select four courses from the (HIS) subject area. The following two courses can be satisfied with any upper division course in the School of Arts and Sciences.

Strongly Recommended

GLS 410 — Gender Identity in a Global Context
(Prerequisite: ENG 240)
GLS 420 — Ecological Revolutions
(Prerequisite: ENG 240)
GLS 430 — The Global Economy
(Prerequisite: ENG 240)
HIS 300 — Foundations of Western Civilization
(Prerequisite: ENG 100/101)
HIS 320 — Culture, Capitalism, and Technology in Modern World History
(Prerequisite: ENG 100/101 and HIS 234)
HIS 350 — Cultural Diversity
(Prerequisite: ENG 100/101 and HIS 220A/B)

Recommended

HIS 325 — Work and Migration in Modern World History
(Prerequisite: ENG 100/101)
HIS 341 — History through Theater
(Prerequisite: ENG 100/101)
HIS 345 — History and Cultures of Latin America
(Prerequisite: ENG 100/101)
HIS 348 — History and Cultures of Asia
(Prerequisite: ENG 100/101)
HIS 349 — History and Cultures of Africa
(Prerequisite: ENG 100/101)
HIS 370 — History and Cultures of the American Southwest
(Prerequisite: ENG 100/101)
HIS 410 — History of California
(Prerequisite: ENG 100/101 and HIS 220A/B)
MTH 412 — History of Mathematics
(Prerequisite: MTH 216 or MTH 216A/B, or MTH 300)
SCI 400 — History of Science
(Prerequisite: One 4.5-quarter unit course from the natural sciences)
SOC 328 — Intercultural Thinking and Creativity
(Prerequisite: ENG 100/101)
SOC 332 — Contemporary American Society
(Prerequisite: ENG 100/101)
SOC 336 — American Film and Society
(Prerequisite: ENG 100/101)

◆ Major in Interdisciplinary Studies
(610-102)
Faculty Advisor: James Clevenger • (858) 642-8337 • jcleveng@nu.edu

The Bachelor of Arts with a Major in Interdisciplinary Studies (BAIS) provides a broad, rigorous education that introduces students to essential knowledge, connections across the disciplines and application of knowledge to life beyond the University. This degree program gives students an enriched and provocative curriculum that prepares them for professional work in a changing cultural and economic environment.

School of Arts and Sciences

Degree Requirements

To receive a Bachelor of Arts degree with a Major in Interdisciplinary Studies, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper division level. The following courses are specific degree requirements. If students intend to complete a teacher credentialing program, these courses will help prepare for the MSAT and CBEST tests. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

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

The following courses, which satisfy general education requirements, are required to prepare for the BAIS major:

ENG 365   Creative Writing
(Prerequisites: ENG 100/101)
or
ENG 350   Fundamentals of Linguistics
(Prerequisites: ENG 100/101)
HIS 220A   History of the United States I
(Prerequisites: ENG 100/101)
or
HIS 220B   History of the United States II
(Prerequisites: ENG 100/101)
LIT 100   Introduction to Literature
(Prerequisites: ENG 100/101)

Requirements for the Major
(11 courses, 49.5 quarter units)

COM 380   Democracy in the Information Age
(Prerequisites: ENG 100/101)
SOC 336   American Film and Society
or
HIS 350   Cultural Diversity
(Prerequisites: ENG 100/101)

4.5 quarter units in literature (LIT) are required. The following are recommended:

LIT 337   American Literature
(Prerequisites: ENG 100/101)
LIT 338   Shakespeare
(Prerequisites: ENG 100/101)
LIT 342   World Literature
(Prerequisites: ENG 100/101)
LIT 345   Mythology
(Prerequisites: ENG 100/101)
LIT 446   Studies in Poetry
(Prerequisites: ENG 100/101)
LIT 450   Studies in the Novel
(Prerequisites: ENG 100/101)
LIT 460   Gender and Literature
(Prerequisites: ENG 100/101)

4.5 quarter units in social sciences (HIS, POL, SOC) are required. The following are recommended:

HIS 320   Culture, Capitalism and Technology in Modern World History
(Prerequisites: ENG 100/101 and SCI 300)
HIS 341   History Through Theater
(Prerequisites: ENG 100/101)
HIS 410   The California Experience
(Prerequisites: ENG 100/101)
SOC 332   Contemporary American Society
(Prerequisites: ENG 100/101)

SOC 325   Contemporary Popular Culture
(Prerequisites: ENG 100/101)
SOC 344   Marriage, Sex and the Family
(Prerequisites: ENG 100/101)
SOC 430   Culture, Technology and Society
(Prerequisites: ENG 100/101)
SOC 445   Contemporary Social Problems
(Prerequisites: ENG 100/101)
SOC 540   Power and Social Change
(Prerequisites: ENG 100/101)

4.5 quarter units in behavioral sciences (HUB, PSY) are required. The following are recommended:

HUB 420   Human Communication
(Prerequisites: ENG 100/101 and PSY 100)
HUB 440   Organizational Development
(Prerequisites: ENG 100/101 and PSY 100)
PSY 426   History of Psychology
(Prerequisites: ENG 100/101 and PSY 100)
PSY 427   Biological Psychology
(Prerequisites: ENG 100/101 and PSY 100)
PSY 428   Developmental Psychology
(Prerequisites: ENG 100/101 and PSY 100)
PSY 429   Introduction to Personality Theory
(Prerequisites: ENG 100/101 and PSY 100)
PSY 432   Social Psychology
(Prerequisites: ENG 100/101 and PSY 100)
PSY 433   Cognitive Psychology
(Prerequisites: ENG 100/101 and PSY 100)

Students should choose no fewer than 4.5 quarter units in natural science and 4.5 quarter units in mathematics. A third 4.5 quarter unit course (either SCI or MTH) must also be selected. Some of the mathematics courses may have more than one prerequisite. The following are recommended:

SCI 300   Geography: Mapping the World
SCI 330   Ecology
SCI 411   Biodiversity
SCI 450   Natural History of California
MTH 301   Structure and Concepts of Mathematical Fundamentals II
(Prerequisite: MTH 209A)
MTH 317   Mathematical Modeling
(Prerequisites: MTH 215 or MTH 216A/B and MTH 210)
MTH 410   Computer Technology in the Mathematics Classroom
(Prerequisite: MTH 215 or MTH 216A/B or MTH 301 or placement evaluation)
MTH 411   Number Theory
(Prerequisite: MTH 215 or MTH 216A/B or MTH 301 or placement evaluation)
MTH 412   History of Mathematics
(Prerequisite: MTH 215 or MTH 216A/B)
MTH 417   Foundations of Geometry
(Prerequisites: MTH 207, MTH 216B and MTH 325)
MTH 418   Statistical Analysis
(Prerequisites: MTH 210 and MTH 220)

9 quarter units from the humanities complex (ART, HIS, HUM, MUS, PHL, SOC, THR, GLS) are required. The following are recommended:

ART 315   Film as Art
(Prerequisites: ENG 100/101)
ART 323   Modern Art
(Prerequisites: ENG 100/101)
ART 329   World Art
(Prerequisites: ENG 100/101)
GLS 410   Gender Identity in a Global Context
(Prerequisites: ENG 100/101)

HIS 345	Latin American Studies	
	(Prerequisites: ENG 100/101)	
HIS 348	Asian Studies	
	(Prerequisites: ENG 100/101)	
HIS 349	African Studies	
	(Prerequisites: ENG 100/101)	
HIS 370	Cultures and History of the American Southwest	
	(Prerequisites: ENG 100/101)	
MUS 326	Survey of American Music History	
MUS 327	World Music	
	(Prerequisites: ENG 100/101)	
PHL 320	Comparative Religion	
	(Prerequisites: ENG 100/101)	
PHL 339	Study of a Major Philosopher	
	(Prerequisites: ENG 100/101)	
PHL 375	Environmental Ethics	
	(Prerequisites: ENG 100/101)	
PHL 437	Ethics	
	(Prerequisites: ENG 100/101)	
SOC 328	Intercultural Thinking and Creativity	
	(Prerequisites: ENG 100/101)	
SOC 500	Cultural Pluralism in American Society	
	(Prerequisites: ENG 100/101)	

Capstone course
(1 course. 4.5 quarter units)
BIS 490   Interdisciplinary Studies Seminar

Upper Division Electives
(5 courses, 22.5 quarter units)

Students can select any 300-, 400-, or 500-level courses in arts and sciences to complete the total of 76.5 upper division units for the degree.

◆ Major in Multiple Subjects

(610-116)
Faculty Advisor: Jacque Lynn Foltyn • (858) 642-8469 • jfoltyn@nu.edu

The Bachelor of Arts in Multiple Subjects (BAMS) provides a broad, rigorous education that engages students with core knowledge, connections across the disciplines and application of knowledge to life beyond the university, particularly in the field of elementary school teaching. The program emphasizes the study of concepts that form the content areas of language study, literature, mathematics, science, social science, history, humanities, the arts and human development. This degree program gives students an enriched and provocative curriculum that prepares them for professional work as multiple subject teachers in a changing cultural and economic environment.

Degree Requirements

To receive a Bachelor of Arts in Multiple Subjects, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper division level. The following courses are specific degree requirements. Students should refer to the section on undergraduate admission requirements for specific information regarding admission and matriculation.

All students seeking a multiple-subject credential must demonstrate subject-matter competency through a state approved examination. The major in Multiple Subjects is designed to prepare students for the competency examination.

The General Education courses indicated below are required to prepare students for the subject matter equivalency examination.

Required General Education Courses

AREA A: ENGLISH COMMUNICATION
(15 quarter units required)

CATEGORY 1 Writing
(10.5 quarter units required)

ENG 100	Effective College English, Part I	
	(3 quarter units)	
ENG 101	Effective College English, Part II	
	(3 quarter units)	
ENG 240	Advanced Composition	
	(Prerequisites: ENG 100/101)	

CATEGORY 2 Speech and Communication
(4.5 quarter units required)

COM 100	Introduction to Communications
or	
COM 200	Effective Communication

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING
(9 quarter units required)

MTH 209A	Structures and Concepts of Mathematical Fundamentals I
MTH 301	Structures and Concepts of Mathematical Fundamentals II
	(Prerequisites: MTH 209A)

AREA C: INFORMATION LITERACY AND TECHNOLOGY
(4.5 quarter units required)

ILR 260	Information Literacy and Report Writing
	(Prerequisite: ENG 100/101)

AREA D: ARTS AND HUMANITIES
(22.5 quarter units required)

HIS 233	World Civilizations I
	(Prerequisites: ENG100/101)
HIS 234	World Civilizations II
	(Prerequisites: ENG100/101)
LIT 100	Introduction to Literature
	(Prerequisites: ENG 100/101)
ART 200	Visual Arts
MUS 100	Fundamentals of Music

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(9 quarter units required)

HIS 220A	History of the United States I (includes study of the Constitution)
	(Prerequisites: ENG 100/101)
HIS 220B	History of the United States II
	(Prerequisites: ENG 100/101)

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

SCI 100	Survey of Bioscience
SCI 100A	Survey of Bioscience Laboratory
	(1.5 quarter units)
SCI 102	Survey of Physical Science

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AREA G: MODERN LANGUAGE
(9 quarter units required)

LAS 100	Spanish I
LAS 200	Spanish II
LAS 300	Spanish III
LAS 101	Spanish for Native Speakers I
LAS 201	Spanish for Native Speakers II

(Students may satisfy this area by passing a competency test in any second language. They also may satisfy this requirement with 9 quarter units of computer languages, such as C, C++, Java, and Visual Basic. Students who satisfy competency by examination must still meet the overall general education unit requirement.)

AREA A-G GENERAL EDUCATION
(4.5 quarter units minimum)

COM 380   Democracy in the Information Age [+]
(Prerequisites: ENG100/101)
HIS 300   Foundations of Western Civilization
(Prerequisites: ENG100/101)
HIS 350   Cultural Diversity [+]
(Prerequisites: ENG100/101)
LIT 342   World Literature
(Prerequisites: ENG100/101)
PHL 375   Environmental Ethics
(Prerequisites: ENG100/101)
SCI 300   Geography [+]
SOC 260   Cultural Anthropology
(Prerequisites: ENG100/101)

Requirements for the Major
(11 courses, 49.5 quarter units)

Reading, Language, Literature
(3 courses, 13.5 quarter units)

LIT 337   American Literature
(Prerequisites: ENG 100/101)
ENG 350   Fundamentals of Linguistics
(Prerequisites: ENG 100/101)
LIT 430   Children's Literature and Literacy
(Prerequisites: ENG 100/101, LIT 100, ENG 350, PSY 301)

History and Social Science
(3 courses, 13.5 quarter units)

SCI 300   Geography: Mapping the World
(Prerequisites: ENG 100/101)
PHL 320   Comparative Religion
(Prerequisites: ENG 100/101)
HIS 410   California History
(Prerequisites: ENG 100/101)

Mathematics and Science
(1 course, 4.5 quarter units)

SCI 301   Earth and Planetary Science
Visual and Performing Arts
(1 course, 4.5 quarter units)

ART 400   Expressive and Integrated Arts
(Prerequisites: ENG 100/101, MSM 301, ART 200, MUS 100, PSY 301)

Physical Education, Health, Human Development
(2 courses, 9 quarter units)

MSM 301   Teaching Elementary Physical Education

PSY 301   Child and Adolescent Development
(Prerequisites: ENG 100/101)

Capstone course
(1 course, 4.5 quarter units)

MSM 499   Multiple Subject Matter Capstone
(Prerequisite: all program requirements)

Upper Division Electives
(5 courses, 22.5 quarter units)

Students can select any 300, 400, or 500 level degree related electives to complete the total of 76.5 upper division units for the degree.

◆ Major in Multimedia Arts

(610-115)
Faculty Advisor: Michael McAnear • (858) 642-8466 • mmcanear@nu.edu

The Bachelor of Arts in Multimedia Arts consists of courses that prepare the student for a broad range of positions requiring a background in computer multimedia design theory, production, and project management. Students receive hands-on training in leading software applications, while they learn and apply multimedia development theory and practice for online delivery and CD-ROM production. Graduates of the program are in high demand because they possess a combination of skills and knowledge vital to today's workplace. Positions in marketing, business, publishing, government, education and training include Web Designer/Developer, Graphic Designer, Project Manager, and Multimedia Specialist.

Upon completion of the program students should be able to:
• Communicate effectively with clients, project managers, and media production team members in various electronic formats using oral, visual, and written methods.
• Identify the features of distribution media such as the Internet and other network systems and their application in multimedia projects.
• Describe the phases of the multimedia production cycle, from the initial planning stages to the final delivery of a professional product.
• Describe the technological constraints associated with the software and hardware used in a broad range of multimedia projects.
• Analyze multimedia production software features in selecting the appropriate products to accomplish a specified project goal.
• Explain such ethical and legal issues as copyright and the process of obtaining the use of original and licensed material in media projects
• Apply the principles of graphic design, information design and usability design in the generation of multimedia projects.
• Prepare active and interactive multimedia content with graphics, animation, sound and digital video using contemporary multimedia authoring software.
• Design interactive multimedia using multimedia authoring software and scripting language controls such as HTML, Action Script and Lingo.
• Design a professional electronic portfolio that demonstrates writing and design competency in a variety of media, including digital print documents (PDF), web, CD-ROM, digital video, 2D and 3D graphics.

Degree Requirements

To receive a Bachelor of Arts degree with a Major in Multimedia Arts, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, and 76.5 of which must be completed at the upper

division level. The following courses are specific degree requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

Students are expected to possess or have access to a computer outside of National University so that they can work on projects both on and off campus. Given the nature of multimedia arts technology, this computer should be a Pentium III with 128 Megabytes of RAM or better.

Preparation for the Major
(1 course, 4.5 quarter units)

COM 100	Introduction to Communications
OR	
COM 200	Effective Communication

Requirements for the Major
(11 courses, 49.5 quarter units)

MUL 330	Communication Tools
	(Prerequisite ENG 100/101; COM 100 OR COM 200)
MUL 331	Principles of Graphic Design
	(Prerequisite ENG 100/101; COM 100 OR COM 200)
MUL 332	Electronic Design and Layout
	(Prerequisite ENG 100/101; COM 100 OR COM 200)

The Following Sequence is Recommended

MUL 340	Principles of Web Design
	(Prerequisite ENG 100/101; COM 100 OR COM 200)
MUL 350	Web Presentation
	(Prerequisite ENG 100/101; COM 100 OR COM 200)
MUL 440	Multimedia Design for the Web
	(Prerequisite ENG 100/101; MUL 340)
MUL 336	2-D Graphic Imaging
	(Prerequisite ENG 100/101; MUL 331; MUL 332)
MUL 360	Digital Audio and Video
	(Prerequisite ENG 100/101; COM 100 OR COM 200)
MUL 370	Digital Interactivity
	(Prerequisite ENG 100/101; COM100 OR COM 200)
MUL 380	3-D Modeling and Rendering
	(Prerequisite ENG 100/101; COM 100 OR COM 200)
MUL 420	Portfolio Project
	(Prerequisites: all other core courses)

Note: this is a two-month long class

Upper Division Electives
(6 courses, 27 quarter units)

Students must complete a minimum of 27 quarter units (six courses) of electives to fulfill the upper division unit requirement to earn the Bachelor of Arts in Multimedia Arts. Four elective courses must be in the Multimedia Arts subject area (MUL). One elective course can be any upper division course from the School of Arts and Sciences or any upper division course from the CST subject area from the School of Engineering and Technology.

MUL 310	Introduction to Video Gaming
	(Prerequisite: ENG 100/101)
MUL 315	Video Game Design
	(Prerequisites: MUL 310)
MUL 318	Video Game Production
	(Prerequisite: MUL 315)
MUL 318A	Video Game Production Lab (1.5 units)
	(Prerequisite: MUL 315)
MUL 325	Psychology of Video Games
	(Prerequisite: PSY 100)
MUL 335	Desktop Publishing
	(Prerequisite: ENG 100/101; MUL 332)

MUL 385	Video Game Animation
	(Prerequisite: MUL 380)
MUL 410	Authoring Corporate Training I
	(Prerequisite: ENG 100/101)
MUL 411	Authoring Corporate Training II
	(Prerequisite: ENG 100/101; MUL 410)
MUL 430	Advanced 2-D Graphic Imaging
	(Prerequisite: ENG 100/101; MUL 336)
MUL 445	Management of Web Projects
	(Prerequisite: ENG 100/101; MUL 440)
MUL 450	Advanced Web Presentation
	(Prerequisite: ENG 100/101; MUL 350; MUL 340)
MUL 460	Advanced Digital Audio and Video
	(Prerequisite: ENG 100/101; MUL 360)
MUL 470	Interactive Multimedia
	(Prerequisite: ENG 100/101; MUL 370)
MUL 471	Advanced Interactivity for 3-D
	(Prerequisite: ENG 100/101; MUL 470)
MUL 480	3-D Animation
	(Prerequisite: ENG 100/101; MUL 380)
MUL 481	Character Animation
	(Prerequisite: ENG 100/101; MUL 480)
ENG 333	Written Business Communication
	(Prerequisite: ENG 100/101)
ENG 334A	Technical Writing
	(Prerequisite: ENG 100/101)
COM 422	Technical Writing and Presentation
	(Prerequisite: ENG 100/101; ENG 334A)
ART 315	Film as Art
	(Prerequisite: ENG 100/101)
ART 323	Modern Art
	(Prerequisite: ENG 100/101)
ART 329	World Art
	(Prerequisite: ENG 100/101)
SCI 300	Geography: Mapping the World

◆ Major in Psychology
(610-104)

Faculty Advisor: Jo Hudson • (559) 256-4937 • jhudson@nu.edu

The Bachelor of Arts with a Major in Psychology offers a comprehensive introduction to the contemporary discipline of psychology. Graduates of this program are well prepared to seek employment in personnel, vocational counseling, criminal justice, journalism, or entry-level counseling in the context of a county-funded agency or hospital. They are also prepared to seek admission to graduate programs at the master's or doctoral level. The primary program outcomes and competencies are:

- Competency in classification and research of psychopathology.
- Knowledge and understanding of developmental psychology throughout the life span.
- Mastery of theory and research of personality and psychological characteristics of the individual.
- Knowledge of social influences on behavior.
- Ability to write a comprehensive paper that covers empirical and theoretical study of a specific topic related to the major.
- Understanding of the history of substance abuse, and individual social, cultural, and institutional values that underlie substance abuse and dependency.
- Knowledge of the social service structure for prevention and treatment of substance abuse and dependency.
- Knowledge of neurological, physiological, and biological bases of behavior.
- Knowledge of theory and principles of cognitive psychology and the cognitive approach to understanding the mind and behavior
- Understanding of basic data analysis techniques in psychology and the ability to perform simple statistical calculations
- Mastery of the fundamental ideas in the history of psychology and how they relate to contemporary theories and systems.
- Sensitivity to diversity issues and awareness of multiculturalism.

School of Arts and Sciences

Degree Requirements

To receive a Bachelor of Arts degree with a Major in Psychology, students must complete at least 180 quarter units as articulated below, 76.5 of which must be completed at the upper division level and 45 of which must be completed in residence at National University. The following courses are specific degree requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

Preparation for the Major
(2 courses, 9 quarter units)

MTH 210   Introduction to Probability and Statistics*
         (Prerequisite: Placement Evaluation)
PSY 100   Introduction to Psychology*
These courses can be used to satisfy general education requirements

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

PSY426   History of Psychology
         (Prerequisites: ENG 100/101 and PSY 100)
PSY 427   Biological Psychology
         (Prerequisites: ENG 100/101 and PSY 100)
PSY 428   Developmental Psychology
         (Prerequisites: ENG 100/101 and PSY 100)
         (PSY301 may not be substituted for this course)
PSY 429   Introduction to Personality Theory
         (Prerequisites: ENG 100/101 and PSY 100)
PSY 430   Introduction to Psychopathology
         (Prerequisites: ENG 100/101 and PSY 100)
PSY432   Social Psychology
         (Prerequisites: ENG 100/101 and PSY 100)
PSY433   Cognitive Psychology
         (Prerequisites: ENG 100/101 and PSY 100)
PSY 435   Analyses of Data in Psychological Research
         (Prerequisite: ENG 100/101 and PSY 100)
CHD 440   Drugs, Values and Society
PSY 480   Senior Project (Two-month, 4.5-unit course)
         (Prerequisites: All other core courses)
or
PSY491   Guided Studies for Honors Students (Two-Months, 4.5 unit course)
         (Prerequisite: Completion of core courses with a GPA of 3.75 or higher, and approval of the Department)

Upper Division Electives
(6 courses, 27 quarter units)

Students not pursuing a minor must choose six upper division electives from courses with the following prefixes: HUB, PSY, SOC, HRM and CJA. Other electives must be approved by the department chair or regional full-time or associate faculty. Students may not take PSY 301 as an upper division elective.

■ BACHELOR OF SCIENCE (B.S.)
(620)

Faculty Advisors: Paz Jensen• (858) 642-8471• pjensen@nu.edu and Christine Photinos • (858) 642-8349 • cphotino@nu.edu

The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 units, students must complete at least 4.5 units at the upper division level and 4.5 units in diversity enriched course work. A plus [+] indicates a diversity enriched offering. All undergraduate students working toward any associate or bachelor's degree must meet the University diversity requirement.

General Education Program Requirements
National University has general education requirements in the following eight areas:

AREA A: ENGLISH COMMUNICATION
(minimum 15 quarter units)

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

AREA C: INFORMATION LITERACY
(minimum 4.5 quarter units)

AREA D: ARTS AND HUMANITIES
(MINIMUM 13.5 QUARTER UNITS)
AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(minimum 6 quarter units required [Note: one science lab is required])

AREA G: MODERN LANGUAGE
(minimum 9 quarter units)
(Students may satisfy this area by passing a competency test in any second language. They also may satisfy this requirement with 9 quarter units of computer languages, such as C, C++, Java, and Visual Basic. Students who satisfy competency by examination must still meet the overall general education unit requirement.)

AREA A-G: GENERAL EDUCATION
(minimum 4.5 quarter units)

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.

◆ Major in Earth Sciences
(620-113)
Faculty Advisor: Thomas Hahn • (858) 642-8457 • thahn@nu.edu

The Bachelor of Science with a major in Earth Sciences provides a strong foundation in mathematics and earth sciences. This major is designed to serve the needs of students who plan to teach at elementary or secondary level(s) and is also useful for those preparing for careers in science education, or in science-related business, engineering, or technology.

Other students who wish a broad, interdisciplinary approach should look closely at the benefits provided by the major. In addition to meeting requirements for a Bachelor of Science degree, it provides for moderate intensification in one field of science without sacrificing an interdisciplinary approach and background in other areas of mathematics and earth sciences. Earth Science majors are not eligible for a double major in mathematics or any of the component sciences in the program.

The School of Arts and Sciences is committed to the complete academic development of its students. Consequently, where practical, all mathematics and science course are writing-intensive and incorporate a diversity component. Please note that all mathematics and science courses contain a critical thinking component by their very nature.

School of Arts and Sciences

Curriculum Requirements

To receive a Bachelor of Science degree with a Major in Earth Sciences, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper division level. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. Refer to the section on undergraduate admission requirements for specific information regarding admission and matriculation.

Program Requirements

To prepare for a major in Earth Sciences, students must demonstrate proficiency in the fundamental concepts of earth and life sciences and introductory mathematics through successful completion of the following courses. Some of these courses may also be used to satisfy general education requirements.

Preparation for the Major
(10 courses, 33 quarter units)

MTH 215	College Algebra and Trigonometry
SCI 102	Survey of Physical Science
SCI 100	Survey of Bioscience
SCI 100A	Survey of Bioscience Laboratory
	(1.5 quarter units)
	(Prerequisite: SCI 100)
SCI 101	General Chemistry
SCI 101A	General Chemistry Laboratory
	(1.5 quarter units)
	(Prerequisites: MTH 204 and SCI 101)
SCI 103	Fundamentals of Geology
SCI 103A	Fundamentals of Geology Laboratory
	(1.5 quarter units)
	(Prerequisite: SCI103)
SCI 104	General Physics
	(Prerequisite: Satisfactory completion of high school algebra or equivalent)
SCI 104A	General Physics Laboratory
	(1.5 quarter units)
	(Prerequisites: MTH 204 and SCI 104)

Requirements for the Major
(8 courses, 36 quarter units)

MTH 317	Mathematical Modeling
SCI 330	Ecology
SCI 335	Environmental Science
SCI 400	History of Science
SCI 411	Biodiversity
SCI 301	Earth and Planetary Sciences
SCI 322	Oceanography
SCI 490	Guided Study
	(4.5 quarter Field Study units)

Upper Division Electives
(8 courses, 36 quarter units)

Students may select only 300-, 400-, or 500-level courses in the School of Arts and Sciences to complete the total of 76.5 upper division units for the degree.

◆ Major in Life Sciences
(620-112)
Faculty Advisor: Thomas Hahn • (858) 642-8457 • thahn@nu.edu

The Bachelor of Science with a major in Life Sciences provides a strong foundation in mathematics and life sciences. This major is designed to serve the needs of students who plan to teach at elementary or secondary level(s) and is also useful for those preparing for careers in the health sciences, in science education, or in science-related business, engineering, technology or social service fields.

Other students who wish a broad, interdisciplinary approach should look closely at the benefits provided by the major. In addition to meeting requirements for a Bachelor of Science degree, it provides for moderate intensification in one field of science without sacrificing an interdisciplinary approach and background in other areas of mathematics and life sciences. Life Sciences majors are not eligible for a double major in mathematics or any of the component sciences in the program.

The School of Arts and Sciences is committed to the complete academic development of its students. Consequently, where practical, all mathematics and science course are writing-intensive and incorporate a diversity component. Please note that all mathematics and science courses contain a critical thinking component by their very nature.

Curriculum Requirements

To receive a Bachelor of Science degree with a Major in Life Sciences, Students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper division level. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. Refer to the section on undergraduate admission requirements for specific information regarding admission and matriculation.

Program Requirements

To prepare for a major in Life Sciences, students must demonstrate proficiency in the fundamental concepts of life sciences and introductory mathematics through successful completion of the following courses. Some of these courses may also be used to satisfy general education requirements.

Preparation for the Major
(8-9 courses, 27-28.5 quarter units)

MTH 210	Introduction to Probability and Statistics
	(Prerequisite: Placement Evaluation)
MTH 215	College Algebra and Trigonometry
	(Prerequisite: Placement Evaluation)
or	
MTH 216A	College Algebra and Trigonometry I
	(Prerequisite: Placement Evaluation)
and	
MTH 216B	College Algebra and Trigonometry II
	(Prerequisite: Placement Evaluation)
SCI 100	Survey of Bioscience
SCI 100A	Survey of Bioscience Laboratory
	(1.5 quarter units)
	(Prerequisite: SCI 100)
SCI 101	General Chemistry
SCI 101A	General Chemistry Laboratory
	(1.5 quarter units)
	(Prerequisites: MTH 204 and SCI 101)
SCI 104	General Physics
	(Prerequisite: Successful completion of high school algebra or equivalent)
SCI 104A	General Physics Laboratory
	(1.5 quarter units)
	(Prerequisites: MTH 204 and SCI 104)

School of Arts and Sciences

Requirements for the Major
(11 courses, 43.5 quarter units)

MTH 317	Mathematical Modeling	
	(Prerequisites: MTH 210 and MTH 215 or MTH 210 and MTH 216A/B)	
SCI 330	Ecology	
SCI 335	Environmental Science	
SCI 400	History of Science	
SCI 411	Biodiversity	
SCI 405	Introduction to Cell and Molecular Biology	
SCI 405A	Introduction to Cell and Molecular Biology Laboratory	
	(1.5 quarter units)	
	(Prerequisite: SCI 405)	
SCI 412	General Zoology	
SCI 412A	General Zoology Laboratory	
	(1.5 quarter units)	
	(Prerequisite: SCI 412)	
SCI 420	Animal Behavior	
SCI 408	Introduction to Genetics and Heredity	

Upper Division Electives
(7 courses, 31.5 quarter units)

Students may select only 300-, 400-, or 500-level courses in the School of Arts and Sciences to complete the total of 76.5 upper division units for the degree.

◆ Major in Mathematics

(620-105)
Faculty Advisor: Igor Subbotin • (310) 258-6717 • isubboti@nu.edu

The Bachelor of Sciences with a Major in Mathematics provides a strong foundation in mathematics and its applications. Designed to help address our nation's increasing need for mathematical scientists, technicians and especially teachers, the program emphasizes reflective and conceptual understanding and technique.
First, it provides the fundamental mathematical knowledge to formulate and solve problems in industry and research (concentration in mathematics and applications). Computer Science courses are encouraged, since the use of computers has been instrumental in the expansion of these opportunities. Students who want a basic mathematics degree can culminate their program with the project courses.

Second, the program trains mathematics teachers who want to provide quality mathematical instruction to students in primary or secondary schools. The Single-Subject Teaching Concentration was created for this purpose.

The Department of Mathematics Sciences and Humanities is committed to the complete academic development of its students. Consequently, where practical, all mathematics and science courses are writing-intensive and incorporate a diversity component. Students are advised that all mathematics courses encourage critical thinking by their very nature. Moreover, all mathematics courses require that the student purchase and use a scientific calculator for the operations of the subject matter. Some courses require a more advanced graphing calculator and computer software.

Single-Subject Mathematics Preparation Program

The Single-Subject Mathematics Preparation Program is approved by the California Commission on Teacher Credentialing. The program emphasizes a strong foundation in mathematical content together with activities designed to help future teachers assume leadership roles in an increasingly complex educational world.

Interested students should follow the following application process:

- send a letter to the Department of Mathematics requesting admission to the programs and copies of transcripts to the Department for evaluation
- upon enrollment, submit two essays for the Mathematics Portfolio (Instructions are sent upon receipt of the request letter)

In addition, students must complete all required courses from the Single-Subject Teaching Concentration (MTH 410, MTH 460, MTH 461, MTH 450).

National University Student Assessment Portfolio

A portfolio is a bound collection of work used to assess your experience with the program and also to provide employment materials. Therefore, you must be mindful about the quality of every component. The portfolio is a folder maintained in the School of Arts and Sciences. The portfolio shows the student involvement in math conferences, professional experiences, or other math related materials needed for employment.

The portfolio represents the student and the student's scholarship and must be professional and neat in appearance.

The student should schedule an appointment to review their portfolio two classes before the last class with the Department Chair or Lead Faculty. At this time the portfolio is graded as "Complete", "Incomplete", or "Needs Improvement". Portfolios needing improvement may be revised for reassessment one month before the last class.

DESCRIPTION OF EACH PORTFOLIO ITEM AND TIMELINE:

DESCRIPTION DATE DUE 1. Essay #1: Immediately upon entry into the program. Upon acceptance Be brief, one to two pages, typed. Clearly state goals and expectations from the program 2. Essay #2 In a couple of paragraphs, write your Upon acceptance thoughts about what is Mathematics, and why study it. 3. course Reflections: Reflections on learning. Are After Number Theory. your views of mathematics changing? Are you learning After Geometry. (If these about yourself personally as a learner; e.g. how to learn? courses are not on your schedule, choose two others.) 4. Capstone Project: Submit Project from MTH 438. After MTH 438 5. Project Compendium: MTH 450A After MTH 450A 6. Professional Experience: Written comments on Immediately after conference(s) you attended, including any Math Club or activity other professional experiences. (What was the event? What was learned? What was your role?) 7. Program Assessment Questionnaire. Complete the End of Program questionnaire. 8. Resume: A resume should be in the Portfolio. Prior to graduation 9. Letter of Recommendation: Obtain a letter of Prior to graduation recommendation from a favorite teacher

Degree Requirements

To receive a Bachelor of Science degree with a Major in Mathematics, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper division level. In the absence of transfer credit, students may need to take additional general electives to satisfy total units for the degree. Refer to the section on undergraduate admission requirements for specific information regarding admission and matriculation.

Preparation for the Major
(8-9 courses, 36-37.5 quarter units)

MTH 210	Introduction to Probability and Statistics.	
	(Prerequisite: Placement Evaluation)	
MTH 215	College Algebra and Trigonometry	
	(Prerequisite: Placement Evaluation)	
or		

MTH 216A College Algebra and Trigonometry I
          (Prerequisite: Placement Evaluation)
and
MTH 216B College Algebra and Trigonometry II
          (Prerequisite: Placement Evaluation)
CST 242   Introduction to Programming Concepts and Methods
SCI 102   Survey of Physical Sciences
MTH 220   Calculus I
          (Prerequisite: MTH 215 or Placement Evaluation)
or
CST208B   Calculus for Computer Science
          (Prerequisite: MTH 215)
MTH 221   Calculus II
          (Prerequisite: MTH 220)
MTH 222   Calculus III
          (Prerequisite: MTH 221)
MTH 223   Calculus IV
          (Prerequisite: MTH 222)

Requirements for the Major
(12 courses, 54 quarter units)

MTH 311   Topics from Geometry
          (Prerequisite: MTH 215 or Placement Evaluation)
MTH 317   Mathematical Modeling I
          *(Prerequisite: MTH 210 and MTH 215 or MTH 210 and
          MTH 216A/B)*
MTH 325   Discrete Mathematics or CST 206B
          *(Prerequisite: MTH 215 or MTH 216A/B or Placement
          Evaluation)*
MTH 435   Linear Algebra
          (Prerequisites: MTH 220 and MTH 325)
MTH 433   Differential Equations
          (Prerequisites: MTH 233)
MTH 411   Number Theory
          *(Prerequisites: MTH 215 or MTH 216A/B or MTH 209 or
          MTH 301)*
MTH 416   Algebraic Structures
          (Prerequisite: MTH 325)
MTH 417   Foundation of Geometry
          (Prerequisites: MTH 216B and MTH 325)
MTH 418   Statistical Analysis
          (Prerequisites: MTH 210 and MTH 220)
MTH 432   Advanced Calculus
          (Prerequisite: MTH 223)
MTH 412   History of Mathematics
          *(Prerequisites: MTH 215 or MTH 216A/B or MTH 209A or
          MTH 301)*
MTH 438   Applied Mathematical Modeling (Capstone Course)
          (Prerequisites: MTH 325 and MTH 435)

The capstone course MTH 438, Applied Mathematical Modeling, culminates a core part of BS Program in Mathematics and should be taken at the end of this part of the program. Mathematical modeling in a broad sense provides an approximate description of real world problems expressed in terms of mathematical notions and symbolism. Essentially, any real situation in the physical and biological world, no matter natural or involving human intervention and technology is subject to analysis by modeling, if it can be described in terms of mathematical equations. The course acquaints students with the principles of mathematical reasoning in an attempt to study some phenomenon or situation in the real world.

Concentration Requirements
(4 courses, 18 quarter units)

▲ Concentration in Mathematics and Applications
(172)

Students must successfully complete the following courses for a Concentration in Mathematics and Applications. It is recommended that students take these classes at or near the end of their program after completing the upper division major requirements.

MTH 440   Numerical Analysis
          (Prerequisite: MTH 220)
MTH 441   Abstract Algebra with Applications
          (Prerequisite: MTH 416)
MTH 442   Functions of Complex Variables and its Applications
          (Prerequisite: MTH 223)
MTH 450 A Mathematics Project Course I
          (Prerequisites: All core requirements for mathematics major)

▲ Concentration in Single-Subject Teaching
(173)

Students must successfully complete the following courses for a Concentration in Single-Subject Teaching. It is recommended that students take these classes at or near the end of their program after completing the upper division major requirements.

MTH 410   Computer Technology in the Mathematics Classroom
          *(Prerequisite: MTH 215 or MTH 216A/B or MTH 211 or
          MTH 301)*
MTH 460   Problem Solving Strategy
          (Prerequisites: MTH 416 and MTH 417)
MTH 461   Methods of Teaching of Mathematics
          (Prerequisites: MTH 307,MTH 325,MTH 412,MTH 460)
MTH 450A Mathematics Project Course I
          (Prerequisites: All core requirements for mathematics major)

Students must complete the core for a BS in Mathematics and complete an interview with the department chair before taking a project course. Students can select additional electives from any other upper division courses.

◆ Major in Organizational Behavior
(110)
Faculty Advisor: Monica Carbajal • (310) 258-6715 • mcarbaja@nu.edu

The behavior of individuals and groups in an organization directly affects the success of the organization. Knowledge of human behavior, psychology and business is critical in helping people lead productive lives and contribute to the achievement of organizational goals and objectives. The Bachelor of Science with a Major in Organizational Behavior provides a solid foundation for applying knowledge to the workplace and increasing the effectiveness of both individuals and work teams. The primary program outcomes and competencies are:

• The ability to write a comprehensive paper that covers the empirical and theoretical study of a specific topic related to the major.
• Knowledge of ethics, responsibility, and legal obligations and apply these principles to personal and professional situations.
• Competency in applying group psychology and group dynamics to team building and cooperative/collaborative tasks.
• Knowledge of human resource development and training as applied to organizational effectiveness, performance management, motivation, and achieving individual, group, and

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organizational goals.
- Competency in knowledge of the history and precursors of organizational theory and management practice from a psychological perspective.
- Mastery of skills and techniques in diagnosing, planning, implementing, and managing organizational change and technological innovation.
- Mastery of human communication and conflict resolution skills.
- Sensitivity to diversity issues and an awareness of multicultural perspectives.
- Mastery of research methods for the collection and statistical interpretation of behavioral and organizational data.

Degree Requirements

To receive a Bachelor of Science degree with a major in Organizational Behavior, students must complete at least 180 quarter units as articulated below, 76.5 of which must be completed at the upper division level and 45 of which must be completed in residence at National University.

Requirements for the Major
(9 courses, 40.5 quarter units)

HUB 440	Organizational Development	
	(Prerequisites: ENG 100/101 and PSY 100)	
PSY 401	Psychology for Managers	
HUB 500	Cross-Cultural Dynamics of Human Behavior	
	(Prerequisites: ENG 100/101 and PSY 100)	
MGT 422	Team Building, Interpersonal Dynamics and Empowerment	
or		
HUB 400	Group Structure and Dynamics	
	(Prerequisites: ENG 100/101 and PSY 100)	
HRM 438	Performance Management and Motivation	
or		
HRM 437	Human Resources Development	
MGT 400	Ethics in Law, Business and Management	
HUB 401	Conflict Resolution	
	(Prerequisites: ENG 100/101 and PSY 100)	
or		
HUB 420	Human Communication	
	(Prerequisites: ENG 100/101 and PSY 100)	
HUB 441	Analysis of Research	
	(Prerequisites: ENG 100/101 and PSY 100)	
HUB 480	Senior Project in Organizational Behavior (Two-month, 4.5 unit course)	
	(Prerequisite: HUB 441)	

Upper Division Electives
(7 courses, 31.5 quarter units)

Students can select from the following course prefixes to meet elective requirements: HUB, PSY, SOC, CJA, HCA, HRM, MGT and COM.

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▲ Minor in Addictive Disorders
(156)

This program is designed for students who plan to work in agencies that treat single or multiple addictions. It is also an excellent undergraduate program for students planning to pursue a Master of Arts in Counseling Psychology. Students with a Minor in Addictive Disorders are waived from CHD 440 in the Behavioral Science Major.

Program Requirements
(6 courses, 27 quarter units)

PSY 460	Introduction to Addictive Disorders
PSY 461	Group Counseling with Addictive Disorders
PSY 462	Etiology and Treatment of Chemical Dependency*

(Prerequisite: PSY 460)

PSY 463	Etiology and Treatment of Eating Disorders
	(Prerequisite: PSY 460)
PSY 464	Etiology and Treatment of Sexual Addiction
	(Prerequisite: PSY 460)
PSY 465	Counseling the Addictive Family System
	(Prerequisite: PSY 460)

* A student entering the program with a CADAC certificate can take an elective rather than this class.

▲ Minor in Counseling
(182)

Program Requirements
(6 courses, 27 quarter units)

This minor is designed for students who are interested in gaining additional experiences in working in various mental health and business settings, teaching, and or pursuing advanced degrees in clinical/counseling fields.

PSY 340A	Effective Counseling Techniques I
PSY 340B	Effective Counseling Techniques II
	(Prerequisite: PSY 340A)
PSY 437	Theories of Psychotherapy
	(Prerequisites: ENG 100/101 and PSY 100)
PSY 438	Introduction to Group Counseling
	(Prerequisites: PSY 340A and PSY340B)
PSY 439	Counseling Diverse Populations
	(Prerequisites: PSY 340A, PSY340B and PSY438)
SOC 344	Marriage, Sex and Family
	(Prerequisites: ENG 100/101)
or	
HUB 420	Human Communication
	(Prerequisites: ENG 100/101 and PSY 100)

▲ Minor in History
(181)

Program Requirements
(6 courses, 27 quarter units)

Please choose any six of the following:

HIS 360	The American Colonial Experience, 1584-1783
	(Prerequisites: ENG 100/101 and HIS 220A
HIS 361	The Making and Sundering of the United States, 1783-1865
	(Prerequisites: ENG 100/101 and HIS 220A)
HIS 362	The United States Between Wars, 1865- 1917
	(Prerequisites: ENG 100/101 and HIS 20B)
HIS 363	The United States since World War I
	(Prerequisites: ENG 100/101 and HIS 220B)
HIS 431	The Ancient World
	(Prerequisites: ENG 100/101 and HIS 233)
HIS 432	The Classical World
	(Prerequisites: ENG 100/101 and HIS 233)
HIS 433	The Post-Classical World
	(Prerequisites: ENG 100/101 and HIS 233)
HIS 434	The Modern World, 1500 to the Present
	(Prerequisites: ENG 100/101 and HIS 234)

▲ Minor in Global Studies
(180)

Program Requirements
(6 courses, 27 quarter units)

Please choose any six of the following:

COM 385	Tale, Text, and Hypertext
	(Prerequisites: ENG 100/101)

GLS 410   Gender Identity in a Global Context
(Prerequisite: ILR 260)

GLS 420   Ecological Revolutions: Economics, Technology and the Global Environment
(Prerequisite: ILR 260)

GLS 430   The Global Economy
(Prerequisite: ILR 260)

HIS 320   Culture, Capitalism, and Technology in Modern World History
(Prerequisites: ENG 100/101 and HIS 234)

PHL 320   Comparative Religion
(Prerequisite: ENG 240)

LIT 342   World Literature
(Prerequisites: ENG 100/101)

SCI 300   Geography: Mapping the World

▲ Minor in Mathematics
(153)

Program Requirements
(6 courses, 27 quarter units)

To achieve a minor in Mathematics, students should select six courses in mathematics beyond MTH 221.
They can complete this minor to fulfill requirements for a Bachelor of Arts with a Major in Interdisciplinary Studies.

▲ Minor in Multimedia Arts
(176)

Program Requirements
(6 courses, 27 quarter units)

MUL 330   Communication Tools
MUL 331   Principles of Graphic Design
(Prerequisites: ENG 100/101 and COM 100)
MUL 332   Electronic Design and Layout
(Prerequisites: ENG 100/101 and COM 100)

Please choose any three of the following:

MUL 335   Desktop Publishing
(Prerequisite: MUL 332)
MUL 340   Principles of Web Design
(Prerequisite: ENG 100/101 and COM100)
MUL 440   Multimedia Design for the Web
(Prerequisite: MUL 340)
MUL 350   Web Presentations
(Prerequisites:COM 100/200)
MUL 450   Advanced Web Presentations
(Prerequisites: MUL 350 and MUL 340)
MUL 360   Digital Audio and Video
(Prerequisites:ENG 100/101 and COM 100)
MUL 460   Advanced digital Audio and Video
(Prerequisite: MUL 360)
MUL 370   Digital Interactivity
(Prerequisite: COM 100/200)

▲ Minor in Psychological Research
(352)

This minor offers a comprehensive introduction to the area of research in psychology (May not be offered at all campuses.).

Prerequisites for the Minor
(2 courses, 9 quarter units)

PSY 100   Introduction to Psychology
ILR 260   Information Literacy and Report Writing

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Program Requirements
(6 courses, 27 quarter units)

PSY 426   History of Psychology
(Prerequisites: ENG 100/101 and PSY 100)
PSY 432   Social Psychology
(Prerequisites: ENG 100/101 and PSY 100)
PSY 433   Cognitive Psychology
(Prerequisites: ENG 100/101 and PSY 100)
PSY 435   Analysis of Data in Psychological Research
(Prerequisite: MTH 210)
PSY 434   Psychological Research
(Prerequisite: PSY 435)
PSY 436   Computer Applications in Psychology
(Prerequisites: ILR 260 and PSY 435)

▲ Minor in Video Gaming
(183)

A Minor in Video Gaming provides comprehensive instruction in video game design and development.

Program Requirements
(7 courses, 28.5 quarter units)

MUL 380   3-D Modeling & Rendering
(Prerequisites: ENG 100/101; COM 100 or COM 200)
Note: BA Multimedia students may not use this course as fulfillment of minor in Video Gaming because it is already a Core course in BA Multimedia. Please choose any MM elective course instead.
MUL 385   Video Game Animation
(Prerequisite: MUL 380)
MUL 325   Psychology of Video Games
(Prerequisite: PSY 100)
MUL 310   Introduction to Video Gaming
(Prerequisite: ENG 100/101)
MUL 315   Video Game Design
(Prerequisites: MUL 310)
MUL 318   Video Game Production
(Prerequisite: MUL 315)
MUL 318A   Video Game Production Lab (1.5 units)
(Prerequisite: MUL 315)

Graduate Degrees

■ MASTER OF ARTS (M.A.) IN COUNSELING PSYCHOLOGY

(710-500)
Faculty Advisor: Jan Parker • (858) 642-8348 • jparker@nu.edu

The Master of Arts in Counseling Psychology emphasizes marriage and family therapy and is designed for students who are committed to the practice of individual, couples, family, adolescent and child psychotherapy. This degree meets the academic requirements necessary to sit for the Marriage and Family Therapist (MFT) License mandated by the Board of Behavioral Science in the state of California. The degree may not meet requirements in other states. Students should consult the licensing boards of the appropriate states for information about the MFT outside of California. It also prepares students for the pursuit of doctoral studies in practitioner-oriented programs such as counseling or clinical psychology. The primary program outcomes and competencies are:

- Entry level expertise in the diagnosis of mental disorders.
- Entry level expertise in development of a treatment plan.
- Entry level expertise in the implementation of treatment plans.
- Professional integrity and legal and ethical standards with clients and staff.

- Entry level competence in case presentations, oral reports, and written reports.
- Theoretical and clinical knowledge.
- Graduate level competency in theoretical research and written reports.
- Competency in psychopharmacology.
- Competency in multi-cultural awareness and diversity as it pertains to clinical situations of assessment and treatment.
- Competency in knowledge of human development (child, adolescent, and adult).
- Entry level competency in a broad range of clinical orientations and therapies.

Application Requirements

Students interested in enrolling in this program should contact the appropriate academic center for further information regarding the application process.

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

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

Degree Requirements
(18 courses, 78 quarter units)

To receive the Master of Arts in Counseling Psychology, students must complete at least 78 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and matriculation. In addition:

- Students must complete all course work with a grade of "B" or better. Students who receive a grade of "C+" or lower in two (2) or more courses must repeat all such courses before being allowed to continue in the program.
- Students must complete a minimum of 20 hours of individual, marital, family, or group psychotherapy before taking PSY 631A and another 20 hours before graduation for a total of 40 hours.
- Students must obtain a total of 200 hours of counseling experience at a designated practicum site with an approved practicum site supervisor during PSY 631B. One-hundred-fifty of the 200 hours must involve face-to-face psychotherapy with clients.
- Independent studies are not allowed in this program.
- Students may not take more than one course per month.
Students seeking licensure must register with the Board of Behavioral Science Examiners (BBS) after graduation and fulfill all BBS licensing requirements.

Students are also urged to join the California Association of Marriage and Family Therapy and the American Association of Marriage and Family Therapists. Students must obtain malpractice insurance through C.A.M.F.T. or another professional organization.

Students must complete all course work within seven years. Any courses taken more than seven years ago must be repeated.

Program Prerequisite Recommended Preparation
(1 course, 4.5 quarter units)

PSY 429   Introduction to Personality Theory

Candidates who have not previously completed this course or its equivalent are strongly urged to do so. PSY429 can be taken either online or in a classroom.

Program Core Requirements
(18 courses, 78 quarter units)

These courses are scheduled on a limited basis. Students are encouraged to consult the regional faculty for the course sequence requirement, which may differ in each region. Enrollment in these courses is limited to MA Counseling Psychology students unless the course is specifically listed in another degree.

PSY 635   Development Contexts in Psychotherapy: Childhood and Adolescence
PSY 629A   Development Contexts in Psychotherapy: Adulthood and Aging
PSY 619   Research: Paradigms and Critiques (3 quarter units)
PSY 623A   Perspectives on Psychopathology Individual Psychotherapy and Clinical Assessment I
PSY 623B   Principles of Psychotherapy I: Assessment and Interventions Individual Psychotherapy and Clinical Assessment II
PSY 636   Principles of Psychotherapy II: Child and Adolescent
PSY 632A   Couples/Family Therapy A
PSY 632B   Couples/Family Therapy B
PSY 628   Principles of Psychotherapy III: Group Approaches
PSY 627   Legal and Ethical Issues in Marriage and Family Therapy
PSY 631A   Principles of Psychotherapy IV: Integration and Application
            (Prerequisite: Department approval)
PSY 631B   Practicum for MFT Trainees*
            (Prerequisites: PSY 631A and Department approval)
PSY 637   Principles of Psychotherapy V: Cultural Competencies
PSY 624   Assessment Techniques for Marriage and Family Therapists
PSY 642   Relational Violence
CHD 640   Addictions: Contexts and Treatments
PSY 626   Human Sexuality in Psychotherapy
PSY 652   Psychopharmacology (3 quarter units)
*This seminar meets once a week for two hours during six consecutive months in addition to the onsite practicum requirements. This seminar may meet in the late afternoon.

■ MASTER OF ARTS (M.A.) IN ENGLISH
(710-504)
Faculty Advisor: Janet Baker • (858) 642-8472 • jbaker@nu.edu

The Master of Arts in English provides a balanced and comprehensive program of graduate study in literature and writing. 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 curriculum offers a balanced coverage of major approaches to literature, including theoretical, historical, comparative, thematic, multicultural and genre studies. It provides students with the tools and skills to produce literary scholarship of professional quality and to participate in the ongoing scholarly discussions of issues in the field of literary study.

Degree Requirements
(10 courses, 45 quarter units)

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 matriculation.

Writing Across the Curriculum Assistantships and Internships

A number of Writing Center Assistantships are available for degree candidates in the M.A. in English program who want to have hands-on experience in tutoring students at National University's onsite and on-line writing centers. Contact Shareen Grogan, Director of Writing Centers, at sgrogan@nu.edu.

The University's Writing Across the Curriculum Program offers additional opportunities for students to participate in meaningful projects that will enhance their career development. These projects include editing and producing the student literary journal, *The GNU* and working on the *WHACK*, the Writing Across the Curriculum Newsletter. Contact Karen Offitzer, Director of Writing Across the Curriculum, at koffitze@nu.edu, for additional information.

In addition, various departmental faculty have opportunities for students to assist them with teaching, scholarly projects, or other activities and students can receive valuable experience and mentoring from working with them. Contact individual faculty members for information.

Core Courses
(6 courses, 27 quarter units)
Select from the following list of courses:

ENG 600   Seminar in Literary Theory
ENG 610   Seminar in Multicultural Literature of North America
ENG 620A   Seminar in a Literary Period or Movement I
or
ENG 620B   Seminar in a Literary Period or Movement II
ENG 640   Seminar in Poetry
ENG 690A   Seminar in a Major Author I
or
ENG 690B   Seminar in a Major Author II
ENG 699   English Capstone course
(Prerequisite: All other program requirements must be completed before enrolling in this course. Exceptions may be made if student is within two courses of program completion, only with the approval of the Program Director.)

Electives
(4 courses, 18 quarter units)
Select from the following list of courses:

ENG 620A or ENG 620B
            Seminar in a Literary Period or Movement I or II (if not used to fulfill another program requirement)
MCW 630   Seminar in Fiction
MCW 650   Seminar in Creative Non-Fiction
ENG 660   Seminar in Literary Hypermedia
ENG 665   Film Theory
ENG 666   Film History: The Silents
ENG 667   Film History: American Film
ENG 668   Film Genre Studies
ENG 669   World Film
ENG 670   Seminar in Comparative Literary Studies
ENG 690A or ENG 690B
            Seminar in a Major Author I or II (if not used to fulfill another program requirement)
ENG 680A   Seminar in a Theme I
ENG 680B   Seminar in a Theme II
(other courses may be used for elective credit with permission from the program director.)

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■ MASTER OF ARTS (M.A.) IN HUMAN BEHAVIOR
(710-501)
Faculty Advisor: Charles Tatum • (858) 642-8476 • ctatum@nu.edu

The Master of Arts in Human Behavior is designed for people desiring greater knowledge of the behavioral sciences. The degree exposes the student to a wide array of behavioral topics covering personal, social and organizational issues. The program is intended for students who have specific ambitions in the fields of supervision, management and administration, but should also appeal to students undergoing life transitions, seeking personal or career growth, or requiring preparation for doctoral-level training. The primary program outcomes and competencies are:

- Synthesize and apply communication theory and practice in real-world situations.
- Develop a personal and professional code of ethics based on knowledge and understanding of moral and ethical principles and values.
- Assimilate adult development and human sexuality theories and principles into personal and interpersonal growth.
- Analyze and apply behavioral and organizational change processes to personal, social and organizational settings.
- Integrate theories of leadership into applied areas of supervision, management and administration.
- Demonstrate practical competence in the use of behavioral theory, research and assessment.
- Produce written materials (papers, essays, projects, journals, etc.) that analyze, integrate and critique critical theories, issues and research in human behavior.
- Demonstrate oral fluency (class debates, group discussions, individual presentations, etc.) in articulation of the theory and practice of behavioral science.
- Demonstrate multi-cultural awareness and appreciation of human diversity.

Degree Requirements
(12 courses, 54 quarter units)

To receive the Master of Arts in Human Behavior, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and matriculation.

Core Requirements
(10 courses, 45 quarter units)

HUB 648	Personal Growth and Communication
HUB 646	Personal and Professional Ethics
HUB 641	Stages of Adult Development
HUB 639	Contemporary Issues in Sexuality
HUB 601A	Organizational Behavior
HUB 642	Theories of Behavior Change
HUB 601D	Creative Leadership
HUB 650	Foundations of Behavioral Research
HUB 660	Assessment in Organizations
	(Prerequisite: HUB 650)
HUB 680	Integrative Project in Human Behavior
	(Capstone course)
	(Prerequisite: HUB 650)

Electives
(2 courses, 9 quarter units)

Students can select graduate elective courses from the following course prefixes: CHD, HRM, HUB, MKT, MGT and SOC (CHD 601

and SOC 604 are highly recommended). In addition, some education and psychology courses are acceptable with the approval of the Chair of the Department of Psychology. (Note: Due to enrollment restrictions, special permission by the Chair of the Department of Psychology is required to take CHD 640, or any courses designated PSY 600 or above).

■ MASTER OF FINE ARTS IN CREATIVE WRITING
(715-505)
Faculty Advisor: Karen Offitzer • (818) 817-2481 • koffitze@nu.edu

The Master of Fine Arts in Creative Writing offers students the opportunity to master advanced skills in carrying out independent and sustained activity in creative writing in the areas of *fiction, literary nonfiction, poetry,* and *screenwriting*. Guided development of each writer's talents culminates in a final project, a publishable-quality thesis in the area of specialty. This final project should demonstrate a critical application of specialist knowledge in the chosen specialty and should make an independent contribution to existing work in that area. This program is excellent preparation for a professional career in writing, working in the areas of publishing or filmmaking, and is the minimal academic qualification appropriate for those who desire to teach writing at the college or university level.

Faculty in the MFA in Creative Writing program maintain a strong commitment to scholarly value and the active support of students in their passion for literature, film and writing. Creative writing students are expected to make important contributions to the publication of the student literary journal (*GNU*) and actively participate in seminars designed to foster creative and critical debate. Courses are directed to the refinement of creative practice and academic excellence. Faculty are experienced and published writers in their fields and offer supervision in the areas of fiction, poetry, literary nonfiction, and screenwriting.

Application Requirements

To be considered for admission, applicants must meet the University graduate admission requirements listed in the general information for graduate degrees. In addition, applicants in creative writing should submit portfolios of their writing directly to the following address: Karen Offitzer, Lead Faculty, Graduate Program in Creative Writing, Department of Writing and Communication, National University, 14724 Ventura Boulevard, Suite 801, Sherman Oaks, CA 91403-3501.

The portfolio should include 20-40 pages of fiction or literary nonfiction (usually 2-3 short stories or essays), or 10-20 pages of poetry, or a completed screenplay, or a substantial sample of work in several forms.

Based on the portfolio, applicants may be advised to complete one or more of the following undergraduate courses prior to enrolling in the advanced writing workshops:

ENG 365	Creative Writing
LIT 443	World of the Short Story
LIT 446	Studies in Poetry
LIT 450	Studies in the Novel
LIT 456	Studies in Drama

Degree Requirements
(10 courses, 45 quarter units)

To receive the MFA in Creative Writing, students must complete at least 45-quarter units; a total of 4.5 quarter units may be granted for equivalent 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 matriculation.

Advancement to Candidacy

A student is advanced to candidacy for the Master of Fine Arts degree after successful completion of MCW 600 and two core courses. Grades below "B" must be repeated. At that time, the student selects or is assigned a thesis mentor.

Career Development Opportunities

A number of career development opportunities are available for degree candidates who plan to teach, work in film, or pursue careers in writing or publishing.

Candidates who want to gain hands-on experience in peer tutoring can apply for an internship at NU's onsite and on-line writing centers. Contact Shareen Grogan, Director of the Writing Centers, for more information.

Candidates who want hands-on experience in editing and publishing can apply for an internship at NU's student literary journal, THE GNU. Contact Professor Karen Offitzer, Program Lead, MFA in Creative Writing, for more information.

Candidates who want hands-on experience in filmmaking can apply to work as a crew member on graduate student films, working with students in our MA and MFA in Digital Cinema programs. Contact Professor Karen Offitzer, Program Lead, MFA in Creative Writing, for more information.

In addition, various departmental faculty have opportunities for students to assist them with teaching, scholarly projects, or other activities and students can receive valuable experience and mentoring from working with them. Contact individual faculty members for information.

Core Requirements
(4 courses, 18 quarter units)

Students are required to take MCW600, and are required to take one seminar in their chosen specialty, and must choose two additional courses in different areas. MCW600 is 4 weeks; all other writing workshops and seminars are 8 weeks in duration.

MCW 600   Pedagogy of Creative Writing
MCW 630   Seminar in Fiction Writing
MCW 645   Seminar in Poetry Writing
MCW 650   Seminar in Creative Nonfiction
MDC 680   Seminar in Screenwriting

Specialized Study
(2 courses, 9 quarter units)

Students are expected to take a minimum of two (2) seminars in their specialty. All advanced creative writing courses are conducted by teachers who are accomplished creative writers sensitive to the efforts of writing. Classes are conducted as workshops, with student work comprising much of the text for the course.
MCW 630A Advanced Workshop in Fiction I
and
MCW 630B Advanced Workshop in Fiction II
or
MCW 640A Advanced Workshop in Poetry I
and
MCW 640B Advanced Workshop in Poetry II
or
MCW 650A Advanced Workshop in Literary Nonfiction I
and
MCW 650B Advanced Workshop in Literary Nonfiction II
or
MCW 680A Advanced Workshop in Screenwriting I
and
MCW 680B Advanced Workshop in Screenwriting II

Elective Requirements
(2 courses, 9 quarter units)

Students choose 2 electives in form and technique specific to specialty; courses must constitute a coherent program of study. It is possible to pursue a course in another discipline when such study is demonstrably essential to the student's creative work. Students are encouraged to choose electives to strengthen areas of weakness; pursue technical or theoretical knowledge essential to the student's creative work, or to otherwise enrich the degree program. The candidate must work out a specific program in conjunction with the lead program faculty.

Approved courses (other courses may be approved by lead program faculty)

ENG 610   Seminar in Multicultural Literature of North America
ENG 620A   Seminar in a Literary Period or Movement I
ENG 620B   Seminar in a Literary Period or Movement II
ENG 660   Seminar in Literary Hypermedia
ENG 670   Seminar in Comparative Literary Studies
ENG 680A   Seminar in a Theme I
ENG 680B   Seminar in a Theme II
ENG 699A   Seminar in a Major Author I
ENG 699B   Seminar in a Major Author II
ENG 665   Film Theory
ENG 666   Film History: The Silents
ENG 667   Film History: American Film
ENG 685   Great Directors: American
ENG 686   Great Directors: International

Thesis Courses
(2 courses, 9 quarter units)

MCW 660   Thesis I (Draft)
MCW 670   Thesis II (Revision)

Thesis: The thesis must be a mature, substantial body of work e.g. a collection of stories, essays, or poems, a novel, or a full-length screenplay (minimum 120 pages). The thesis will include a preface (minimum 1000 words) in which the writer discusses her/his evolution as an artist and the evolution of the work. The student will choose a mentor for the thesis, and will work with the mentor in an individualized manner, decided upon through conference with the mentor.

Language Requirement

There is no language requirement for this program. It is possible, however, to pursue a series of electives in a particular language when such study is demonstrably essential to the student's creative work. The candidate must work out a specific program in conjunction with the lead program faculty.

■ MASTER OF FINE ARTS IN DIGITAL CINEMA (MFA-DC)
(715-506)
Faculty Advisor: Edward Alyn Warren III • (714) 429-5131 • ewarren@nu.edu

The Master of Fine Arts in Digital Cinema (MFA-DC) provides graduates with a foundation in film history and theory and in-concentration study of digital motion picture production and post-production. The program focuses on developing well-round filmmakers versed in all aspects of film production and screenwriting with the ability to work on low budget, independent and documentary style filmmaking. Students produce a professional digital cinema portfolio tailored to the student's interests, needs and desire for self-development. The program prepares graduates to work in a variety of production capacities in the following fields: commercial or industrial film and television, digital entertainment media, and communication, educational or instructional media production. The goal of the program is to develop both the critical acumen and technical abilities of students in the area of visual

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communication and media. Graduates will develop the ability to generate screenplays, to plan and produce film and video projects, and to critically evaluate film and video projects based on theoretical models in communication, media, information design and film aesthetics.

The MFA-DC program is composed of eight online courses and three courses offered in an accelerated one-month onsite residency format. In the area of film theory and criticism, students take two online courses, one in film theory and an elective course in film studies. Three additional on-line courses cover cinematography, digital editing and film production from development to release. Two online screenwriting workshops provide students the opportunity to generate a screenplay for a thesis project. Together these courses provide the theoretical and practical foundations for the art of digital filmmaking.

Onsite Residency Classes

In preparation for the production of the thesis project, students take three accelerated production courses during a one-month "residency" held onsite at a National University learning center. The residency courses function as pre-thesis practica, providing students with hands-on production experience in a collaborative environment using professional equipment. Students gain relevant skills in directing and production management, digital cinematography, and digital post-production. An equipment fee for digital production equipment is an additional cost of these courses. The residency class MDC683 (one month) runs concurrently with MDC688 (first two weeks) and MDC689 (second two weeks). The costs for accommodations and transportation are not included in the tuition or fees and are the responsibility of each student. For more information contact the program faculty advisor.

Digital Portfolio

The MFA-DC digital portfolio functions as a digital cinema résumé. Student products from all the courses that are featured in the professional digital portfolio include short samples of editing and cinematography assignments, a production budget and storyboards, a screenplay, artist's self-reflections and other production and post-production documentation.

Thesis

To Receive a Master of Fine Arts in Digital Cinema, candidates must enroll in the online course MDC691, Thesis Production, with the thesis advisor. Students will keep in regular communication with their thesis advisor through the online course interface, Internet and telephone conferencing. The program advisor will assist the student in assembling a three-person committee to evaluate the thesis and digital portfolio collection of previous work. To graduate a student must submit the thesis project and digital portfolio for evaluation by the thesis committee within one year of the start of MDC691.

The thesis project consists of a short subject digital motion picture and a critical evaluative summary included in the digital portfolio. In the evaluative summary, the writer discusses her/his evolution as an artist and evaluates the work to demonstrate the student's ability to communicate coherently, critically, and creatively. The thesis committee evaluates the digital portfolio and short subject motion picture project to determine whether the student has met the requirements for the MFA in Digital Cinema.

Program Learning Outcomes

At the completion of the Master of Fine Arts in Digital Cinema, students will possess the knowledge and skills needed to produce a professional quality digital motion picture and to participate in the ongoing scholarly and critical discussions of issues in the field of film, film theory and criticism. Specifically, by the end of this program, students will be able to:

- Conduct independent research and apply relevant criticism in sustained analyses and interpretations of specific films.
- Engage in informed critical discussion, both oral and written, of theoretical issues pertaining to the study of film.
- Engage in informed critical discussion, both oral and written, of the works and criticism of a specific film director, period or genre.
- Evaluate films from the theoretical perspective of cinemagraphic techniques.
- Evaluate films from the theoretical perspective of cinema editing techniques.
- Generate a screenplay that is original, significant and complex enough to engage and sustain the interest of a discriminating audience.
- Participate in rigorous critiques of the creative works of others.
- Participate in the planning, production and editing of a short digital motion picture in a graduate level workshop setting.
- Synthesize current theory and practice by integrating professional cinematography and visual and sound editing techniques in the production of digital motion pictures.
- Create an original short motion picture that is significant and complex enough to engage and sustain the interest of a discriminating audience and is suitable for submission to a film festival.

Application Requirements

To be considered for admission, applicants must meet the University graduate admission requirements listed in the general information for graduate degrees.

Students are expected to possess or have access to a computer and Internet connection including an email account outside of National University for course projects and assignments. Given the nature of digital video production and editing the computer should be at least a Pentium IV or Macintosh G4, with a minimum of 1.4 GHz, 128 MB video processor, 40 GB HD. In addition students will need to possess or have access to a 35mm still camera, a digital video camera (with still image capabilities and/or a digital still camera) for MDC651 and 652. Software required for these courses includes Microsoft Office (Word, Excel, PowerPoint, Internet Explorer), a variety of standard browser plug-ins (i.e. JavaScript, Flash, Shockwave, QuickTime, etc.), Adobe Photoshop (or equivalent photo image processing program) and a digital video/audio editing software package like Adobe Premiere Pro (or a Macintosh equivalent). A digital scanner is also recommended.

Students are responsible for arranging their own accommodations and transportation during the month-long onsite intensive. Production/Lab fees for digital film production equipment rental and supplies are in addition to the course tuition. Production/Lab fees must be paid in advance for MDC683, 688 and 689. For more information contact the program advisor.

Degree Requirements
(11 courses, 49.5 quarter units)

To receive a Master of Fine Arts in Digital Cinema, students must complete at least 49.5 quarter units of graduate work, of which a minimum of 40.5 quarter units must be taken in residence at National University. Students can transfer up to 9 quarter units at the graduate level from a regionally accredited institution in the areas of film, communication or media studies, provided the units have not been used to satisfy the requirements of an awarded degree. Students wishing to transfer credits into the program should contact the program faculty advisor. Refer to the section in the graduate admission requirements for additional specific information regarding application and matriculation.

Program Prerequisite

It is recommended that students have had undergraduate courses or experience in some of the following areas: communication, film, literature, media studies, graphic design, multimedia arts, history, philosophy, psychology or sociology.

Advancement to Candidacy

A student is advanced to candidacy for the Master of Fine Arts degree after successful completion of MDC 650, 651 and 652.. Courses with a grade lower than "B" must be repeated. At that time, the student selects or is assigned a thesis advisor.

Core Requirements
(10 courses, 45 quarter units)

ENG 665	Film Theory	
MDC 650	Digital Film Production	
MDC 651	Digital Cinematography	
	(Prerequisite: MDC650)	
MDC 652	Digital Video Editing	
	(Prerequisite: MDC651)	
MDC 680	Screenwriting	
MCW 680A	Advanced Workshop in Screenwriting I	
	(Prerequisite: MDC 680)	
MDC 683	Directing and Production Management	
	(Prerequisites: MDC 650, MDC 651, MDC 652, MDC 680)	
MDC 688	Digital Cinematography and Production	
	(Prerequisites: MDC 650, MDC 651, MDC 652, MDC 680)	
MDC 689	Digital Cinema Post-Production	
	(Prerequisites: MDC 650, MDC 651, MDC 652, MDC 688)	
MDC 691	Thesis Production	
	(Prerequisites: all other MDC core courses)	

Electives
(1 course, 4.5 quarter units)
To complete the program, students can select electives from any of the following Film Studies courses.

ENG 666	Film History: The Silents
ENG 667	Film History: American Film
ENG 668	Film Genre Studies
ENG 669	World Film

■ MASTER OF SCIENCE (M.S.) IN INSTRUCTIONAL TECHNOLOGY
(720-502)
Faculty Advisor: Michael McAnear • (858) 642-8466 • mmcanear@nu.edu

The Master of Science in Instructional Technology is a multidisciplinary program designed to prepare students for rapidly growing employment opportunities that involve the training and instruction of information and telecommunication technologies. Graduates with master degrees in Instructional Technology are in high demand because they possess a combination of skills and knowledge that can be applied to instructional problems in a wide range of settings. These settings may include training departments of large businesses, software development companies, military training programs, health-care education programs, publishing houses, multimedia development companies, social service agencies and governmental agencies.

Degree Requirements
(10 courses, 45 quarter units)

To obtain a Master of Science in Instructional Technology, students must complete 45 quarter units of graduate work. Where appropriate, students can transfer a maximum of 13.5 quarter units of graduate work completed at another regionally accredited institution to meet stated requirements in the program. Students

should refer to the section on graduate admission requirements for specific information regarding application and matriculation.

Students are expected to possess or to have access to a computer outside of National University to work on projects both on and off campus.

Given the nature of instructional technology, the off-campus computer should be at least a Pentium III with 128 MG RAM. In addition students should have access to MS Office (Word, Powerpoint, Excel, and Internet Explorer), as well as Macromedia MX Suite (Dreamweaver, Fireworks, and Flash).

Core Requirements
(8 courses, 36 quarter units)

ITC 600	Instructional Design	
ITC 601	Advanced Instructional Design	
	(Prerequisite: ITC 600)	
ITC 610	Multimedia in Instruction	
	(Prerequisite:ITC 601)	
ITC 615	Distance Learning	
	(Prerequisite: ITC 610)	
ITC 620	Web-based Instruction	
	(Prerequisite: ITC 615)	
ITC 625	Simulations and Virtual Reality	
	(Prerequisite: ITC 620)	
ITC 634	Seminar in Performance Technology	
	(Prerequisite: ITC 625)	
ITC 641	Evaluating and Improving Instructional Programs	
	(Prerequisite: ITC 634)	

Integration Seminars and Project
(2 courses, 9 quarter units)

ITC 645	Current Issues in Instructional Technology	
	(Prerequisite: ITC 641)	
ITC 650	Instructional Technology Project	
	(Prerequisites: All other courses in the program)	

■ MASTER OF SCIENCE IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY
(720-610)

Faculty Advisors: Richard C. Sorenson • (858) 642-8397 • rsorenso@nu.edu and Delbert M. Nebeker • (858) 642-8398 • dnebeker@nu.edu

The Master of Science in Industrial-Organizational Psychology program (MSIOP) provides accredited graduate level training and education in industrial-organizational psychology. It prepares professionals to manage programs dealing with work analysis and design, fairness and utility of employee selection and placement, employee productivity, employee satisfaction and retention, and organizational design and development. The program design follows the Guidelines for Education and Training of the Division 14 of the American Psychological Association: the Society of Industrial-Organizational Psychology. It is practice-oriented, research-based, and advocates the highest levels of personal and professional integrity. The MSIOP is particularly appropriate for those working in Human Resources Management, Employee Development and General Management who would benefit from graduate level education in the people/organizational side of management. This program is appropriate also for those nearing completion of their military career.

Student goals for the Master of Science in I-O Psychology are:

• Develop master's level student competencies in the areas specified in the Society for Industrial and Organizational Psychology (SIOP) guidelines for Master's level education and training in Industrial and Organizational Psychology.

School of Arts and Sciences

- Develop students' ability to critically analyze and evaluate literature in general psychology and I-O psychology.
- Develop students' ability to apply the competencies learned in the program to the benefit of organizations and their employees.
- Prepare students for further study of I-O Psychology at the doctoral level.

Application Requirements

To be considered for admission, applicants must meet the University graduate admission requirements listed in the general information for graduate degrees. Recent graduates of undergraduate programs as well as bachelor degree holders who have substantial employment experience in organizations are welcome to apply. Qualified applicants will be interviewed by faculty to determine suitability of background, motivation, and career objectives. Students interested in this program should contact the appropriate academic center or one of the faculty advisors for further information regarding the application process.

Degree Requirements
(13 courses, 58.5 quarter units)

To receive the Master of Science in I-O Psychology, students must complete at least 58.5-quarter units; a total of 13.5 units may be granted for equivalent work completed at another institution. In addition the student must pass two examinations for completion of the MS in I-O Psychology. The first is the Prelim Exam and deals with the history of psychology and the scientific fields of psychology. This examination must be passed before the student takes the seventh course in the program. The second examination is the Competency Exam and demonstrates mastery of the program in I-O Psychology. This exam may be taken any time after the eighth course in the program and must be passed before enrolling in the IO 695: Field Placement in I-O Psychology. These examinations may be repeated until passed. A fee of $100 is charged for each administration of these exams. Preparation for the first exam will be done external to the graduate program— within the student's undergraduate program and/or by a program of reading sources suggested by the faculty. Preparation for the second exam will occur within the graduate program and by mastering the required series of courses and a program of reading sources suggested by the faculty.

Independent studies are not allowed in this program.

Core Requirements
(12 courses, 54 quarter units)

IOP 620	Organizational Psychology	
IOP 610	Industrial and Work Psychology	
IOP 630	Research and Statistics I	
IOP 631	Research and Statistics II	
	(Prerequisite: IOP 630)	
IOP 640	Work Motivation	
	(Prerequisite: IOP 620)	
IOP 635	Psychological Measurement	
	(Prerequisite: IOP 631)	
IOP 650	Organizational Development	
	(Prerequisite: IOP 620)	
IOP 645	Training in Organizations	
	(Prerequisite: IOP 610 or IOP 620)	
IOP 655	Attitude Theory and Measurement	
	(Prerequisite: IOP 635)	
IOP 665	Performance Appraisal and Feedback	
	(Prerequisites: IOP 635 and IOP 610)	
HUB 660	Assessment in Organizations	
	(Prerequisite: IOP 635 or HUB 650)	
IOP 695	Field Placement in I/O Psychology	
	(Prerequisites: Completion of Prelim and Competency Exams)	

Elective Requirement
(1 course, 4.5 quarter units)

IOP 690	Advanced Seminar in I/O Psychology
HUB 601B	Communication for Managers
HUB 601D	Creative Leadership
HUB 641	Stages of Adult Development
HUB 642	Theories of Behavior Change
HRM 667	Compensation and Benefits
HRM 633A	Seminar in Employee Relations, Labor Relations and Union Management
ODV 610	Advanced Studies in Organizational Behavior in a Diverse Society
ODV 601	Integrating Performance Management, Technology, and Organizational Communication
PAD 620	Foundations of Public Administration
PAD 626	Public Personnel Policy

Field Placement Requirement

The field placement experience is an integral part of the graduate program in I-O Psychology. It will occur toward the end of the program after the student has mastered the basic principles, and has acquired the knowledge, skills, and abilities related to the practice of I-O Psychology. The field placement experience may occur in the same organization where the student is employed if the duties involved are different from the duties performed in the past and are representative of the content of I-O Psychology. If such an arrangement is not possible, students may select a placement from those developed by the faculty. The field placement requirement is for 160 hours of experience approved in advance.

Alternative Scheduling

This program will be taught with the first 5 courses in the traditional one month format and the remaining courses taught in a two-month per course format. Under the two-month format the classes will meet once a week for 8 weeks in the current time configuration (5:30 to 10:00 pm). The courses in the two month format will be staggered and beginning with the second two-month class they will overlap. This means that during the second month of each two-month class the student will also be in the first month of the next course. In this way the student will be enrolled in two courses at the same time. The two month format is necessary for some courses because they will require projects involving research or experience in operating organizations which will be difficult if not impossible to accomplish in the single month format.

School of Business and Management

Dean, **Thomas Green**
Ph.D., Sociology
University of Hawaii

The University of Values

NATIONAL UNIVERSITY

Degree Programs Offered

Undergraduate Degrees

Bachelor of Arts *with Majors in:*
  Legal Studies
  Management

Bachelor of Business Administration ⌂
with Concentrations in:
  Accountancy ⌂
  Economics
  Finance ⌂
  Hospitality and Casino Management
  Human Resource Management ⌂
  Marketing ⌂
  Sports Management ⌂

Bachelor of Science *with Majors in:*
  Accountancy ⌂
  Criminal Justice Administration ⌂
  Financial Management

Minors
Accountancy ⌂
Business Administration
Business Studies
Criminal Justice Administration ⌂
Economics
Legal Studies

Transition Programs

BA MGT/MA MGT Transition Program
BBA/MBA Transition Program
BSC/MFS Transition Program
BSC/MPA Transition Programs
BBA/MSEB Transition Program
BSITM/MSEB Transition Program
BSIS/MSEB Transition Program
BBA/MSTM Transition Program

⌂ denotes program also offered or partially offered online.

Note: Not all online programs or courses are offered in entirety via Internet.

Note: Not all courses or programs listed in this catalog are available at every learning facility.

Various undergraduate minors are available in some degree programs.

FOR FURTHER INFORMATION

contact **The School of Business and Management** in San Diego at
(858) 642-8400 or **sobm@nu.edu**

Graduate Degrees

Executive Master of Business Administration ⌂
with Areas of Specialization in:
  Electronic Business ⌂
  International Business Relations ⌂
  Marketing ⌂
  Organizational Leadership

Executive Master of Business Administration (Spanish Version) ⌂

Master of Arts *with Fields of Study in:*
  Human Resource Management and Organizational
    Development ⌂ *with Areas of Specialization in:*
      Human Capital and Labor Relations Management ⌂
      Human Resource Development and Change Management ⌂
  Management ⌂ *with an Area of Specialization in:*
    Organizational Leadership

Master of Business Administration ⌂
with Areas of Specialization in:
  Accountancy ⌂
  Electronic Business ⌂
  Financial Management ⌂
  Health Care Administration
  Human Resource Management ⌂
  International Business ⌂
  Marketing ⌂
  Organizational Leadership
  Technology Management

Master of Forensic Sciences ⌂
with Areas of Specialization in:
  Criminalistics
  Investigation ⌂

Master of Health Care Administration

Master of Public Administration
with Areas of Specialization in:
  Public Finance ⌂
  Human Resource Management ⌂
  Organizational Leadership

Master of Science
with Fields of Study in:
  Electronic Business ⌂
  Finance
  Organizational Leadership
  Taxation

Certificate Programs

Accountancy ⌂
Criminal Justice Administration ⌂
Electronic Business ⌂
Finance ⌂
Health Care Administration
Hospitality and Casino Management
Human Resource Management ⌂
International Business ⌂
Marketing ⌂
Sports Management ⌂

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Mission Statement

THE MISSION OF THE SCHOOL OF BUSINESS AND
Management is to provide learners the skills and knowledge they need to advance in their careers in public and private organizations. The school's primary emphasis is teaching. Its curriculum, faculty selection, methods of instruction, and research reflect this emphasis. Additionally, the school is guided by the following principles:

- Instructional formats are convenient and efficient, without compromising academic quality.
- Teaching is the first priority of the faculty.
- Teaching methods are centered on the learner rather than the faculty.
- The school provides service to local community organizations by applying the theoretical concepts taught in the classroom.
- The school continually strives to advance the currency and relevancy of its academic programs.

The maturity of National University's student body and the professional experience of the faculty, in addition to their academic preparation, provide a real-world atmosphere to augment the theoretical basis of the courses.

Undergraduate Degree Programs

■ BACHELOR OF ARTS (B.A.)
(610)
General Education Program Requirements

The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 units, students must complete at least 4.5 units at the upper division level and 4.5 units in diversity enriched course work. A plus [+] indicates a diversity enriched offering. All undergraduate students working toward any associate or bachelor's degree must meet the University diversity requirement.

National University has general education requirements in the following eight areas:

AREA A: ENGLISH COMMUNICATION
(minimum 15 quarter units)

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

AREA C: INFORMATION LITERACY
(minimum 4.5 quarter units)

AREA D: ARTS AND HUMANITIES
(minimum 13.5 quarter units)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(minimum 6 quarter units required [Note: one science lab is required])

AREA G: MODERN LANGUAGE
(minimum 9 quarter units)
(Students may satisfy this area by passing a competency test in any second language. They also may satisfy this requirement with 9 quarter units of computer languages, such as C, C++, Java, and Visual Basic. Students who satisfy competency by examination must still meet the overall general education unit requirement. Students enrolled in a degree program under the School of Business and Management can elect to take general education electives to fulfill this requirement.)

AREA A-G: GENERAL EDUCATION
(minimum 4.5 quarter units)

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.

◆ Major in Legal Studies
(610 - 407)
Faculty Advisor: Janice Taylor • (858) 642-8441 • jtaylor@nu.edu

The Major in Legal Studies gives students an opportunity to develop the verbal and analytical skills needed to succeed as a law student or attorney. Students prepare to undertake the civic responsibility of practicing law through exposure to the law's ethical and social implications. This major also allows students interested in a career in business or government to gain an understanding of the complex legal issues they will face in their professions.

Degree Requirements

To receive a Bachelor of Arts with a Major in Legal Studies, students must complete at least 180 quarter units as described below. 76.5 quarter units must be completed at the upper division level and 45 must be completed in residence at National University. (In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.)

The 70.5 quarter unit general education program is the same for most degrees. Students completing this major are also strongly encouraged to take the history, law and political science category under area "D."

Preparation for the Major
(1 course, 4.5 quarter units)

CIS 301   Management Information Systems*

*May be used to satisfy general education requirements

Requirements for the Major
(9 courses, 40.5 quarter units)

LAW 304	Legal Aspects of Business I
LAW 305	Legal Aspects of Business II
	(Prerequisite: LAW 304)
LAW 310	Litigation
LAW 400	Current Legal Issues
LAW 402	The Art of Negotiation
MGT 400	Ethics in Law, Business and Management
LAW 410	Introduction to Law and Legal Analysis

Either
CJA 451   Court Systems and the Judicial Process
or
LAW 311   Legal Research and Writing

Capstone – must be taken as the last of these upper division requirements:

LAW 420   Advocacy (Capstone course)

School of Business and Management

Upper Division Electives
(7 courses, 31.5 quarter units)

HRM 409B   Survey in Human Resource Management and
           Organization Development
HRM 436   Introduction to Legal, Regulatory, and Labor Relations
           (Prerequisite: HRM 409B)
MGT 420   Introduction to TQM in the Context of Management and
           Leadership
MGT 430   Survey of Global Business
           (Prerequisites: ECO203 and ECO204)
COM 380   Democracy in the Information Age
           (Prerequisite: ENG 100/101)
COM 460   Media Ethics and the Law
           (Prerequisite: ENG 100/101)
POL 320   Politics of Social Movements
           (Prerequisite: ENG 100/101)
SOC 445   Contemporary Social Problems
           (Prerequisites: ENG100/101)
ACC 410A   Intermediate Accounting I [ALL}
           (Prerequisite: ACC 201)
ACC 410B   Intermediate Accounting II [ALL}
           (Prerequisite: ACC 410A)
ACC 410C   Intermediate Accounting III [ALL}
           (Prerequisite: ACC 410B)
Any 400-level Criminal Justice (CJA) course excluding CJA 451
Any 400-level English (ENG) course
Any 400-level Management (MGT) course
Any 400-level Sociology (SOC) course

In the absence of transfer credit, students may need to take
additional general electives to satisfy the total units for the degree.

◆ Major in Management

(610-413)
Faculty Advisor: George Drops • (858) 642-8438 • gdrops@nu.edu

The Bachelor of Arts with a Major in Management provides students
a business-related degree with an emphasis on managing
organizations and personnel in a multicultural and global setting. To
achieve maximum flexibility, the Major in Management program
minimizes prerequisites, enabling students to take the required
courses in any sequence.

Bachelor of Arts in Management / Master of Arts in Management
(BA MGT / MA MGT) Transition Program

Students who are currently enrolled in the Bachelor of Arts in
Management program, have at least a GPA of 3.0 and are within six
courses of graduation, may register for the Bachelor of Arts in
Management / Master of Arts in Management (BA MGT / MA MGT)
Transition Program by taking two MA Management classes as
electives during the BA Management Program. Students choose any
two of the following: MGT 601, LED 601, ELB 620, or HRM 640. To
be eligible, students must apply for and begin the MA Management
Program within six months of completing their BA Management
Program. The number of courses required to earn an MA/MGT
degree for Transition Program students is reduced from 12 to 10
courses.

Students must complete graduate-level course work taken as part of
the BA MGT degree with a grade of B or better. This course work
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.

Degree Requirements

To receive a Bachelor of Arts with a Major in Management, students
must complete at least 180 quarter units as described below, 76.5 of
which must be completed at the upper division level and 45 of which
must be completed in residence at National University. (In absence of
transfer credit, students may need to take additional general electives
to satisfy the total units for the degree.) Refer to the section of
undergraduate admission requirements for specific information
regarding admission and matriculation.

Preparation for the Major
(6 courses, 27 quarter units)

CIS 301   Management Information Systems*
MTH 210   Introduction to Probability and Statistics *
ECO 203   Principles of Microeconomics *
ECO 204   Principles of Macroeconomics *
           (Prerequisite: ECO 203)
ACC 201   Financial Accounting Fundamentals
ACC 202   Managerial Accounting Fundamentals
           (Prerequisite: ACC 201)

*May be used to satisfy general education requirements

Requirements for the Major
(9 courses, 40.5 quarter units)

LAW 304   Legal Aspects of Business I
MGT 400   Ethics in Law, Business and Management
MGT 409C   Principles of Management and Organization
MGT 430   Survey of Global Business
           (Prerequisites: ECO203 and ECO204)
HRM 409B   Survey in Human Resource Management and
           Organization Development
MKT 402A   Marketing Fundamentals
HUB 420   Human Communications
or
HUB 500   Crosscultural Dynamics of Human Behavior
HUB 440   Organizational Development
or
ODV 420   Introduction to Organizational Behavior
           (Prerequisite: HRM 409B)
FIN 310   Business Finance
           (Prerequisites ACC 201 and ACC 202)

Upper Division Electives
(7 courses, 31.5 quarter units)

Students are encouraged to take any minors or electives in the
following prefix areas: ACC, ITM, CIS, FIN, HCA, HRM, LAW, MGT,
MKT and MNS. The following recommended courses are pre-
approved minors or electives, including those with prefixes other
than those listed above:

CJA 441   Organized and White Collar Crime
HIS 410   California Experience
HRM 432   Recruiting, Selection, Promotion, and Retention
           (Prerequisite: HRM 409B)
LAW 305   Legal Aspects of Business II
           (Prerequisite: LAW304)
LAW 400   Current Legal Issues
LAW 402   The Art of Negotiation
MGT 420   Introduction to TQM in the Context of Management
           Leadership
MNS 407   Management Science
           (Prerequisite: MNS 205)
PHL 375   Environmental Ethics
           (Prerequisites: ENG100/101)

PHL 437	Ethics	
	(Prerequisites: ENG100/101)	
PSY 401	Psychology for Managers	
	(Prerequisites: ENG100/101)	
PSY 432	Social Psychology	
	(Prerequisites: ENG100/101)	
SOC 310	Cultural Dynamics in the Work Place	
SOC 430	Culture, Technology and Society	
	(Prerequisites: ENG100/101)	
SOC 445	Contemporary Social Problems	
	(Prerequisites: ENG100/101)	
SOC 500	Understanding Cultural Pluralism in American Society	
	(Prerequisites: ENG100/101)	
SOC 540	Power and Social Change	
	(Prerequisites: ENG100/101)	

In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

■ BACHELOR OF BUSINESS ADMINISTRATION (B.B.A.)
(630)

Faculty Advisor: Brian P. Simpson • (858) 642-8431 • bsimpson@nu.edu

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

BBA/MBA Transition Program

Students who are currently enrolled in the Bachelor of Business Administration program and have at least a GPA of 3.0 and are within six courses of graduation, may register for the BBA/MBA Transition Program by taking two MBA classes as electives during the BBA Program. To be eligible, students must apply for and begin the MBA Program within six months of completing their BBA Program. Students may choose up to three of the following courses: MKT 602, LED 601, or ELB 620. The number of courses required to earn an MBA degree for Transition Program students is reduced from 13 to 10 courses.

Students must complete graduate-level course work taken as part of the BBA degree with a grade of B or better. This course work 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.

Degree Requirements

To receive a Bachelor of Business Administration, students must complete at least 180 quarter units as described below, 76.5 of which must be completed at the upper division level and 45 of which must be completed in residence at National University. (In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.) Refer to the section of undergraduate admission requirements for specific information regarding admission and matriculation.

General Education Program Requirements

The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 units, students must complete at least 4.5 units at the upper division level and 4.5 units in diversity enriched course work. A plus [+] indicates a diversity enriched offering. All undergraduate students working toward any associate or bachelor's degree must meet the University diversity requirement.

National University has general education requirements in the following eight areas:

AREA A: ENGLISH COMMUNICATION
(minimum 15 quarter units)

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

AREA C: INFORMATION LITERACY
(minimum 4.5 quarter units)

AREA D: ARTS AND HUMANITIES
(minimum 13.5 quarter units)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(minimum 6 quarter units required [Note: one science lab is required])

AREA G: MODERN LANGUAGE
(minimum 9 quarter units)
(Students may satisfy this area by passing a competency test in any second language. They also may satisfy this requirement with 9 quarter units of computer languages, such as C, C++, Java, and Visual Basic. Students who satisfy competency by examination must still meet the overall general education unit requirement. Students enrolled in a degree program under the School of Business and Management can elect to take general education electives to fulfill this requirement.)

AREA A-G: GENERAL EDUCATION
(minimum 4.5 quarter units)

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.

Preparation for the Major
(7 courses, 31.5 quarter units)

CIS 301	Management Information Systems	
MNS 205	Introduction to Quantitative Methods for Business*	
ECO 203	Principles of Microeconomics*	
ECO 204	Principles of Macroeconomics*	
	(Prerequisite: ECO 203)	
ACC 201	Financial Accounting Fundamentals	
ACC 202	Managerial Accounting Fundamentals	
	(Prerequisite: ACC 201)	
LAW 304	Legal Aspects of Business I	

* May be used to satisfy general education requirements

School of Business and Management

Requirements for the Major
(7 courses, 31.5 quarter units)

MGT 409C Principles of Management and Organization
FIN 310 Business Finance
  (Prerequisites: ACC 201 and ACC 202)
MNS 407 Management Science
  (Prerequisite: MNS 205)
MKT 402A Marketing Fundamentals
MGT 430 Survey of Global Business
  (Prerequisites: ECO 203 and ECO 204)
MGT 451 Production and Operations Management
BUS 480 Integrated Business Policy (Capstone Course)
  (Prerequisites: At least four BBA preparation and core courses)

Upper Division Electives
(8 courses, 36 quarter units)

The elective courses listed below provide students with a well-rounded business education and are directly applicable to today's business world. Students are strongly encouraged to select electives from the following list of recommended courses. Substitutions must be from among courses with the following prefixes: ACC, CIS, ITM, FIN, HCA, HRM, MGT, MKT, or HUB. Students may choose to take a concentration of six upper division elective courses.

Recommended Courses

CIS 446 Data Modeling in Information Technology Environment
FIN 446 International Financial Management
  (Prerequisites: FIN 310 and FIN 440)
FIN 440 Financial Institutions
  (Prerequisite: FIN 310)
HRM 409B Survey in Human Resource Management and Organization Development
HRM 432 Recruiting, Selection, Promotion, and Retention
  (Prerequisite: HRM 409B)
HRM 439 Legal, Regulatory, and Labor Relations Concerns in HRM
  (Prerequisite: HRM 409B)
LAW 305 Legal Aspects of Business II
  (Prerequisite: LAW304)
MGT 420 Introduction to TQM in the Context of Management and Leadership
MGT 442 Strategic Business Management
MGT 490 Guided Study
MKT 430 Introduction to Global Marketing
  (Prerequisite: MKT402A)
MKT 434 Introduction to Market Research
  (Prerequisite: MKT402A)
MKT 443 Introduction to Advertising
  (Prerequisite: MKT 402A)

In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

Bachelor of Business Administration Concentrations

▲ Concentration in Accountancy
(472)
Faculty Advisor: Gregory Merrill • (858) 642-8411 • gmerrill@nu.edu

This concentration is designed for those majoring in Business Administration with its broad base of business-related disciplines, but who also wish to gain the intermediate-level accounting knowledge and skills appropriate for careers in the accounting and finance departments of a business, non-profit or government entity.

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

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

Students must successfully complete the following courses for a Concentration in Accountancy and must have successfully completed ACC 201 before enrolling in any of these courses:

Requirements for the Concentration
(6 courses, 27 quarter units)

ACC 410A Intermediate Accounting I [ALL}
ACC 410B Intermediate Accounting II [ALL}
  (Prerequisite: ACC 201)
Plus any four of the following courses:
ACC 410C Intermediate Accounting III [ALL}
  (Prerequisite: ACC 201)
ACC 431 Advanced Accounting
ACC 432A Taxation – Individual
ACC 432B Taxation II
ACC 433A Managerial Accounting I
  (Prerequisite: ACC 201)
ACC 433B Managerial Accounting II
  (Prerequisite: ACC 433A)
ACC 434 Government and Nonprofit Accounting
ACC 435A Auditing I
  (Prerequisite: ACC 201)
ACC 435B Auditing II
  (Prerequisite: ACC 435A)

▲ Concentration in Economics
(480)
Faculty Advisor: Brian P. Simpson • (858) 642-8431 • bsimpson@nu.edu

This concentration is designed for those students who seek to gain specialized knowledge in the field of economics. This concentration emphasizes market process (or free market) economics. Economics prepares students for careers in business, government, and non-profit organizations. Economics also provides very good preparation for graduate level work, including in business (MBA), law, public policy, and public administration.

Knowledge of economics can increase one's earning potential relative to other academic fields (including business and management). According to a U.S. Department of Commerce report, those with undergraduate economic degrees are among the highest paid workers. They place third out of fifteen academic fields (behind only engineering and agriculture/forestry). By concentrating in economics, students can take advantage of some of the increased earnings potential that economics makes possible.

For guidance and recommendations concerning the Concentration in Economics, please contact the above-named faculty advisor.

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

Students must successfully complete four of the following courses for a Concentration in Economics. Students must complete at least three of the courses in residence at National University. Two of the four courses completed for the Concentration must be ECO 401 and

402. It is recommended that students take the courses needed for the Concentration in Economics at or near the end of their program.

ECO 401 Market Process Economics I
ECO 402 Market Process Economics II

Plus any two of the following

ECO 447 Money and Banking
  (Prerequisite: ECO 203 and 204)
ECO 415 Labor Economics
  (Prerequisite: ECO 203 and 204)
ECO 420 International Economics
  (Prerequisite: ECO 203 and 204)
ECO 430 Economics and Philosophy

▲ Concentration in Finance
(467)
Faculty Advisor: Chang G. Park • (858) 642-8402 • cpark@nu.edu

Career opportunities in finance are in three interrelated areas: financial institutions, including banks, insurance companies, credit unions and similar organizations; investments, including the sale of securities or security analysis; and financial management in all types of commercial and not-for-profit organizations. This concentration prepares students for future managerial responsibilities in these areas with an emphasis on the financial management of organizations.

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

Requirements for the Concentration
(6 courses, 27 quarter units)

FIN 440 Financial Institutions
FIN 442 Investments
FIN 443 Working Capital Management
FIN 446 International Financial Management
FIN 447 Financial Planning
  (Prerequisite: FIN 442)
FIN 444 Risk Management and Insurance

▲ Concentration in Hospitality and Casino Management
(479)

Faculty Advisor: Michael Pickett • (858) 642- 8374 • mpickett@nu.edu

This concentration is designed for those majoring in Business Administration who seek entry or advancement in the management of hospitality and casino industries. There is a wide and growing range of opportunities for graduates including management, marketing and community relations in hotels, restaurants, tourism facilities and visitor's bureaus.

Requirements for the Concentration
(7 courses, 31.5 quarter units)

SMG 432 Principles of Leisure Services Management
HCM 400 Hospitality and Casino Accounting
HCM 430 Hospitality and Casino Staffing
HCM 450 Native American Tribal Community Development
HCM 440 Cultural Diversity and Hospitality Management
HCM 420 Hospitality and Casino Marketing
  (Prerequisite:_MKT 402A)
HCM 410 Hospitality and Gaming Law

▲ Concentration in Human Resource Management
(468)
Faculty Advisor: Michael Pickett • (858) 642- 8374 • mpickett@nu.edu

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

Requirements for the Concentration
(6 courses, 27 quarter units)

Students must successfully complete the following courses for a Concentration in Human Resource Management. Students must complete at least four of the courses in residence at National University. It is recommended that students take these courses in the order listed below at or near the end of their program after completing the upper division BBA core courses.

HRM 409B Survey in Human Resource Management and Organization Development
HRM 432 Recruiting, Selection, Promotion, and Retention
  (Prerequisite: HRM 409B)
HRM 433 Pay and Benefit Administration, and HR Technology
  (Prerequisite: HRM 409B)
HRM 439 Legal, Regulatory, and Labor Relation Concerns in HRM
  (Prerequisite: HRM 409B)
ODV 410 Organizational Development, Career Systems, and Training and Development
  (Prerequisite: HRM 409B)
ODV 420 Introduction to Organizational Behavior
  (Prerequisite: HRM 409B)

▲ Concentration in Marketing
(469)
Faculty Advisor: Susan Silverstone• (858) 642-8430 • ssilvers@nu.edu

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

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

Requirements for the Concentration
(6 courses, 27 quarter units)

MKT 420 Principles of Consumer Behavior
  (Prerequisite: MKT 402A)
MKT 430 Introduction to Global Marketing
  (Prerequisite: MKT 402A)
MKT 434 Introduction to Marketing Research
  (Prerequisite: MKT 402A)
MKT 443 Introduction to Advertising
  (Prerequisite: MKT 402A)
Plus any two of the following courses:
MKT 440A Personal Selling
  (Prerequisite: MKT 402A)
MKT 441 Channel Value Networks
  (Prerequisite: MKT 402A)
MKT 442A Public Relations and Ethics
  (Prerequisite: MKT 402A)

MKT 445	Direct Marketing Basics	
	(Prerequisite: MKT 402A)	
MKT 446	Introduction to Services Marketing	
	(Prerequisite: MKT 402A)	
MKT 447	Marketing for Entrepreneurs	
	(Prerequisite: MKT 402A)	

▲ Concentration in Sports Management

(259)

Faculty Advisor: George Drops • (858) 642-8438 • gdrops@nu.edu

This concentration is designed for those students majoring in Business Administration who may seek entry into management and marketing in the specialized fields of the sports and fitness industries. There is a wide range of opportunities in sports management including professional sports, university and college athletic programs, high school athletics, fitness centers, golf and tennis clubs, sports instruction centers, leisure and recreational facilities and allied businesses.

Requirements for the Concentration

(6 courses, 27 quarter units)

SMG 430	Introduction to Sports Management
SMG 432	Principles of Leisure Services Management
SMG 433	Sports Financial Management
	(Prerequisites: FIN 310 and CIS 301)
SMG 434	Principles and Problems of Coaching
SMG 435	Legal Aspects of Sports Administration
SMG 436	Sports Marketing and Promotions
	(Prerequisites: MKT 402A and SMG 430)

■ BACHELOR OF SCIENCE (B.S.)

(620)

The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 units, students must complete at least 4.5 units at the upper division level and 4.5 units in diversity enriched course work. A plus [+] indicates a diversity enriched offering. All undergraduate students working toward any associate or bachelor's degree must meet the University diversity requirement.

National University has general education requirements in the following eight areas:

AREA A: ENGLISH COMMUNICATION

(minimum 15 quarter units)

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

(minimum 4.5 quarter units)

AREA C: INFORMATION LITERACY

(minimum 4.5 quarter units)

AREA D: ARTS AND HUMANITIES

(minimum 13.5 quarter units)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES

(minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES

(minimum 6 quarter units required [Note: one science lab is required])

AREA G: MODERN LANGUAGE

(minimum 9 quarter units)

(Students may satisfy this area by passing a competency test in any second language. They also may satisfy this requirement with 9 quarter units of computer languages, such as C, C++, Java, and Visual Basic. Students who satisfy competency by examination must still meet the overall general education unit requirement. Students enrolled in a degree program under the School of Business and Management can elect to take general education electives to fulfill this requirement.)

AREA A-G: GENERAL EDUCATION

(minimum 4.5 quarter units)

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.

◆ Major in Accountancy

(620-411)

Faculty Advisor: Gregory Merrill • (858) 642-8411 • gmerrill@nu.edu

This major is designed to prepare students for entry into the accounting profession In addition to a series of required core business and accounting courses, students can elect courses in one of two professional accounting tracks:

CPA Certified Public Accountant Track
CMA/CFM Certified Management Accountant Track

Students who elect the CPA track will be prepared to sit for the CPA Exam upon earning this baccalaureate degree. Students should then consider enrolling in the MBA program in order to meet the 150 semester units of higher education required by California and most other states. (See also BS/MBA Transition Program, below)

BS/MBA Transition Program

The BS in Accountancy / MBA Transition Program allows currently enrolled BS in Accountancy students with a cumulative grade point average of at least 3.0 who are within completing their last six courses to register for two MBA courses as electives for their baccalaureate degree. Students can select any two graduate-level accounting or tax courses for which required course prerequisites (if any) have been met, or may select from the following MBA core courses: ELB 620, MKT 602 and LED 601. The number of courses required to earn an MBA degree for Transition Program students is reduced from 13 to 10 courses. To be eligible for the Transition Program, students must apply for the MBA and begin their program of study within six months after completing their final baccalaureate degree course. Students must complete their 10-course MBA program within four years with no break exceeding 12 months.

Students must complete graduate-level coursework taken as part of the BS Accountancy degree with a grade of B or better. This coursework 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 students' undergraduate Grade Point Average.

Degree Requirements

To receive a Bachelor of Science with a Major in Accountancy, students must complete at least 180 quarter units as described below, 76.5 of which must be completed at the upper division level and 45 of which must be completed in residence at National University. In the absence of transfer credit, students may need to take additional

general electives to satisfy the total units for the degree. Refer to the section of undergraduate admission requirements for specific information regarding admission and matriculation.

Preparation for the Major
(4 courses, 18 quarter units)

MNS 205   Introduction to Quantitative Methods for Business *
ECO 203   Principals of Microeconomics*
ECO 204   Principles of Macroeconomics*
ACC 201   Financial Accounting Fundamentals**
* May be used to satisfy general education requirements
** Eligible for Credit-By-Exam waiver: contact faculty advisor

Requirements for the Major
(13 courses, 58.5 quarter units)

To receive a Bachelor of Science with a Major in Accountancy, students must successfully complete the courses listed below. Students can request waivers of any of the courses if they have completed an upper division undergraduate or graduate course of similar content at a regionally-accredited college or university with a grade of "C" or better. Students must take at least six of the courses in the major in residence at National University.

Core Business Requirements
(5 courses, 22.5 quarter units)

CIS 301   Management Information Systems
LAW 304   Legal Aspects of Business I
MGT 409C   Principles of Management and Organization
FIN 310   Business Finance
        (Prerequisite: ACC 201)
and
MGT 430   Survey of Global Business
        (Prerequisites: ECO 203 and ECO 204)
or
MKT 402A   Marketing Fundamentals
or
MNS 407   Management Science
        (Prerequisite: MNS 205)
(Recommended for students considering the CMA or CFM designation)

Prerequisite for All Accounting Courses

Students must have completed ACC 201 or its equivalent with a minimum grade of "C" within two years of taking any of the following accounting courses, unless an equivalent grade is received on the Accounting Aptitude Exam.

Accounting Core
(8 courses, 36 quarter units)

To be adequately prepared for the accounting courses listed below, students should take ACC 410A first since it starts with a review of the fundamentals upon which much of the subsequent material is based. Students who wish to start at a later point in the program are advised to test their retention of accounting fundamentals by working the end-of-chapter exercises in the first five chapters of an Intermediate Accounting text. Students also have the option of taking the free self-study online course BUS 501A as a refresher.

ACC 410A   Intermediate Accounting I [ALL]
        (Prerequisite: ACC 201)
ACC 410B   Intermediate Accounting II [ALL]
        (Prerequisite: ACC 201)
ACC 432B   Taxation Business
        (Prerequisite: ACC 201)

ACC 300   Applied Technology for Accounting**
        (Prerequisite: ACC 201)
ACC 433A   Managerial Accounting I
        (Prerequisite: ACC 201)
ACC 433B   Managerial Accounting II
        (Prerequisite: ACC 433A)
ACC 434   Government and Nonprofit Accounting
        (Prerequisite: ACC 201)
ACC 435A   Auditing I
        (Prerequisite: ACC 410A)

**Eligible for Credit-By-Exam waiver: contact faculty advisor

Upper Division Electives
(3 courses, 13.5 quarter units)

Recommended Electives for CPA Track

ACC 435B   Auditing II
        (Prerequisite: ACC 435A)
ACC 410C   Intermediate Accounting III [ALL]
        (Prerequisite: ACC 410B)
ACC 431   Advanced Accounting
ACC 432A   Taxation – Individual

Recommended Electives for CMA/CFM (Corporate Accounting) Track

It is recommended that students considering the CMA (Certified Management Accountant) designation and/or the CFM (Certified Financial Manager) designation select courses in Information Systems and/or Finance.

◆ Major in Criminal Justice Administration
(620-405)
Faculty Advisor: James Larson • (858) 642-8418 • jlarson@nu.edu

The Major in Criminal Justice Administration is designed to meet the educational and professional needs of individuals in law enforcement who are interested in professional development or career advancement. It also prepares individuals for challenging and dynamic careers in the justice system at the local, state and federal levels. Individuals completing the program are prepared for entry- and advanced-level positions, teaching or training assignments, private security employment, research, or employment as consultants within the field.

The core program consists of upper division courses that include research methods, juvenile justice, corrections, criminology, leadership and management, civil and criminal investigations, court systems, criminal law and a senior research project supervised by full-time, associate and select core adjunct faculty. Additionally, students select elective courses from psychology, sociology, addictive disorders, behavioral science, legal studies, information technology and human resource management to provide a broader perspective in human behavior.

BS in Criminal Justice Administration/ Master of Forensic Science Transition Program
and
BS in Criminal Justice Administration/ Master of Public Administration Transition Programs

The Criminal Justice Administration/Forensic Science Transition Program and Criminal Justice Administration/Public Administration Transition Program allow students who are enrolled in the BS in Criminal Justice Administration 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 Master of Forensic Sciences program or the Master of Public Administration program as electives for the bachelor's degree. The two graduate courses are restricted to those that do not require a prerequisite and must be completed with a grade of B or better for the Forensics Sciences program. Students pursuing the Public Administration program can take any two courses with the exception of PAD 631. The number of courses required to earn an MFS or MPA degree for Transition Program students is reduced from 12 to 10 courses. Graduate-level course work taken as part of the Criminal Justice Administration program cannot be applied to the Master of Forensic Science program or the Master of Public Administration program, nor will it transfer as graduate level credit to any other university because it becomes part of the undergraduate degree program.

Requirements for the Major

To receive a Bachelor of Science in Criminal Justice Administration, students must complete at least 180 quarter units as articulated below, 76.5 of which must be completed at the upper division level and 45 of which must be completed in residence at National University. The following courses are specific Degree Requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Refer to the section on undergraduate admission requirements for specific information regarding application and matriculation.

Prerequisite for the Major
(1 course, 4.5 quarter units)

PSY 100   Introduction to Psychology*
or
SOC 100   Principles of Sociology*
        (Prerequisite: ENG 100/101)

*May be used to satisfy a general education requirement.

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

CJA 427   Introduction to Criminal Justice
CJA 449   Research Methods
CJA 431   Criminology
CJA 437   The Juvenile Offender
CJA 446   Criminal Justice Management and Leadership
CJA 460   Principles of Investigation
CJA 451   Court Systems and the Judicial Process
CJA 452   Criminal Law
CJA 440   Corrections
CJA 470   Supervised Criminal Justice Senior Project*
        (Prerequisite: CJA 449)

* A two-month course that meets once per week for 4.5 quarter units. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work), or "U" (Unsatisfactory, "D" or below). Accelerated study is not permitted with CJA 470.

Students who do not complete the Senior Project within the two-month period are eligible, at the discretion of the instructor, to receive a grade of "K" with a maximum of a one-time six month extension. Students who do not complete the project at the end of the extension period will need to retake CJA 470. No grade of "I" (Incomplete) can be given for this course.

Upper Division Electives
(6 courses, 27 quarter units)

Recommended Courses

CJA 434   Survey of Forensic Sciences
CJA 443   Current Issues in Law Enforcement
CJA 441   Organized and White Collar Crime
CJA 448   Violence in Society
CJA 456   Criminal Evidence
CJA 457   Minorities, Crime and Social Justice
CJA 464   Constitutional Law for Criminal Justice
CJA 465   Practicum in Criminal Justice
        (1.5-9 quarter units)
CJA 467   International and Domestic Terrorism
HUB 420   Human Communication
HRM 409B Survey in Human Resource Management and
        Organization Development
HRM 432   Recruiting, Selection, Promotion, and Retention
        (Prerequisite: HRM 409B)
ODV 420   Introduction to Organizational Behavior
        (Prerequisite: HRM 409B)
PSY 401   Psychology for Managers
PSY 437   Theories of Psychotherapy
SOC 445   Contemporary Social Problems
        (Prerequisites: ENG 100/101)

General Elective Requirements

Students can use courses from any area to fulfill total unit requirements for the degree based on the results of matriculation.

◆ Major in Financial Management
(620-409)
Faculty Advisor: Chang G. Park • (858) 642-8402 • cpark@nu.edu

The Major in Financial Management combines major elements of finance and accounting with the objective of preparing students for positions in the field of corporate financial management. The program differs from a traditional finance major by including accounting courses in cost accounting and taxation, two topics that are very useful to corporate financial managers. The program differs from an accounting major by including finance courses such as investments, working capital management, international finance and financial institutions, which enable students to understand advanced financial concepts. In lieu of courses in intermediate accounting, students take a financial statement analysis course that gives them the ability to analyze and interpret a firm's financial statements as well as an understanding of how accounting values are derived.

With some minor exceptions, this program prepares students to take the exams for the Certified in Financial Management (CFM) professional designation administered by the Institute of Management Accounting. This relatively new designation signifies to employers that an individual has attained a high degree of technical competence in the field of financial management. In addition, the program also prepares students to take the exam for the Certified Cash Manager (CCM) professional designation. The CCM designation signifies a high degree of expertise in the field of cash and treasury management.

Requirements for the Degree

To receive a Bachelor of Science with a Major in Financial Management, students must complete at least 180 quarter units as articulated below, 76.5 of which must be completed at the upper division level and 45 of which must be completed in residence at National University. The following are specific Degree Requirements.

Prerequisites for the Major
(6 courses, 27 quarter units)

CIS 301   Management Information Systems*
MNS 205   Introduction to Quantitative Methods for Business *
ECO 203   Principles of Microeconomics *
ECO 204   Principles of Macroeconomics *
    (Prerequisite: ECO 203)
ACC 201   Financial Accounting Fundamentals
ACC 202   Managerial Accounting Fundamentals
    (Prerequisite: ACC 201)
* May be used to satisfy general education requirements.

Requirements for the Major
(16 courses, 72 quarter units)

Core Business Requirements
(6 courses, 27 quarter units)

MNS 407   Management Science
    (Prerequisite: MNS 205)
MGT 409C Principles of Management and Organization
FIN 310   Business Finance
    (Prerequisites: ACC 201 and ACC 202)
MKT 402A Marketing Fundamentals
LAW 304   Legal Aspects of Business I
ACC 432A Taxation-Individual
    (Prerequisite: ACC 201)

Finance and Accounting Requirements
(10 courses, 45 quarter units)

FIN 440   Financial Institutions
    (Prerequisite: FIN 310)
FIN 442   Investments
    (Prerequisites: FIN 310 and FIN 440)
FIN 443   Working Capital Management
    (Prerequisites: FIN 310 and FIN 440)
FIN 444   Risk Management and Insurance
    (Prerequisites: FIN 310 and FIN 440)
FIN 446   International Financial Management
    (Prerequisites: FIN 310 and FIN 440)
FIN 448   Seminar in Finance
    (Prerequisites: FIN 310, FIN 440, FIN 442, FIN 443 and FIN 446)
FIN 449   Analysis of Financial Statements
    (Prerequisite: FIN 310)
ACC 433A Managerial Accounting I
    (Prerequisite: ACC 201)
ACC 433B Managerial Accounting II
    (Prerequisite: ACC 433A)
ACC 432B Taxation - Business
    (Prerequisite: ACC 201)

School of Business and Management Minors

▲ Minor in Accountancy
(450)
Requirements for the Minor
(6 courses, 27 quarter units)

Students can earn a Minor in Accountancy if they have successfully completed ACC 410A and at least five of the upper division accounting courses required in the major. See "Major in Accountancy." Prerequisites may be required depending on courses chosen.

▲ Minor in Business Administration
(463)

Requirements for the Minor
(11 courses, 49.5 quarter units)

Prerequisites for the Minor
(5 courses, 22.5 quarter units)

ACC 201   Financial Accounting Fundamentals
ACC 202   Managerial Accounting Fundamentals
    (Prerequisite: ACC 201)
ECO 203   Principles of Microeconomics*
ECO 204   Principles of Macroeconomics*
    (Prerequisite: ECO 203)
MNS 205   Introduction for Quantitative Methods for Business*
    (Prerequisite: Placement Evaluation)
*May be used to satisfy general education requirements

Core Requirements
(6 courses, 27 quarter units)

FIN 310   Business Finance
    (Prerequisite: ACC 201 and ACC 202)
MGT 409C Principles of Management
MNS 407   Management Science
    (Prerequisite: MNS 205)
HRM 409B Survey in Human Resource Management and Organization Development
MKT 402A Marketing Fundamentals
MGT 430   Survey of Global Business
    (Prerequisites ECO 203 and ECO 204)

▲ Minor in Business Studies
(451)
Requirements for the Minor
(11 courses, 49.5 quarter units)

Prerequisites for the Minor
(5 courses, 22.5 quarter units)

ACC 201   Financial Accounting Fundamentals
ACC 202   Managerial Accounting Fundamentals
    (Prerequisite: ACC 201)
ECO 203   Principles of Microeconomics*
MNS 205   Introduction for Quantitative Methods for Business*
ECO 204   Macroeconomics
    (Prerequisite: ECO 203)
*May be used to satisfy general education requirements

Core Requirements
(6 courses, 27 quarter units)

MGT 409C Principles of Management and Organization
FIN 310   Business Finance
    (Prerequisites: ACC 201 and ACC 202)
LAW 410   Introduction to Law and Legal Analysis
MGT 430   Survey of Global Business
    (Prerequisites: ECO 203 and ECO 204)
MKT 402A Marketing Fundamentals
MNS 407   Management Science
    (Prerequisites: MNS 205)

School of Business and Management

▲ Minor in Criminal Justice Administration
(466)
Requirements for the Minor
(6 courses, 27 quarter units)

The Minor in Criminal Justice Administration is designed to provide students with a selective overview of the criminal justice system. To fulfill the requirements for the minor, students can take any six courses listed as upper division requirements for the major and beginning with CJA prefixes. Prerequisites may be required depending on courses chosen.

▲ Minor in Economics
(481)
Requirements for the Minor
(8 courses, 36 quarter units)

This minor is designed for those students who seek to gain specialized knowledge in the field of economics. It emphasizes market process (or free market) economics. Economics prepares students for careers in business, government, and non-profit organizations. Economics also provides very good preparation for graduate level work, including in business (MBA), law, public policy, and public administration.

Knowledge of economics can increase one's earning potential relative to other academic fields (including business and management). According to a U.S. Department of Commerce report, those with undergraduate economic degrees are among the highest paid workers. They place third out of fifteen academic fields (behind only engineering and agriculture/forestry). By minoring in economics, students can take advantage of some of the increased earnings potential that economics makes possible. Students must successfully complete the following courses for a Minor in Economics.

Prerequisites for the Minor
(2 courses, 9 quarter units)

ECO 203   Principles of Microeconomics
ECO 204   Principles of Macroeconomics

Core Requirements
(6 courses, 27 quarter units)

ECO 401   Market Process Economics I
ECO 402   Market Process Economics II
ECO 447   Money and Banking
         (Prerequisite: ECO 203 and 204)
ECO 415   Labor Economics
         (Prerequisite: ECO 203 and 204)
ECO 420   International Economics
         (Prerequisite: ECO 203 and 204)
ECO 430   Economics and Philosophy

▲ Minor in Legal Studies
(455)
Requirements for the Minor
(6 courses, 27 quarter units)

A Minor in Legal Studies helps prepare business professionals for the increasing legal implications of business in a global environment.

LAW 304   Legal Aspects of Business I
LAW 305   Legal Aspects of Business II
         (Prerequisite: LAW 304)
LAW 410   Introduction to Law and Legal Analysis
LAW 400   Current Legal Issues
LAW 402   The Art of Negotiation
MGT 400   Ethics in Law, Business and Management

Students should consult with faculty before selecting a minor. They must also meet prerequisite requirements.

Graduate Degree Programs

■ EXECUTIVE MASTER IN BUSINESS ADMINISTRATION (EMBA)
(737)
Faculty Advisor: Muhannad A. El-Mefleh • (858) 642-8421 • melmefle@nu.edu
(738) Spanish Version
Faculty Advisor: Ramon Corona • (858) 642-8427 • rcorona@nu.edu

The Executive Master in Business Administration (EMBA) program provides adult learners with the theories and the skills needed for executive decision-making and negotiation. The focus of this program is on multidisciplinary approaches, such as economic, political, and cultural analyses in strategic planning and development in national and international business. Moreover, the ethical application for executives in organizations is emphasized.

Foundation for Success

To maximize student learning and performance, a series of non-credit, self-paced foundation courses are offered on-line free of charge to registered EMBA students. Faculty advisors will be available on-line and via phone to provide guidance and answer questions. While students may elect to complete the foundation courses at any time, all foundation courses for a particular core course must meet the competency requirements. Self-assessment tests are available for students to ascertain their level of competency.

BUS 500A   Intermediate Algebra (foundation for MNS 601)
BUS 500B   Introduction to Quantitative Methods (foundation for MNS 601)
BUS 500C   Macro and Microeconomics (foundation for EMB 683)
BUS 501A   Accounting Fundamentals (foundation for EMB 682)
BUS 501B   Finance Fundamentals (foundation for EMB 683)

Degree Requirements
(12 courses, 54 quarter units)

Core Requirements
(8 courses, 36 quarter units)

ELB 620   Principles of Electronic Business
MNS 601   Statistics for Business
EMB 682   Accounting for Managers
EMB 683   International Economic Strategies
EMB 684   Executive Issues in Marketing and Ethics
MGT 602   Strategic Decision-Making in Global Business
EMB 689   Leadership and Negotiation
EMB 696   EMBA Project
         (Prerequisite: 27 quarter units of EMBA Core course work)

Courses Approved for Substitution

MBA	EMBA
ACC 604	EMB 682
MKT 602	EMB 684
MGT 610C	EMB 696

EMBA General Electives
(4 courses, 18 quarter units)

Students can select any four electives from graduate courses in the following areas: marketing, health care, public administration, leadership, accounting, finance, and e-business. They can also take a combination of courses available as part of an E.M.B.A. area of specialization.

EMBA Areas of Specialization

▲ Specialization in Electronic Business
(874)
Faculty Advisor: Oliver Schlake • (858) 642-8412 • oschlake@nu.edu

Program Requirements
(4 courses, 18 quarter units)

ELB 621	E-Strategies and Business Models	
	(Prerequisite: ELB 620)	
ELB 624	Internet Marketing	
	(Prerequisite: ELB 620)	
ELB 625	Electronic Payment Systems and Internet Security	
	(Prerequisite: ELB 620)	
ELB 638	E-Business Information and Knowledge Systems	
	(Prerequisite: ELB 620)	

▲ Specialization in International Business Relations
(885)
Faculty Advisor: Juan España • (858) 642-8448 • jespana@nu.edu

Program Requirements
(4 courses, 18 quarter units)

EMB 671	Global Business Simulation
EMB 672	International Risk Management
EMB 673	International Strategic Alliances
EMB 674	Global Competitive Strategies

▲ Specialization in Marketing
(855)
Faculty Advisor: Susan Silverstone • (858) 642-8430 • ssilvers@nu.edu

Program Requirements
(4 courses, 18 quarter units)

MKT 634	Market Research	
	(Prerequisite MKT 602 or MKT 402A)	
MGT 600	Ethical Concerns in Business and Management	

Select two from the following courses:

MKT 620	Consumer Behavior	
	(Prerequisite: MKT 402A or MKT 602)	
MKT 631	Global Marketing	
	(Prerequisite: MKT 402A or MKT 602 or EMB 684)	
MKT 633	Sales Management	
	(Prerequisite: MKT 402A or MKT 602)	
MKT 635	Advertising Management and Marketing Communications	
	(Prerequisite: MKT 402A or MKT 602)	
MKT 670	Selected Topics in Marketing	
	(Prerequisite: MKT 402A or MKT 602)	

▲ Specialization in Organizational Leadership
(888)
Faculty Advisor: Julia Buchanan • (858) 642-8453 • jbuchana@nu.edu

The purpose of the area of specialization in Organizational Leadership is to provide students with the skills and theoretical concepts that will assist them when seeking promotions or positions in management and supervision. This area of specialization is designed to prepare diverse adult learners to become effective, change-oriented leaders in an international society by adding distinctive and challenging curricula.

The area of specialization in Organizational Leadership is ideal for individuals who desire to understand the technical and reflective processes that often accompany opportunities to exercise leadership in profit and not-for-profit organizations.

Program Requirements
(4 courses, 18 quarter units)

LED 602	Developing and Implementing Groups and Teams
LED 603	Organizational Leadership
LED 604	Change and Adaptation within Organizations
LED 605	Negotiation, Bargaining, Conflict Resolution

■ MASTER OF ARTS IN HUMAN RESOURCE MANAGEMENT AND ORGANIZATIONAL DEVELOPMENT
(710-817)
Faculty Advisor: Michael Pickett • (858) 642-8374 • mpickett @nu.edu

The Master of Arts in Human Resource Management and Organizational Development provides students with both critical skills and knowledge required to be effective in this continuously growing domain through case study, experiential learning opportunities, and best practices. This program serves to increase skills and abilities for a professional to either serve as a senior management team member or as a consultant to organization leadership on human resource management and organizational change issues.

The program integrates the many facets of human resource management and organizational development in the 21st century through concept, theory, critical analysis and application of recruitment, staffing, training and development, organizational behavior, performance improvement, compensation, benefits, insurance, technology, legal aspects, labor relations, work groups and teams, organizational change and adaptation, ethical issues, and safety concerns in the workplace. The curriculum, incorporating relevant HRM and ODV technology and best practices for both consultants and internal practitioners, is much more in-depth and geared toward those already in the field of practice (HRM and ODV) and for business professionals who want to extend their knowledge beyond operations management. This cutting edge program is designed to offer an innovative multi-disciplinary approach to the growing field of human resource management and the continuum of organizational change in the 21st century.

Tracks

It is highly recommended that students complete the field of study core courses prior to moving into the areas of specialization tracks. This will help ensure the students have a solid foundation in HRM and OD. Operating outside of this recommendation is at the student's own discretion and he or she should seek advisement from a counselor and/or lead faculty of the HRM and OD Program.

Degree Requirements
(12 courses, 54 quarter units)

To receive a Master of Arts in Human Resource Management and Organizational Development, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work competed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. It is recommended that students take the project course as their last course in the sequence of the program.

School of Business and Management

Program Requirements
(7 courses, 31.5 quarter units)

HRM 660	Theory and Practice of Human Resource Management
ODV 600	Theory and Practice of Organizational Development
FIN 600	Finance for Non-Financial Managers
ODV 601	Integrating Performance Management, Technology and Organizational Communication
ODV 610	Advanced Studies in Organizational Behavior in a Diverse Society
LED 604	Change and Adaptation in Organizations
HRM 667	Compensation and Benefits

▲ Specialization in Human Capital and Labor Relations Management

(889)
(4 courses, 18 quarter units)

HRM 637	Workforce Planning, Development, and Outsourcing
HRM 630	Legal, Ethical and Safety Issues in Human Resource Management
HRM 633A	Seminar in Employee and Labor Relations, and Union Management
HRM 669	Research Seminar in Human Resource Management Corporate Strategy

▲ Specialization in Human Resource Development and Change Management

(890)
(4 courses, 18 quarter units)

LED 602	Developing and Implementing Groups and Teams
MGT 635	The Organizational Consulting Process
ODV 606	Seminar in Training and Development
ODV 608	Research Seminar in current issues/trends in applied Organizational Development

Project Course Requirement
(1 course, 4.5 quarter units)

HRM 670	Project/Thesis

■ MASTER OF ARTS (M.A.) IN MANAGEMENT

(710-804)
Faculty Advisor: George Drops • (858) 642-8438 • gdrops@nu.edu

The Master of Arts in Management gives students in professional and mid-management careers the opportunity to obtain decision-making skills through a sequence of core courses in basic management and business subjects. Open electives allow students to achieve individual program design and to focus their studies on their professional disciplines.

This program is designed primarily for students who have undergraduate degrees in fields other than business, desire a flexible program, and are seeking graduate work in management.

Degree Requirements
(12 courses, 54 quarter units)

To receive a Master of Arts in Management, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree.

Refer to the section on graduate admission requirements for specific information regarding application and matriculation.

Bachelor of Arts in Management/Master of Arts in Management Transition Program

The Bachelor of Arts in Management/Master of Arts in Management (BAM/MAM) Transition Program allows currently enrolled BAM students with a cumulative grade point average of at least a 3.0 who are within completing their last six courses to register for two MAM courses as electives for their BAM degree. Students can select any two of the following three courses: LED601, ODV610 and ELB 620. The number of courses required to earn an MAM degree for Transition Program students is reduced from 12 to 10 courses. To be eligible for the Transition Program, students must apply for the MAM and begin their program of study within six months after completing their final BAM course. Students must complete the 12-course MAM program within four years with no break exceeding 12 months. Students must complete graduate-level course work taken as part of the BAM degree with a grade of B or better. The course work will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program.

Core Requirements
(9 courses, 40.5 quarter units)

Students can take the following courses in any order.

LED601	Theories, Practices, and ethics of Leadership
LED 602	Developing and Implementing Groups and Teams
ELB 620	Principles of E-Business
ODV 610	Advanced Studies in Organizational Behavior in a Diverse Society
ODV 600	Theory and Practice of Organizational Development
MGT 630	Global Business Environment
MGT 600	Ethical Concerns in Business and Management
MGT 635	The Organization Consulting Process
ODV 606	Seminar in Training and Development *(Prerequisites: All Core Courses)*

Program Elective
(3 courses, 13.5 quarter units)

To complete their program, students can select electives from any graduate course with appropriate prefixes (ACC, CIS, ITM, ECO, FIN, HCA, HRM, MKT, MGT, EMB, LED, ODV and MNS), if they have met all the necessary prerequisites.

MA in Management Area of Specialization

▲ Specialization in Organizational Leadership

(888)
Faculty Advisor: Julia Buchanan • (858) 642-8453 • jbuchana@nu.edu

The purpose of the area of specialization in Organizational Leadership is to provide students with the skills and theoretical concepts that will assist them when seeking promotions or positions in management and supervision. This area of specialization is designed to prepare diverse adult learners to become effective, change-oriented leaders in an international society by adding distinctive and challenging curricula.

The area of specialization in Organizational Leadership is ideal for individuals who desire to understand the technical and reflective processes that often accompany opportunities to exercise leadership in profit and not-for-profit organizations.

Program Requirements
(4 courses, 18 quarter units)

LED 602 Developing and Implementing Groups and Teams
LED 603 Organizational Leadership
LED 604 Change and Adaptation within Organizations
LED 605 Negotiation, Bargaining, Conflict Resolution

■ MASTER OF SCIENCE (M.S.) IN ORGANIZATIONAL LEADERSHIP

(720-815)
Faculty Advisor: Julia Buchanan • (858) 642-8453 • jbuchana@nu.edu

The mission of the MSOL program is to prepare diverse adult learners to become effective, change-oriented leaders in an international society. The program uses distinctive and challenging curriculum that integrates theory with practice, university with community, personal success with ethical service to others, and information technology with creativity, empathy, and democracy.

Degree Requirements
(12 courses, 54 quarter units)

To receive a Master of Science in Organizational Leadership, students must complete 10 courses (45 quarter units) of the MSOL core curriculum and 2 courses (9 quarter units) of the designated elective courses.

Program Requirements
(10 courses, 45 quarter units)

LED 601 Theories, Practices, and Ethics of Leadership
MNS 601 Statistics for Business
LED 602 Developing and Implementing Groups and Teams
LED 603 Organizational Leadership
LED 604 Change and Adaptation within Organizations
LED 605 Negotiation, Bargaining, and Conflict Resolution
LED 606 Information Management for Leaders
FIN600   Finance for Non-Financial Managers
LED 608 Seminars in Leadership
         (Prerequisite: completion of 6 of the preceding core courses)
LED 609 Capstone Project Course
         (Prerequisite: completion of 6 of the preceding core courses)

Program Electives
(2 courses, 9 quarter units)

Each student must complete two graduate courses from the School of Business Management to meet the electives requirement.

■ MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

(730)
Faculty Advisor: Muhannad A. El-Mefleh • (858) 642-8424 • melmefle@nu.edu

The Master of Business Administration (MBA) provides learners with a comprehensive foundation for business decision-making and prepares them to lead effectively in a rapidly changing business environment. The MBA enables graduates to manage challenges including globalization, diversity, social and ethical responsibility and technology and to anticipate and adapt to the challenges of tomorrow. The degree encompasses the theoretical concepts and practical applications for business practitioners. Special emphasis is placed on the role of management in the formulation and administration of corporate policy and strategic plans.

Degree Requirements
(13 courses, 58.5 quarter units)

To receive an MBA, students must complete at least 58.5 quarter units of graduate credit. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree.

Refer to the section on graduate admission requirements for specific information regarding application and matriculation.

MBA Transition Program

National University students who complete graduate courses as part of their undergraduate degree program and who satisfy the other MBA Transition Program requirements described in the catalog must complete at least 45 quarter units for their MBA degree.

Foundations for Success

To maximize student learning and performance, a series of non-credit, self-paced foundation courses are offered on-line free of charge to registered MBA students. Faculty advisors will be available on-line and via phone to provide guidance and answer questions. While students may elect to complete the foundation courses at any time, all foundation courses for a particular core course must meet the competency requirements. Self-assessment tests are available for students to ascertain their level of competency.

BUS 500A Intermediate Algebra Foundation for MNS 601)
BUS 500B Introduction to Quantitative Methods (Foundation for MNS 601)
BUS 500C Macro and Microeconomics Foundation for ECO 607)
BUS 501A Accounting Fundamentals Foundation for ACC 604)
BUS 501B Finance Fundamentals Foundation for FIN 609A)

Core Requirements
(9 courses, 40.5 quarter units)

LED 601   Theories, Practices, and Ethics of Leadership
ELB 620   Principles of E-Business
MKT 602   Marketing Management
MNS 601   Statistics for Business
ECO 607   Economics for Managerial Decision-Making
ACC 604   Managerial Accounting
FIN 609A Seminar in Financial Management
MGT 602   Strategic Decision-Making in Global Business
MGT 610C* MBA Project
          (Prerequisites: completion of 27 quarter units of MBA core course work)

* MBA project course MGT 610C is conducted in the manner described below (see "The MBA Project"). MGT 610C is two months in length.

Courses Approved for Substitution

MBA	EMBA
ACC 604	EMB 682
MKT 602	EMB 684
MGT 610C	EMB 696

MBA General Electives
(4 courses, 18 quarter units)

Students can select any four electives from graduate courses in the following areas: marketing, health care, public administration, information systems, leadership, finance, e-business and information

School of Business and Management

technology. They can also take a combination of courses available as part of an M.B.A. area of specialization.

The MBA Project

The MBA Project is designed to be a comprehensive project. Therefore, students should schedule MGT 610C toward the end of their degree program. The minimum requirements are the completion of at least 27 quarter units of core requirements in the MBA program.
To complete the project satisfactorily, students apply extensive effort in research and writing over a period of two months. Due to the time and effort required for this project, it is recommended that students dedicate themselves to the completion of this project without distraction.

MBA Areas of Specialization

Requirements for Areas of Specialization
In lieu of general electives, student can choose an area of specialization. In order to qualify for graduation with an area of specialization, students must complete all courses specified in the desired area in addition to all of the MBA program requirements. Students must take at least three-fourths of the courses in the area of specialization while in residence at National University.

▲ Specialization in Accountancy
(850)
Faculty Advisor: Gregory Merrill • (858) 642-8411 • gmerrill@nu.edu

Designed for those whose undergraduate degree is not in accounting, the goals of this program are to provide students with the accounting knowledge and skills needed to pursue a career in the financial management of a commercial or nonprofit organization and to help prepare students for national certification examinations. Relevant professional designations include Certified Public Accountant (CPA), Certified Management Accounting (CMA) and Certified in Financial Management (CFM).

Note that the specialization courses listed below provide content in accounting subjects other than managerial accounting, since the latter is contained in the required MBA core course, ACC 604 Managerial Accounting. Students who plan to sit for the CPA Exam should consider taking the more comprehensive intermediate-level financial accounting courses ACC 410A and ACC 410B instead of ACC 650 and replace ACC 650 with another graduate-level accounting, tax or finance course (see footnote, below). In order to sit for the CPA Exam in California, candidates are required to have a baccalaureate degree in any discipline and to have completed 24 semester units (8 courses, 36 quarter units) in accounting, plus 24 semester units (8 courses, 36 quarter units) in business which includes business law, mathematics, statistics, computer science and information systems.

Before taking any of the courses in the Area of Specialization, students are advised to contact a full-time faculty person in the department for a brief interview by phone or personal visit. The purpose of this visit is to review the student's career objectives and educational requirements.

Prerequisite for Specialization
(1 course; 4.5 quarter units)

ACC 201   Financial Accounting Fundamentals

Program Requirements
(4 courses, 18 quarter units)

ACC 650   Financial Accounting Theory*
ACC 652   Taxation for Investors and Managers
ACC 655   Auditing and Internal Control
ACC 657   Accounting Information Systems
* For a more in-depth study of intermediate level financial accounting topics, students may wish to consider taking two undergraduate Intermediate Accounting courses, ACC 410A and ACC 410B, in which case ACC 650 will be waived as a required course but must be replaced by a graduate level course in Accounting, Tax, or Finance. ACC 690 Guided Study is recommended for CPA Exam candidates.

▲ Specialization in Electronic Business
(874)
Faculty Advisor: Oliver Schlake • (858) 642-8417 • oschlake@nu.edu

This specialization enables MBA students to become familiar with the principles and theories of electronic business, defined as business conducted on the Internet and/or the World Wide Web. Online marketing, websites and programming languages are some of the topics covered in the curriculum.

Program Requirements
(4 courses, 18 quarter units)

ELB 621   E-Strategies and Business Models
    (Prerequisite: ELB 620)
ELB 624   Internet Marketing
    (Prerequisite: ELB 620)
ELB 625   Electronic Payment Systems and Internet Security
    (Prerequisite: ELB 620)
ELB 638   E-Business Information and Knowledge Systems
    (Prerequisite: ELB 620)

▲ Specialization in Financial Management
(851)
Faculty Advisor: Chang G. Park • (858) 642-8402 • cpark@nu.edu

The field of finance has undergone great changes in the last decade and now represents one of the most dynamic activities within companies of all sizes, as well as within nonprofit and governmental organizations. Executives with a background in finance head about one out of three corporations today.

The financial management program is designed to provide both a sound theoretical and a conceptual framework for financial managers. Special emphasis is placed on growth and diversification policies, evaluation and management of securities portfolios, investment banking and merger strategies, analysis of foreign exchange rate movements, formulation of plans to reduce foreign exchange risk exposure and case and/or research projects dealing with contemporary financial issues.

Program Requirements
(4 courses, 18 quarter units)

FIN 631   Security Analysis and Portfolio Management
    (Prerequisite: FIN 609A)
FIN 632   Managing Financial Resource
    (Prerequisite: FIN 609A)
FIN 633   Financing Capital Requirements
    (Prerequisite: FIN 609A)
FIN 635   International Finance
    (Prerequisite: FIN 609A)

▲ Specialization in Health Care Administration
(858)
Faculty Advisor: Chandrika Kelso • (858) 642-8433 • ckelso@nu.edu

This area of specialization is designed for students who want to complete an MBA program while focusing their graduate studies in health care, one of the largest and fastest growing industries in the U.S. The program teaches students how to apply general business and management skills in the specialized field of health care. The required and elective courses provide students with a broad knowledge of health care and the unique management and organizational issues inherent to health care. Students must take the capstone course in the general MBA program, but they can take the capstone in Health Care Administration as well. The residency portion of the health care administration program is not required, but is suggested by the health care faculty, health care leaders and recruiters.

Program Requirements
(4 courses, 18 quarter units)

Students can select any four of the following courses:

HCA 620A Health Care Management
HCA 636   Ambulatory Care Continuum
HCA 640   Biostatistics and Research
HCA 641   Eldercare – Issues into Practice
HCA 634   Program Planning, Strategic Planning and Evaluation
HCA 629   Health Care Finance, Budget and Managed Care
HCA 609A Health Care Law, Policy and Politics

▲ Specialization in Human Resource Management
(852)
Faculty Advisor: Michael Pickett • (858) 642-8374 • mpickett@nu.edu

This area of specialization focuses on managing people, the human resource of the organization. Moving beyond common sense and good interpersonal skills, these courses provide students with the knowledge to recruit, select, train, evaluate and compensate employees. Students learn how changes in the workplace, such as governmental regulations, global competition, developing technologies and organizational transformations, influence the performance and productivity of workers. Technical knowledge and practical skills for dealing with a multicultural workforce offer students new ideas on leadership and effective tools for managing human resource.

Program Requirements
(4 courses, 18 quarter units)

Students electing to specialize in human resource management must select four of the following courses.

HRM 630   Legal, Ethical, and Safety Issues in Human Resource Management
HRM 633A Seminar in Employee Relations, Labor Relations and Union Management
ODV 600   Theory and Practice of Organizational Development
ODV 601   Integrating Performance Management, Technology, and Organizational Communication
ODV 606   Seminar in Training and   Development
ODV 610   Advanced Studies in Organizational Behavior in a Diverse Society
HRM 637   Workforce Planning, Development, and Outsourcing
HRM 667   Compensation and Benefits
MGT 651   Managing Safety Issues and Regulations

▲ Specialization in International Business
(853)
Faculty Advisor: Juan España • (858) 642-8448 • jespana@nu.edu

This area of specialization is designed for students who want to complete an MBA program but also focus their graduate studies in international business. Expertise in international business is in high demand throughout the world. The program gives students a broad yet comprehensive knowledge of international trade and investment issues, and helps students understand and apply different techniques to penetrate foreign markets such as exporting, franchising licensing, direct investment, etc. Students develop skills in the fields of matching markets and products/services and managing global operations.

Program Requirements
(4 courses, 18 quarter units)

Students electing to specialize in international business can select four of the following courses.

ECO 630   Global Economic Geography
           (Prerequisite: ECO 203)
or
EMB 683   International Economic Strategies
MGT 637   Comparative International Management
or
ECO 631   Global Trade Policy and Procedure
           (Prerequisite: ECO 630)
or
EMB 673   International Strategic Alliances
MGT 680   Topics in International Business
MKT 631   Global Marketing
           (Prerequisite: MKT 402A or MKT 602 or EMB 684)
or
EMB 672   International Risk Management

▲ Specialization in Marketing
(855)
Faculty Advisor: Susan Silverstone • (858) 642-8430• ssilvers@nu.edu

This area of specialization prepares students with the knowledge and tools they need to perform as a marketing department director or officer. The program emphasizes the global aspects of marketing, the preparation of various specialized plans for marketing, sales and advertising and the relationship between the marketing department and other departments of the firm.

Students with upper division credit in marketing management equivalent to MKT 402A can elect to take the following program prerequisite and program requirements in the order they desire.

Program Requirements
(4 courses, 18 quarter units)

MKT 634   Market Research
           (Prerequisite MKT 602 or MKT 402A)
MGT 600   Ethical Concerns in Business and Management

Select two from the following courses:

MKT 620   Consumer Behavior
           (Prerequisite: MKT 402A or MKT 602)
MKT 631   Global Marketing
           (Prerequisite: MKT 402A or MKT 602 or EMB 684)
MKT 633   Sales Management
           (Prerequisite: MKT 402A or MKT 602)

MKT 635 Advertising Management and Marketing Communications
(Prerequisite: MKT 402A or MKT 602)
MKT 670 Selected Topics in Marketing
(Prerequisite: MKT 402A or MKT 602)

▲ Specialization in Organizational Leadership
(888)
Faculty Advisor: Julia Buchanan • (858) 642- 8453 • jbuchana@nu.edu

The purpose of the area of specialization in Organizational Leadership is to provide students with the skills and theoretical concepts that will assist them when seeking promotions or positions in management and supervision. This area of specialization is designed to prepare diverse adult learners to become effective, change-oriented leaders in an international society by adding distinctive and challenging curricula. The area of specialization in Organizational Leadership is ideal for individuals who desire to understand the technical and reflective processes that often accompany opportunities to exercise leadership in profit and not-for-profit organizations.

Program Requirements
(4 courses, 18 quarter units)

LED 602 Developing and Implementing Groups and Teams
LED 603 Organizational Leadership
LED 604 Change and Adaptation within Organizations
LED 605 Negotiation, Bargaining, Conflict Resolution

▲ Specialization in Technology Management
(857)
Faculty Advisor: John Bugado • (858) 642-8407 • jbugado@nu.edu

The field of technology management provides students with the essential management skills and understanding to take a proactive role in developing strategies to fully employ technology within their organization.

Program Requirements
(4 courses; 18 quarter units)

TMG 601 Data Mining Tools: Managing Technology for Competitive Advantage
TMG 602 Emerging Trends in E-Business Implementation Management
TMG 603 Information Security by Risk Analysis
TMG 604 Competitive Intelligence Techniques and Methodologies

Consult Faculty Advisor or the Chair of the Department of Management Science and Information Systems for course replacements.

■ MASTER OF FORENSIC SCIENCES (M.F.S.)
(760)
Faculty Advisor: Ismail Sebetan • (858) 642-8419 • isebetan@nu.edu

The Master of Forensic Sciences (MFS) is a specialized professional degree designed for law enforcement, lab personnel, attorneys, investigators and other professionals seeking to upgrade their existing skills, as well as individuals who are interested in pursuing a career in the forensic sciences, law, law enforcement, private or governmental laboratories, jails and corrections and Medical Examiner's Office. The field of forensics focuses on the application of scientific methods to the resolution of legal problems.

The Master of Forensic Sciences degree program offers two areas of specialization (AOS). It is required that the student take one AOS.

Degree Requirements
(12 courses, 54 quarter units)

For students in the BS in Criminal Justice Administration/MFS Transition Program, the University will waive the two Forensic Sciences courses taken as part of the bachelor's degree (see BS in Criminal Justice Transition Program), but these students must still meet the residency requirements for the MFS.

To receive an MFS, students must complete at least 54 quarter units of graduate course 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 matriculation.

Students must have an undergraduate degree in a laboratory science in order to enroll in the Master of Forensic Sciences with a Specialization in Criminalistics. The Master of Forensic Sciences with a Specialization in Investigation does not have a specific major requirement for the undergraduate degree.

Core Requirements
(8 courses, 36 quarter units)

FSC 630 Principles of Forensic Medicine
FSC 642 Forensic Pathology
(Prerequisite: FSC 630)
FSC 643 Forensic Psychology, Psychiatry and the Law
FSC 648 Forensic and Crime Scene Photography
FSC 631 Major Case Investigation
FSC 647 Crime Scene Investigation
FSC 654 Criminal Investigation Analysis: Profiling
FSC 662 Supervised Graduate Research Project*
*This is a two-month, one-meeting-per week course with a significant research component. Grading is by "H" (for Honors, "B" or better work), "S" (for marginal, "C" level work), or "U"(Unsatisfactory, "D" or below).

Students who do not complete the Research Project within the two-month period are eligible, at the discretion of the instructor, to receive a grade of "K" with a maximum of a one time six-month extension. Students who do not complete the project at the end of the extension period will need to retake FSC 662. No grade of "I" (Incomplete) can be given for this course.

MFS Areas of Specialization

▲ Specialization in Criminalistics
(886)

The AOS is a Specialization in Criminalistics and requires that students have an undergraduate degree in physical science. The specialization courses include Trace Evidence, Advanced Forensic Toxicology, Advanced Forensic Serology and DNA, and Forensic Anthropology and Archeology, as well as coursework in: Forensic Medicine and Pathology; Psychology, Psychiatry, and the Law; Major Case Investigation; Crime Scene Investigation; and Criminal Investigation Analysis (Profiling). The program culminates in a supervised master's research project directed by full-time faculty and a committee of associate and core adjunct faculty selected by students from their program.

Program Requirements
(4 courses, 18 quarter units)

FSC 632   Trace Evidence
FSC 633   Advanced Forensic Toxicology
FSC 634   Advanced Forensic Serology and DNA
FSC 635   Forensic Anthropology and Archeology

▲ Specialization in Investigation
(887)

This AOS is a Specialization in Investigation. This program is designed to provide graduate education in the most current and advanced forensic investigative techniques available in the field, with a wide understanding of the concepts underlying the forensic sciences. This program is suitable for those students who are interested in pursuing a career in forensic crime and death investigations. The program also allows individuals who are currently working in forensic investigation areas to develop and upgrade their individual educational skills. The specialization courses include Advanced Criminalistics, Electronic Crime Scene Investigation: Computer Forensics, Constitution and Criminal Procedure, and Advanced Fingerprint Analysis. The program also includes forensic-related writing and research. The program culminates in a supervised master's research project directed by full-time faculty and a committee of associate and core adjunct faculty selected by students from their program.

Program Requirements
(4 courses, 18 quarter units)

FSC 620   Advanced Criminalistics
FSC 621   Electronic Crime Scene Investigation: Computer
          Forensics
FSC 622   Constitution and Criminal Procedure
FSC 623   Advanced Fingerprint Analysis

Program Electives

For electives, students can take courses with prefixes from the School of Business and Management, or they can take:

FSC 661   Internship in Forensic Sciences
          (1.5-4.5 quarter units)
FSC 651   Selected Topics in Forensic Sciences

■ MASTER OF HEALTH CARE ADMINISTRATION (M.H.C.A.)
(732)
Faculty Advisor: Chandrika Kelso • (858) 642-8433 • ckelso@nu.edu

The field of health care administration offers students an excellent opportunity to focus their graduate business study in one of the largest industries in the United States. Major changes are occurring within the U.S. health delivery system. Population growth continues in all age groups. These demographics have increased the demand for graduates with an academic foundation in health care management. Opportunities are noted in government at all levels, public health, professional agencies at multiple levels and in the direct delivery system.

This unique and rewarding professional program provides students with a carefully structured range of health care administration courses and enhances students' understanding of the U.S. health delivery system. This field of study focuses on the emergence of our health care system and its various components as outlined in the

Health Care Management Program Handbook. Graduates also enhance their opportunities for professional growth and job placement in this prestigious field through carefully planned residencies. Students also participate in scholastic research focusing on specific health care issues as the current delivery system undergoes reform.

Degree Requirements
(12 courses, 54 quarter units)

To receive an MHCA degree, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Refer to the section on graduate admission requirements for specific information regarding application and matriculation.

Core Requirements
(12 courses, 54 quarter units)

It is recommended that students take the following courses in sequence:

ODV 610   Advanced Studies in Organizational Behavior in a
           Diverse Society
MKT 602   Marketing Management
TMG 620   Principles of Technology Management
HCA 620A   Health Care Management
HCA 636   Ambulatory Care Continuum
HCA 634   Program Planning, Strategic Planning and Evaluation
HCA 629   Health Care Finance, Budget and Managed Care
HCA 609A   Health Care Law, Policy, Politics and Ethics
HCA 640   Biostatistics and Research
HCA 641   Eldercare – Issues into Practice
HCA 691A   Internship
           Internship = 500 clock hours of onsite work
or
HCA 691B   Research Practicum
Research Practicum = formal academic master level written work

Students must have completed five courses in the health care sequence before taking the capstone. Students are strongly encouraged to take HCA 640, Biostatistics, before beginning any quantitative research project, regardless of the number of courses completed in the sequence.

The lead faculty for the MHCA Program may make exceptions and allow students who have completed at least three courses in the health care sequence to take the capstone. In making this decision, the following criteria will be used:

- The student's background in health care and research methods
- Topic of the research or focus of the internship
- Any compelling reasons related to timing (for example, the desired internship opportunity will not be available at a later time)

Program Elective
(1 course, 4.5 quarter units)

For the elective, students should select a 600 level course offered in the School of Business and Management.

Note: It is recommended that students use ACC604 as the elective for the MHCA program.

School of Business and Management

■ MASTER OF PUBLIC ADMINISTRATION (M.P.A.)

(740)

Faculty Advisor: Kenneth Goldberg • (858) 642-8478 • kgoldber@nu.edu

The Master of Public Administration is designed for students who want to pursue the challenging career of government management at the federal, state, or local level. With an emphasis on new public management, for those public administrators who aspire to top-level positions, this degree provides a wide range of skills in budgeting, quantitative methods, public relations, personnel policies, politics and media relations.

Degree Requirements
(12 courses, 54 quarter units)

For students in the BS in Criminal Justice Administration/MPA Transition Program, the University will waive two Public Administration courses taken as part of the bachelor's degree (see BS in Criminal Justice Administration Transition Program), but these students must still meet the residency requirements for the MPA.

To receive a Master of Public Administration, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and matriculation.

Core Requirements
(9 courses, 40.5 quarter units)

ODV 600	Theory and Practice of Organizational Development
PAD 620	Foundations of Public Administration
PAD 622	Seminar in Urban Affairs
PAD 626	Public Personnel Policy
PAD 633	Media Relations
PAD 627	Quantitative Methods in Public Administration
PAD 630	Government Community Relations
PAD 632	Financial Management and Grant Administration
PAD 631	Urban Planning and Redevelopment *

Program Elective
(3 courses, 13.5 quarter units)

For electives, students should select a general set of 600-level courses offered in the School of Business and Management, or those offered in other schools with the approval of the dean of the School of Business and Management.

MPA Areas of Specialization

▲ Specialization in Public Finance

(882)

Faculty Advisor: Kenneth Goldberg • (858) 642-8478 • kgoldber@nu.edu

In lieu of general electives, a student can choose a specialization in Public Finance. This area of specialization provides an opportunity for students to acquire specific knowledge and develop practical skills in public finance. It particularly emphasizes the areas of public/private partnerships and contract bargaining and negotiation – critical areas in public administration today.

The population served is that of public employees working in the areas of public finance and/or human resource management or those interested in working in these particular areas.

Program Requirements
(4 courses, 18 quarter units)

PAD 640	Public Finance
PAD 641	Local Government Budgeting
PAD 642	Seminar in Public-Private Financing
PAD 643	Contract Negotiation in the Public Sector

▲ Specialization in Human Resource Management

(852)

Faculty Advisor: Michael Pickett • (858) 642-8374 • mpickett@nu.edu

This area of specialization focuses on managing people, the human resource of the organization. Moving beyond common sense and good interpersonal skills, these courses provide students with the knowledge to recruit, select, train, evaluate and compensate employees. Students learn how changes in the workplace, such as governmental regulations, global competition, developing technologies and organizational transformations, influence the performance and productivity of workers. Technical knowledge and practical skills for dealing with a multicultural workforce offer students new ideas on leadership and effective tools for managing human resource.

Program Requirements
(4 courses, 18 quarter units)

Students electing to specialize in human resource management must select four of the following courses.

HRM 630	Legal, Ethical, and Safety Issues in Human Resource Management
HRM 633A	Seminar in Employee Relations, Labor Relations and Union Management
ODV 600	Theory and Practice of Organizational Development
ODV 601	Integrating Performance Management, Technology, and Organizational Communication
ODV 606	Seminar in Training and Development
ODV 610	Advanced Studies in Organizational Behavior in a Diverse Society
HRM 637	Workforce Planning, Development, and Outsourcing
HRM 667	Compensation and Benefits
MGT 651	Managing Safety Issues and Regulations

▲ Specialization in Organizational Leadership

(888)

Faculty Advisor: Julia Buchanan • (858) 642- 8453 • jbuchana@nu.edu

The purpose of the area of specialization in Organizational Leadership is to provide students with the skills and theoretical concepts that will assist them when seeking promotions or positions in management and supervision. This area of specialization is designed to prepare diverse adult learners to become effective, change-oriented leaders in an international society by adding distinctive and challenging curricula.

The area of specialization in Organizational Leadership is ideal for individuals who desire to understand the technical and reflective processes that often accompany opportunities to exercise leadership in profit and not-for-profit organizations.

Program Requirements
(4 courses, 18 quarter units)

LED 602	Developing and Implementing Groups and Teams
LED 603	Organizational Leadership
LED 604	Change and Adaptation within Organizations
LED 605	Negotiation, Bargaining, Conflict Resolution

■ MASTER OF SCIENCE (M.S.) IN ELECTRONIC BUSINESS

(720-811)

Faculty Advisor: Oliver Schlake • (858) 642-8417 • oschlake@nu.edu

Internet enabled business transactions are making their way into every organization and industry. Today's E-Business environment functions with a changed set of success factors compared to its infancy stage a few years ago. It is not sufficient enough today to design a visually appealing website. E-Business highly complex and multidisciplinary field that requires flexible, innovate and creative skills both in business and Internet technology. Tomorrow's E-Business leaders need to be able to take a holistic and strategic approach to transform their organization and its business processes for E-Business.

The revised National University Master of E-Business program is built upon future robust expertise in the E-Business field and is focused on a promising outlook in a field that will soon become the pillar for the majority of business related transactions.

The new program has a strong managerial and business focus but still expects students to be very familiar with the Internet Technology, Web-authoring tools and Internet applications

MS IN E-BUSINESS TRANSITION PROGRAMS

BBA/MSEB Transition Program

The BBA/MSEB Transition Program allows currently enrolled BBA students with a grade point average of at least 3.0 who are within completing their last six courses to register for two MSTM courses as electives for their BBA degree. Students can select ELB 620 and one of the following two courses: ELB 621 or ELB 624. The number of courses required to earn an MSEB degree for Transition Program students is reduced from 12 to 10 courses. To be eligible for the Transition Program, students must apply for the MSEB and begin their program of study within six months after completing their final BBA course. Students must complete the 10-course MSEB program within four years with no break exceeding 12 months.

Students must complete graduate-level course work taken as part of the BBA degree with a grade of B or better. This course work 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.

BSITM/MSEB Transition Program

The BSITM/MSEB Transition Program allows currently enrolled BSITM students with a grade point average of at least 3.0 who are within completing their last six courses to register for two MSEB courses as electives for their BSITM degree. Students can select ELB 620 and one of the following two courses: ELB 621 or ELB 624. The number of courses required to earn an MSEB degree for Transition Program students is reduced from 12 to 10 courses. To be eligible for the Transition Program, students must apply for the MSEB and begin their program of study within six months after completing their final BSITM course. Students must complete the 10-course MSEB program within four years with no break exceeding 12 months.

Students must complete graduate-level course work taken as part of the BSITM degree with a grade of B or better. This course work 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.

BSIS/MSEB Transition Program

The BSIS/MSEB Transition Program allows currently enrolled BSIS students with a grade point average of at least 3.0 who are within completing their last six courses to register for two MSEB courses as electives for their BSIS degree. Students can select ELB 620 and one

of the following two courses: ELB 621 or ELB 624. The number of courses required to earn an MSEB degree for Transition Program students is reduced from 12 to 10 courses. To be eligible for the Transition Program, students must apply for the MSEB and begin their program of study within six months after completing their final BSIS course. Students must complete the 10-course MSEB program within four years with no break exceeding 12 months.

Students must complete graduate-level course work taken as part of the BSIS degree with a grade of B or better. This course work 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.

Degree Requirements

(12 courses, 54 quarter units)

To receive a Master of Science in Electronic Business, students must complete 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section in graduate admission requirements for specific information regarding application and matriculation.

Core Requirements

(12 courses, 54 quarter units)

ELB 620	Principles of E-Business	
ELB 621	E-Strategies and Business Models	
	(Prerequisite: ELB 620)	
ELB 622	E-Business Systems Development	
	(Prerequisite: ELB 620)	
ELB 623	Advanced Web Design	
	(Prerequisite: ELB 620)	
ELB 624	Internet Marketing	
	(Prerequisite: ELB 620)	
ELB 625	Electronic Payment Systems and Internet Security	
	(Prerequisite: ELB 620)	
ELB 635	E-Logistic and Supply-Chain-Management	
	(Prerequisite: ELB 620)	
ELB 638	E-Business Information and Knowledge Systems	
	(Prerequisite: ELB 620)	
ELB 640	Emerging Communication Technologies in E-Business	
	(Prerequisite: ELB 620)	
ELB 656	Cyber Law and E-Public Policies	
ELB 650A	Master's Research Project I	
	(Prerequisite: All core requirements)	
ELB 650B	Master's Research Project II	
	(Prerequisite: ELB 650A)	

■ MASTER OF SCIENCE (M.S.) IN FINANCE

(720-814)

Faculty Advisor: Chang G. Park • (858) 642-8402 • cpark@nu.edu

The Master of Science in Finance will seek to provide adult learners with professional knowledge and analytic skills required to function effectively in the fast changing and ever evolving financial world. Students with MS in Finance degree will be able to enter into one of

four careers: (1) a financial position in a private corporate setting; (2) an investment strategist position; (3) a managerial position in financial institutions; and (4) a treasurer position in various governmental organizations. With an added emphasis on the global concerns of financial managers, this program is structured to enable a graduate to attain one of the above career objectives. The students will also be able to sit for CFA and/or CFP exams at the conclusion of the program.

Degree Requirements
(12 courses, 54 quarter units)

To receive a Master in Finance, students must complete at least 12 courses for 54 quarter units as described below. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at other institutions, as they apply to this Program and provided the units were not used in earning another advanced degree.

Program Prerequisites
(4 courses, 18 quarter units)

Students who do not have an undergraduate business degree must satisfactorily complete the courses listed below or equivalent before undertaking the program's core courses.

ACC 201	Financial Accounting Fundamentals	
ACC 202	Managerial Accounting Fundamentals	
	(Prerequisite: ACC 201)	
FIN310	Business Finance	
	(Prerequisites: ACC 201 and ACC 202)	
ECO203	Microeconomics	

Core Requirements
(11 courses, 49.5 quarter units)

FIN 609A   Seminar in Financial Management
(Prerequisite: ACC 201)
FIN 630   Financial Institutions
(Prerequisite: FIN 609A)
FIN 631   Security Analysis and Portfolio Management
(Prerequisite: FIN 609A)
FIN 635   International Finance
(Prerequisite: FIN 609A)
FIN 641   Advanced Security Analysis and Portfolio Management
(Prerequisite: FIN 609A and FIN 631)
FIN 650   Global Financing for Trade
FIN 651   Commercial Bank Management
FIN 652   Real Estate Finance
FIN 653   Financial Engineering and Derivatives
FIN 654   Cases in Finance (Capstone Course)
(Prerequisites: 27 quarter units of the FIN courses, not including FIN 655)
FIN 655   MS in Finance Project
(Prerequisites: completion of FIN 609A and at least 27 quarter units in the program)

Program Elective
(1 course, 4.5 quarter units)

Select one course from the following:
FIN 600   Managerial Finance
(Prerequisite: FIN 609A)
FIN 632   Managing Financial Resources
(Prerequisite: FIN 609A)
FIN 633   Financing Capital Requirements
(Prerequisite: FIN 609A)
ACC 604   Managerial Accounting
(Prerequisite: ACC 201)

ECO 631   Global Trade Policy and Procedure
(Prerequisite: ECO 603)

Note: Electives from outside these courses may be taken with the approval of the lead faculty in Finance.

■ MASTER OF SCIENCE (M.S.) IN TAXATION
(720-805)
Faculty Advisor: Forrest Young • (714) 429-5404 • fyoung@nu.edu

The goal of this program is to provide students with the advanced level of knowledge and skills needed for a professional career in tax return preparation and tax planning and consulting for individuals, business and nonprofit entities. It is recommended that candidates possess an undergraduate degree in accounting or finance.

Degree Requirements
(12 courses, 54 quarter units)

To receive a Master of Science in Taxation, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and matriculation.

Program Prerequisite
(1 course, 4.5 quarter units)

ACC 201   Financial Accounting Fundamentals

Core Requirements
(12 courses, 54 quarter units)

TAX 601   Tax Research and Decision Making
(Prerequisite: ACC 201)
TAX 602   Federal Tax Procedure
(Prerequisite: ACC 201)
TAX 603A   Federal Income Taxation Theory for Individuals
(Prerequisite: ACC 201)
TAX 603B   Technological and Practical Aspects of Federal Taxation for Individuals
(Prerequisite: TAX 603A)
TAX 605A   Federal Taxation of Partners and Partnerships
(Prerequisite: ACC 201)
TAX 605B   Federal Taxation Theory of Corporations and Shareholders
(Prerequisite: ACC 201)
TAX 605C   Technological and Practical Aspects of Federal Taxation for Partnerships and Corporations
(Prerequisites: TAX 605A and 605B)
TAX 608A   Estate, Gift and Trust Taxation
(Prerequisite: ACC 201)
TAX 611   Taxation of Exempt Organizations
(Prerequisite: ACC 201)
TAX 612   Retirement Plans and Deferred Compensation
(Prerequisite: ACC 201)
TAX 614   Taxation of International Transactions
TAX 619   Master's Project
(Prerequisite: 27 quarter units of required core courses, including TAX 601)

Certificate Programs

(670-770)

Students who are pursuing a bachelors or masters degree may qualify for one of the certificates listed below provided that the student requests the certificate prior to the completion of their degree program. Certificates will not be issued once a degree has been awarded.

Note: For further information regarding certificate programs, please see an admissions advisor.

● Certificate in Accountancy
Faculty Advisor: Gregory Merrill • (858) 642-8411 • gmerrill@nu.edu

Designed for students who wish to prepare for entry into the accounting profession and have as an objective one of the recognized professional accounting designations, including Certified Public Accountant (CPA), Certified Management Accounting (CMA) and Certified in Financial Management (CFM). All three designations require a baccalaureate degree. Though the degree can be in any discipline, CPA exam candidates in California must have completed 24 semester units (8 courses, 36 quarter units) in accounting or tax and 24 semester units (8 courses, 36 quarter units) in business which includes business law, mathematics, statistics, computer science and information systems.

Students who wish to pursue a baccalaureate degree, or a second baccalaureate degree, or a master's degree can apply some or all of the academic credits awarded in the certificate program toward that degree, depending upon the requirements of that degree program.

Before taking any of the courses in the Certificate in Accountancy program, students are strongly advised to contact a full-time accounting faculty person for a brief interview by phone or personal visit to review the student's career objectives and provide guidance as to the courses to be selected.

Certificate Prerequisite
(1 course, 4.5 quarter units)

ACC 201   Financial Accounting Fundamentals

(*Before taking any other accounting courses in this program, students must complete ACC 201 or its equivalent within two years with a grade of "C" or better, unless they receive an equivalent grade on an accounting aptitude exam).*

Certificate Requirements
(6 courses, 27 quarter units)

To receive a Certificate in Accountancy, students must complete six of the courses listed below. To assist students in selecting the six courses, the abbreviations in brackets, e.g. [CPA], indicate the professional exam(s) for which that course is most beneficial. "ALL" refers to all three exams: CPA, CMA and CFM. It should be noted that six courses may not provide all the subject matter covered by these exams. It is strongly recommended that students consult with full-time accounting faculty before enrolling in the Certificate in Accountancy.

Undergraduate Series
(670-000-450)

Available to both undergraduate and graduate students.

ACC 202   Managerial Accounting Fundamentals [CPA]
LAW 304   Legal Aspects of Business I [CPA]
ACC 410A   Intermediate Accounting I [ALL]
           (Prerequisite: ACC 201)
ACC 410B   Intermediate Accounting II [ALL]
           (Prerequisite: ACC 201)
ACC 432B   Taxation-Business [ALL]
           (Prerequisite: ACC 201)
ACC 433A   Managerial Accounting I [CMA]
           (Prerequisite: ACC 201)
ACC 433B   Managerial Accounting II [CMA]
           (Prerequisite: ACC 433A)
ACC 434   Government and Nonprofit Accounting [CPA]
ACC 435A   Auditing I [ALL]
           (Prerequisite: ACC 201)
ACC 435B   Auditing II [CPA]
           (Prerequisite: ACC 435A)
ACC 410C   Intermediate Accounting III [CPA]
           (Prerequisite: ACC 201)
ACC 431   Advanced Accounting [CPA]
ACC 432A   Taxation – Individual [CPA]

Graduate Series
(770-000-850)

Certificate Prerequisite
(1 course, 4.5 quarter units)

ACC 201   Financial Accounting Fundamentals

(*Before taking any other accounting courses in this program, students must complete ACC 201 or its equivalent within two years with a grade of "C" or better, unless they receive an equivalent grade on an accounting aptitude exam).*

Certificate Requirements
(6 courses, 27 quarter units)

ACC 604   Managerial Accounting [ALL]
           (Prerequisite: ACC 201)
ACC 650   Financial Accounting Theory [ALL]
           (Prerequisite: ACC 201)
ACC 652   Taxation for Investors and Managers [CPA]
           (Prerequisite: ACC 201)
ACC 654   Accounting for Not For Profit Entities [CPA]
           (Prerequisite: ACC 201)
ACC 655   Auditing and Internal Control [ALL]
           (Prerequisite: ACC 201)
ACC 657   Accounting Information Systems [ALL]
           (Prerequisite: ACC 201)

● Certificate in Criminal Justice Administration
(670-000-466)
Faculty Advisor: James Larson • (858) 642-8418 • jlarson@nu.edu@nu.edu

This coursework and the accompanying credits may be transferred to appropriate degree programs if all other requirements for admission to a degree program are met.

This certificate provides students with an overview of some of the most important pillars of the criminal justice field. Students will gain insight into the principles, problems and solutions of supervision and management of personnel in the criminal justice agencies, the issues and theories surrounding the field of Corrections, an

School of Business and Management

understanding of the behavioral, psychological, sociological motivational factors of criminality and finally, a study of the intricacies within the judicial process of criminal justice.

Certificate Requirements
(4 courses, 18 quarter units)

CJA 446	Criminal Justice Management and Leadership
CJA 440	Corrections
CJA 431	Criminology
CJA 451	Court Systems and the Judicial Process

● Certificate in Electronic Business
(770-000-874)
Faculty Advisor: Oliver Schlake • (858) 642-8417 • oschlake@nu.edu

Students may take the Certificate Program in Electronic Business. This coursework and the accompanying credits may be transferred to appropriate degree programs if all other requirements for admission to a degree program are met. To receive certification, students are required to successfully complete four courses and to achieve a passing grade on a comprehensive test covering these four areas. No credit is offered for courses taken in this format. This certificate program is designed for individuals who want to become proficient in the new business models and technology involved in conducting business on the Internet and/or the World Wide Web. Qualified people in electronic business are needed as this field of study has matured. E-Business is a complex area of study that requires the ability to integrate managerial, technical and strategic knowledge. Students who later want to pursue a master's degree can apply some or all of the academic credits awarded in the certificate program toward their degrees. To apply these credits to a degree program, students must meet the GPA and other requirements of that degree program.

Certificate Requirements
(5 courses, 22.5 quarter units)

ELB 620	Principles of E-Business
ELB 621	E-Strategies and Business Models
	(Prerequisite: EB 620)
ELB 622	E-Business Systems Development
	(Prerequisite: EB 620)
ELB 624	Internet Marketing
	(Prerequisite: EB 620)
ELB 625	Electronic Payment Systems and Internet Security
	(Prerequisite: EB 620)

● Certificate in Finance
(670-000-474)
Faculty Advisor: Chang C. Park • (858) 642-8402 • cpark@nu.edu

This coursework and the accompanying credits may be transferred to appropriate degree programs if all other requirements for admission to a degree program are met.

A Certificate in Finance is designed for students who are interested in buttressing their business acumen, in acquiring analytical skills, or who may desire to supplement their financial background. Career opportunities include three interrelated areas: financial institutions, investments and financial management.

Expertise in finance is a sought after and unique skill. This certificate prepares students for managerial responsibilities in organizations such as banks, insurance companies, securities firms, commercial and not-for-profit organizations. The four courses that comprise this certificate provide a broad yet comprehensive knowledge of financial management.

Upon successful completion, students will have acquired critical skills in the analysis of accounting, market and economic data. This will prepare them for expanded opportunities in diverse industries.

Certificate Prerequisites
(5 courses, 22.5 quarter units)

ACC 201	Financial Accounting Fundamentals
ACC 202	Managerial Accounting Fundamentals
	(Prerequisite: ACC 202)
FIN 310	Business Finance
	(Prerequisites: ACC 201 and ACC 202)
FIN 442	Investments
	(Prerequisites: FIN 310 and FIN 440)
FIN 443	Working Capital Management
	(Prerequisites: FIN 310 and FIN 440)

Certificate Requirements
(4 courses, 18 quarter units)

FIN 440	Financial Institutions
	(Prerequisite: FIN 310)
FIN 444	Risk Management and Insurance
	(Prerequisites: FIN 310 and FIN 440)
FIN 446	International Financial Management
	(Prerequisites: FIN 310 and FIN 440)
FIN 448	Seminar in Finance
	(Prerequisites: FIN 310, FIN 440, FIN 442, FIN 443, and FIN 446)

● Certificate in Human Resource Management
(670-000-475)
Faculty Advisor: Michael Pickett • (858) 642-8374 • mpickett@nu.edu

This certificate is designed for those who wish to gain the knowledge and skills in HRM which are appropriate for professional and supervisory careers in the field of Human Resource Management.

Certificate Requirements
(4 courses, 18 quarter units)

HRM 409B	Survey in Human Resource Management and Organization Development
HRM 432	Recruiting, Selection, Promotion, and Retention
	(Prerequisite: HRM 409B)
HRM 433	Pay and Benefit Administration, and HR Technology
	(Prerequisite: HRM 409B)
HRM 439	Legal, Regulatory and Labor Relation Concerns in HRM
	(Prerequisite: HRM 409B)

● Certificate in International Business
(770-000-883)
Faculty Advisor: Juan España • (858) 642-8448 • jespana@nu.edu

This coursework and the accompanying credits may be transferred to appropriate degree programs if all other requirements for admission to a degree program are met.

This certificate program is designed for students who are either employed by a multinational company or interested in pursuing a career in International Business. Expertise in International Business is in high demand throughout the world. The four courses included in this certificate provide a comprehensive overview of trade principles and practices as well as a broad knowledge of global markets. Upon successful completion, students will have developed skills enabling them to match markets with goods and services from a global perspective.

Certificate Prerequisites

(3 courses, 13.5 quarter units)

ECO 203   Principles of Microeconomics
MKT 402A   Marketing Fundamentals
or
MKT 602A   Marketing Management
ECO 630   Global Economic Geography
               (Prerequisites: ECO 203 or BUS 500C)

Certificate Requirements

(4 courses, 18 quarter units)

MGT 630   Global Business Environment
MGT 637   Comparative International Management
MKT 631   Global Marketing
               (Prerequisites: MKT 402A or MKT 602 or EMB 684)
ECO 631   Global Trade Policy and Procedures
               (Prerequisite: ECO 630)

● Certificate in Marketing

(670-000-476)

Faculty Advisor: Susan Silverstone • (858) 642-8430 • ssilvers@nu.edu

This coursework and the accompanying credits may be transferred to appropriate degree programs if all other requirements for admission to a degree program are met. To receive certification, students are required to successfully complete four courses and achieve a passing grade on a comprehensive test covering these four areas.

Certificate Requirements

(4 courses, 18 quarter units)

MKT 402A   Marketing Fundamentals
MKT 420   Consumer Behavior
               (Prerequisite: MKT 402A)
MKT 434   Market Research
               (Prerequisite: MKT 402A)
MKT 443   Introduction to Advertising
               (Prerequisite: MKT 402A)

● Certificate in Health Care Administration

(670-000-177)

Faculty Advisor: Chandrika Kelso • (858) 642-8433 • ckelso@nu.edu

This coursework and the accompanying credits may be transferred to appropriate degree programs if all other requirements for admission to a degree program are met. Students must successfully complete all four courses to achieve the Certificate. The certificate program is designed for individuals who are working in the health care area and wish to strengthen their professional knowledge and skills, as well as for professionals in related areas (such as management, finance, information technology, and other areas of business) who want to learn more about the rapidly growing health care industry.

Certificate Requirements

(4 courses, 18 quarter units)

HCA 620A   Health Care Management
HCA 609A   Health Care Law, Policy, Politics, and Ethics
HCA 629   Health Care Finance, Budget and Managed Care
HCA 636   Ambulatory Care Continuum

● Certificate in Hospitality and Casino Management

(670-000-178)

Faculty Advisor: Michael Pickett • (858) 642- 8374 • mpickett@nu.edu

This coursework and the accompanying credits may be transferred to the BBA programs if all other requirements for admission to a degree program are met.

Certificate Prerequisite

(1 course, 4.5 quarter units)

MKT 402A   Marketing Fundamentals

Certificate Requirements

(6 courses, 27 quarter units)

HCM 400   Principles of Hospitality and Casino Accounting
HCM 410   Hospitality and Gaming Law
HCM 420   Hospitality and Casino Marketing
               (Prerequisite:_MKT_402A)
HCM 430   Principles of Hospitality and Casino Staffing
HCM 440   Cultural Diversity and Hospitality Management
HCM 450   Native American Tribal Community Development

● Certificate in Sports Management

(670-000-179)

Faculty Advisor: George Drops • (858) 642-8438 • gdrops@nu.edu

This coursework and the accompanying credits may be transferred to the BBA programs if all other requirements for admission to a degree program are met.

Certificate Prerequisite

(1 course, 4.5 quarter units)

MKT 402A   Fundamentals

Certificate Requirements

(6 courses, 27 quarter units)

SMG 430   Introduction to Sports Management
SMG 432   Principles of Leisure Services Management
SMG 433   Sports Financial Management
SMG 434   Principles and Problems of Coaching
SMG 435   Legal Aspects of Sports Administration
SMG 436   Sports Marketing and Promotions
               (Prerequisite: MKT 402A)

School of Education

Dean, **Sandra Spence Tracy**
Ed.D., Educational Leadership
Vanderbilt University

Associate Dean, **Lynne Anderson**
Ph.D., Educational Administration
University of Minnesota

The University of Values

NATIONAL UNIVERSITY
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Degree Programs Offered

Undergraduate Degrees

Bachelor of Arts *with a Major in:*
Early Childhood Development

Graduate Degrees

Master of Arts in Teaching ⌒ *with Areas of Specialization in:*
    Best Practices and Preparation for National Board Certification
    Educational Technology
    Reading
    Special Education
    Teaching and Learning
Master of Education (M.Ed.) in Cross-Cultural Teaching with a Single or Multiple Subject Credential with
    BCLAD Option and Internship Option ⌒
Master of Science (M.S.) in Educational Administration ⌒
Master of Science (M.S.) in Educational Counseling
Master of Science (M.S.) in Educational Technology ⌒
Master of Science (M.S.) in School Psychology
Master of Science (M.S.) in Special Education ⌒

Credential Programs *(Listed alphabetically)*
(Approved by the California Commission on Teacher Credentialing)

Advanced Studies 2042 MS/SS Teaching Credential
Intern Credential Program for Multiple or Single Subject Teaching ⌒
Internship – Preliminary Administrative Services Credential – Tier I ⌒
Out-of-State Candidate Requirements for Professional Clear
Preliminary Multiple Subject Teaching Credential Program with BCLAD Option ⌒
Preliminary Single Subject Credential Program with BCLAD Option ⌒
Preliminary Level I Education Specialist Credential: Mild/Moderate Disabilities with CLAD Certificate ⌒
Preliminary Level I Education Specialist: Mild/Moderate Disabilities with Multiple or Single Subject Credential Concurrent with BCLAD option ⌒
Preliminary Level I Education Specialist Credential: Moderate/Severe Disabilities with CLAD Certificate ⌒
Preliminary Level I Education Specialist: Moderate/Severe Disabilities with Multiple or Single Subject Credential Concurrent with BCLAD option ⌒
Preliminary Tier I Administrative Services Certificate/Credential ⌒
Professional Level Multiple or Single Subject Teaching Credential
Professional (Tier II) Administrative Services Credential ⌒
Professional Level II Education Specialist: Mild/Moderate Disabilities ⌒
Professional Level II Education Specialist: Moderate/Severe Disabilities ⌒
Pupil Personnel Services Credential School Counseling (PPSC)
Pupil Personnel Services Credential School Psychology (PPSP)
Ryan Credential CLAD and AB 1059

Special Education Internships:
Preliminary Level I Education Specialist Credential: Mild/Moderate or Moderate/Severe Disabilities with CLAD Certificate ⌒
Preliminary Level I Education Specialist: Mild/Moderate Disabilities with Multiple or Single Subject Credential Concurrent with BCLAD option ⌒
Professional Level II Education Specialist Credential

Certificate Programs

Early Childhood Special Education
CLAD ⌒
Educational Technology ⌒
CA Reading ⌒
Behavioral Analysis

⌒ denotes program also offered or partially offered online.

Note: Not all online programs or courses are offered in entirety via Internet.

Note: Not all courses or programs listed in this catalog are available at every learning facility.

Various undergraduate minors are available in some degree programs.

FOR FURTHER INFORMATION

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School of Education

Mission Statement

The mission of the School of Education is to prepare educators as lifelong learners, reflective practitioners, and ethical professionals. The mission is accomplished in a learning community through professional preparation programs, partnerships with schools, and educational research.

Professional Ethics

Students are expected to conduct themselves in a responsible manner that reflects ethics, honor, and good citizenship. They are also expected to abide by the regulations of the University. It is the student's responsibility to maintain academic honesty and integrity, and to manifest their commitment to the mission of the University through their conduct and behavior. Online students are bound to the same policies, rules, and regulations of the University.

The California Commission on Teacher Credentialing is charged by law with evaluation of the moral character and fitness of all persons who wish to teach or perform certified services in the public schools. Every person who is an applicant for, or who now holds, any credential, certificate, permit, or license authorizing service in California public schools is answerable to the CCTC and the Committee of Credentials for his or her fitness related conduct. California Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel is available on the CCTC website at www.ctc.ca.gov. Please reference the "Credential Programs: Student Agreement" regarding procedures for Student Assistance, Notice of Need to Improve, and Dismissal from School of Education programs, as this is applicable for all students enrolled in a credential or Master's/Credential combination program.

Transfer Courses/Course Equivalency Information for Masters and Credential Programs

Students with coursework from another institution that applies toward a credential should use the online Credential Coursework Equivalency form to submit a request for transfer of credit or waiver. This form is available at www.nu.edu/mynu.

If coursework from another institution is not listed on the Pre-Approved equivalency form, students should see a credential advisor or admissions advisor to submit an Open Equivalency form.

- National University reserves the right to accept up to a maximum of three courses in transfer.
- Coursework must be completed within the past seven years.
- Coursework must be at graduate level.
- Candidates must earn a grade of "B" or better in the course
- The coursework must cover all of the competencies contained in National University's equivalent course.
- Course equivalency will not be granted for life experiences.
- Course equivalency for Teacher Education Credential – 2042- must be from an approved 2042 institution and meet all of National University's course objectives

■ BACHELOR OF ARTS (BA) MAJOR IN EARLY CHILDHOOD DEVELOPMENT

(610-444)
Lead Faculty: John Carta-Falsa, Ph.D.

The Bachelor of Arts with a Major in Early Childhood Development degree program is structured according to the national and state requirements for degree programs in early childhood education. The program is based on the competencies and guidelines established by the following:

- National Association for the Education of Young Children (NAEYC)
- California Child Development Permit Matrix
- California Pre-Kindergarten Learning Development Guidelines

The program provides a broad-based foundation of normal and challenged child development in the areas of learning, cognition, language, and social/ emotional development. Professional courses are intended to develop knowledge and competence in key areas: child development, curriculum, family and community, assessment, special needs, health and professionalism. Field experiences support and enhance professional development in each of these domains. Students are required to think critically, write clearly, and speak articulately.

The BA degree will prepare students to work in a variety of settings involving young children. *California law requires that teachers in state funded child care development programs possess a Child Development Permit. The National Head Start Act proposes that Head Start teachers and classroom aides enroll in and pursue a degree in Early Childhood Development.*

Degree Requirements

To receive a Bachelor of Arts degree with a Major in Early Childhood Development, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper division level. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.

Refer to the section on undergraduate admission requirements for specific information regarding admission and matriculation.

Prerequisites for the Major
(2 courses, 9 quarter units)

PSY 100   Introduction to Psychology
PSY 301   Child and Adolescent Development

Requirements for the Major
(9 courses, 40.5 quarter units)

ECD 310   Child, Family, School and Community
              (Prerequisites: PSY 100 and 301)
HED 320   Health, Nutrition and Safety
              (Prerequisites: PSY 100 and 301)
ECD 330   Early Cognition
              (Prerequisite: PSY 301)
ECD 410   Language Acquisition
              (Prerequisite: ECD 330)
ECD 415   Meaningful Curriculum: Creative and Integrative Arts
              (Prerequisite: ECD 330)
ECD 420   Nature and Numbers
              (Prerequisite: ECD 330)
ECD 430   Play: Early Social-Emotional Development
ECD 440   Observation and Assessment of Young Children
              (Prerequisites: PSY 301 and ECD 310)
ECD 450   Seminar/Practicum in Early Childhood Development
              (Prerequisite: Student must have successfully completed all core courses with an average grade of "C" (2.0) or better in the core and have approval from his/her faculty mentor.)

Upper Division Electives Requirements
(6 courses, 27 quarter units)

Students may choose one or the other concentration or a combination of approved elective courses within the concentrations.

▲ Concentration in Administering Early Childhood Programs
(353)

Students must successfully complete the following courses for a Concentration in Administering Early Childhood Programs. It is recommended that students take these classes at or near the end of their program after completing the upper division major requirements.

Program Prerequisites
(1 course, 4.5 quarter units)

PSY 460	Introduction to Addictive Disorders	
	(Prerequisites: ENG 100/101 and PSY 100)	

Program Requirements
(6 courses, 27 quarter units)

ECD 460   Administering Early Childhood Programs
ECD 462   Volunteer Management and Financial Resources Management
             (Prerequisite: PSY 460)
ECD 464   Legal and Ethical Issues in Early Childhood
             (Prerequisite: HED 320)
ECD 466   Planning the Physical Environment for the Young Child
PSY 401   Psychology for Managers
             (Prerequisites: ENG 100/101 and PSY100)
HB 401   Conflict Resolution
             (Prerequisites: ENG 100/101 and PSY100)

▲ Concentration in Teaching in Early Childhood Programs
(354)

Students must successfully complete the following courses for a Concentration in Teaching in Early Childhood Programs. It is recommended that students take these classes at or near the end of their program after completing the upper division major requirements and when they are within six (6) months of completing their degree program.

This concentration allows currently enrolled students who are completing their last six courses to register for three SOE prerequisite courses for the teaching credential program as electives for their BAECD degree. Students can select HED 502, EDT 608 and EXC 625. Students must complete graduate level coursework taken as part of the BAECD degree with a grade of "B" or better. This coursework will not transfer as graduate level credit to National University or any other University as it is part of an undergraduate degree program.

Grades earned in graduate level courses will be calculated as part of the student's undergraduate Grade Point Average.

Program Prerequisites
(4 courses, 18 quarter units)

LIT 100   Introduction to Literature
             (Prerequisites: ENG 100/101)
MUS 100   Fundamentals of Music
ART 200   Visual Arts
MSM 301   Teaching Elementary Physical Education

Program Requirements
(6 courses, 27 quarter units)

LIT 430   Children's Literature and Literacy
             (Prerequisites: ENG 101, LIT 100, ENG 350, PSY 301)
HED 502   Health Education Across the Curriculum
EDT 608   Computer-Based Technology in the Classroom
EXC 625   Exceptional Children in the Classroom

ENG 350   Fundamentals of Linguistics
             (Prerequisites: ENG 100/ 101)
ART 400   Expressive and Integrative Art
             (Prerequisites: ART 200, MUS 100, MSM 301, PSY 301)

Graduate Degree Programs

■ MASTER OF ARTS IN TEACHING
(710-716)
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Regional Lead Faculty Advisors:
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The Master of Arts in Teaching is designed for practicing and potential educators who want to enhance their teaching skills, broaden their intellectual and professional understanding by interrelating educational theory and practice for the purposes of promoting their lifelong learning efforts as well as sustaining their commitment as instructional leaders in the K-12 settings.

National Board Certification
Lead Faculty Advisor: Ronarae Adams • (858) 642-8352 • radams@nu.edu

National University embraces the mission and vision of the National Board for Professional Teaching Standards and we encourage and support teachers in their efforts to pursue certification as part of their professional journey.

National University's School of Education and National Board Certified Teacher Center provide the following services, opportunities and program enhancements for new, practicing, and retired practitioners.
• Support and Assistance for Candidates and School Districts
• Access to Resources
• Teacher Leader and Administrator Opportunities
• University Credit
• Celebration and Sharing of Accomplishments.

Program Goals

National University's Masters of Arts in Teaching degree supports and activates the following goals:
• Teachers focus on student learning through systematic study and reflection of their own teaching practices and share their knowledge to form local learning communities.
• Teachers are committed to educating all students by examining cross-cultural educational issues and relating those to enhancing student learning.
• Teachers know how to teach their subjects by effectively accessing and using research based learning theories, assessment strategies, teaching models, technology and classroom management strategies to educate all learners.

Degree Requirements
(10 courses, 45 quarter units)

To receive a Master of Arts in Teaching, students must complete 45

149

quarter units of graduate work (49.5 for those with a Best Practices specialization). A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed, as it applies to this degree and if the units were not used in earning another advanced degree.

Those holding National Board Certification qualify for a one-course equivalency for MAT 641, MAT 642, MAT 643, or MAT 644.

Note: Students must have access to Microsoft Office on either a PC or Mac platform.

Core Requirements
(6 courses, 27 quarter units)

EDT 612	Creating Meaningful Learning with Technology
MAT 641	Cultural Democracy: Contemporary, Local and Global Issues
MAT 642	Program Design: Curriculum Theory, Design and Assessment
MAT 643	Models of Teaching, Theories, Applications and Practice
MAT 644	Foundations and Principles of Curriculum
MAT 640	Applications of Research for the Art of Teaching (To be taken as the last course in the MAT program except in the Reading Specialization)

▲ Specialization in Best Practices and Preparation for National Board Certification
(744)
(5 courses, 22.5 quarter units)

In Sacramento, Best Practices enrollment is for students who enroll as part of the school district's Best Practices Program.

MAT 670	The Theory of Research-Based Best Practice Instruction
MAT 671	Applied Best Practice Strategies in Classroom Instruction
MAT 672	Integrating Multimedia-Interactive Technology in Best Practice Instruction
MAT 673	Differentiated Instruction and Target Teaching
MAT 674	The Theory of Research-Based Practice Instruction

▲ Specialization in Educational Technology
(745)
(4 courses, 18 quarter units)

The MAT Program is designed for students who want to specialize in the integration of all types of technologies in the teaching and learning process. The program emphasizes the strategic use of technology to support the classroom instruction of K-12 students. Students develop expertise in all types of technologies, from Internet sites to software programs, to adaptive and hand-held devices, and become experts in selecting and using those technologies strategically with specific student populations in specific curriculum areas. Students are recommended to follow the sequence listed below:

EDT 605	Technology and Educational Theories and Practices
EDT 610	Teaching Online
EDT 660	Multimedia and Interactive Technologies
EDT 671	Curriculum Design for Online Learning

▲ Specialization in Reading
(740)
(4 courses, 18 quarter units)

MAT 645	Developing Fluency in Reading
MAT 646	Comprehension Strategies and Procedures
MAT 647A	Field Study: Language Arts Assessment and Instruction I *(Prerequisites: MAT 645, MAT 646)*

MAT 647B	Field Study: Language Arts Assessment and Instruction II *(Prerequisites: MAT 645, MAT 646, MAT 647A)*

Completion of the Reading Specialization qualifies the student for a State of California Reading Certificate. Upon successful completion, the student should contact their Credential Advisor for the reading certification application procedures.

▲ Specialization in Special Education
(747)
(5 courses, 18 quarter units)

This area of specialization was primarily designed for Level II Education Specialist majors. Other interested students should contact the Chair of Special Education.

EXC 655A	Professional Induction Seminar (3 quarter units)
EXC 656	Best Practices for Special Needs Students
EXC 657	Community Resources and Transition
EXC 658	Advanced Specialization in Mild/Moderate Disabilities
or	
EXC 659	Advanced Specialization in Moderate/Severe Disabilities
EXC 655B	Exit Seminar (1.5 quarter units)

▲ Specialization in Teaching and Learning
(746)
(4 courses, 18 quarter units)

Requirements include a combination of any four courses from any of the described Specialization Areas including the four courses listed below.

TED 665	Cognition, Language and Culture
TED 666	The Cultural Foundations of Linguistics
TED 667	Diversity and Change: A Critical Pedagogy
TED 668	Survey of Children's Multicultural Literature

■ MASTER OF EDUCATION (M.ED.) IN CROSS-CULTURAL TEACHING WITH A SINGLE OR MULTIPLE SUBJECT CREDENTIAL WITH BCLAD OPTION AND INTERNSHIP OPTION

(750-710-362/363)
(753-710-362/363)-Internship Codes
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(20 courses, 88.5 quarter units TED)
(21 courses, 93 quarter units BCLAD)

The Master of Education in Cross-Cultural Teaching is designed for students who are committed to being instructional leaders in the K-12 setting. Courses for this degree meet the California Commission on Teacher Credentialing requirements for a preliminary credential as well as meet requirements for a master's degree that interrelates theory and practice and promotes lifelong learning. The program, which has an internship option, is intended for students who want to obtain a preliminary credential and master's degree at the same time.

Students seeking to complete only a master's degree should enroll in the Master of Arts in Teaching. Students who are pursuing a credential and who want to make a program change to the M.Ed. in Cross-Cultural Teaching may do so under these conditions:

- The student must make the program change before beginning student teaching,
- The student must pass the subject matter competency exam before enrolling in student teaching and bilingual emphasis students must pass language proficiency examinations.

Note: Students must have access to Microsoft Office on either a PC or Mac platform.

Degree Requirements

To receive a Master of Education in Cross-Cultural Teaching, students must complete at least 57 quarter units of graduate work, 48 of which must be taken in residence at National University. Students enrolled in the joint degree-credential program will not be awarded the master's degree until they complete all graduate and credential coursework, including student teaching.

Core Requirements
(4 courses, 18 quarter units TED)
(5 courses, 22.5 quarter units BCLAD)

Recommended Sequence

TED 615   Foundations of Education
TED 605   The Diverse Classroom
TED 611   Educational Psychology
BTE 612   History and Culture of Latinos (taught in language of emphasis) (BCLAD students only)
MAT 640   Applications of Research for the Art of Teaching (must be taken as the last course in the program)

Methods Courses
(4 courses, 18 quarter units)

(Prerequisites: HED 502, EXC 625, EDT 608, TED 615, TED 605, TED 611, and BCLAD 612 for BCLAD students)

Multiple Subject
(363/365)

TED 621A   Language Development Methods for the Elementary School
(Prerequisites: TED 615 or BCLAD 612 for BCLAD students only)
TED/BTE 621B
Reading and Language Arts Methods for the Elementary School
(Prerequisites: TED 615 and TED 621A)
TED/BTE 622A
Curriculum and Instruction I: History, Social Studies, Physical Education and Visual and Performing Arts
(Prerequisites: TED 615 and TED 621A)
TED/BTE 622B
Curriculum and Instruction II: Mathematics and Science
(Prerequisites: TED 615 and TED 621A)
or
Single Subject
(362/364)

TED 623   Language Development Methods for Secondary and Middle Schools
(Prerequisite: TED 615)
TED/BTE 625A   Curriculum Development for Secondary and Middle Schools
(Prerequisites: TED 615 and TED 623)

TED/BTE 625B   Instruction and Classroom Management for Secondary and Middle Schools
(Prerequisites: TED 615 and TED 625A or BCLAD625A and TED 623)
TED/BTE 624   Content Area Literacy for the Secondary and Middle Schools
(Prerequisites: TED 615 and TED 623)

Co-requisites
(3 courses, 13.5 quarter units)

These courses can be taken at any time in their program but are preferred prior to student teaching. These courses are required prior to applying for the credential.

HED 502   Health Education Across the Curriculum
EXC 625   Exceptional Children in the Classroom
EDT 608   Computer-Based Technology in the Classroom

Student Teaching

The student teaching courses are required for the preliminary credential, but do not grant graduate credit, except for TED 629 or TED 629I, which carries 3.0 quarter units of graduate credit.).

(Students in the Internship program do not take the four student teaching modules. Interns that are not funded by Alt. Cert. grant, will register for TED628 A-D, the full year of field experience required for interns.)

Note: Students must have met subject matter competency prior to student teaching. Single subject teacher candidates may meet subject matter either by passing the appropriate Commission-approved examinations or by obtaining a subject matter equivalency letter from a regionally accredited CCTC-approved program verifying completion of the appropriate subject matter program. The California Commission on Teacher Credentialing (CCTC) requires that all multiple subject teacher candidates who enroll in a teacher preparation program on or after July 1, 2004, demonstrate subject matter competency by passing a Commission-approved examination, currently the California Subject Examination for Teachers: Multiple Subjects (CSET). (CCTC coded correspondence 03-0025)

Student Teaching Requirements

(5 courses, 21 quarter units)
(1 course, 3 quarter units)-Internship only

(Prerequisites: HED 502, EXC 625, EDT 608, TED 615, TED 605, TED 611 and TED 621A, TED 621B, TED 622A, TED 622B; or TED 623, TED 624, TED 625A, TED 625B)

TED 629   Student Teaching Seminar*
(3.0 quarter units)
or
TED 629 I   Intern Student Teaching Seminar
(3.0 quarter units)-*(Intern students only)*
BTE/TED 630A   Beginning Student Teaching
BTE/TED 630B   Student Teaching
BTE/TED 630C   Student Teaching
BTE/TED 630D   Student Teaching

*TED 629 Student Teaching Seminar must be taken concurrently with TED 630A-D or BCLAD 630A-D

An electronic portfolio is required for the assessment of all teacher credential candidates. The purpose of the portfolio is for candidates to show how their work in teacher education is linked to their own competency in the TPE Domains. A fee of $45.00 will be charged to students for the portfolio.

School of Education

The portfolio must be reviewed and approved by an NU faculty member prior to exiting the credential program.

Note: Courses TED 615, TED 605, TED 611, BCLAD 612, TED 621A, BCLAD 621B, TED 621B, TED 622A, BCLAD 622A, TED 622B, BCLAD 622B, TED 623, TED 624, BCLAD 624, TED 625A, BCLAD 625A, TED 625B, BCLAD 625B all require four hours of fieldwork in K-12 schools.

Note: Candidates must obtain a Certificate of Clearance from the California Commission on Teacher Credentialing prior to beginning fieldwork in K-12 schools.

Candidates must meet all State of California requirements for the multiple and single subject credential to be recommended to the Commission on Teacher Credentialing. (See Credential Program Requirements)

Accelerated Credential Program

Students may be eligible to apply to accelerate their credential program by taking designated courses during student teaching. Eligible candidates must meet minimum qualifications for accelerated studies and will be restricted to the provisions outlined in the Policies and Procedures section. Students approved to accelerate their studies will be limited to register for two courses concurrently while student teaching.

Cross-Cultural Emphasis
(4 courses, 18 quarter units)

TED 665   Cognition, Language and Culture
TED 666   The Cultural Foundation of Linguistics
TED 667   Diversity and Change: A Critical Pedagogy
TED 668   Survey of Multicultural Literature

■ MASTER OF SCIENCE (M.S.) IN EDUCATIONAL ADMINISTRATION
(720-700)

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This program is designed for students who are committed to improving education and who are interested in advancing their careers by becoming school site or district administrators. It can be completed with or without a credential option for those pursuing a career in the nonpublic education sector.

Degree Requirements
(13 courses, 58.5 quarter units)

To receive a Master of Science in Educational Administration, students must complete at least 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 if the units were not used in earning another advanced degree.

Core Requirements
(13 courses, 58.5 quarter units)

EDA 618A   Legal Aspects of Education**

EDA 619A   Financial Aspects of Education**
EDA 614A   Theories, Assessment and Application of Educational Leadership**
ILD 680   Research in Education
EDA 620B   Preliminary Administrative Field Experience**
(May be taken concurrently with another class or scheduled in an open month. This course takes 3-12 months to complete. It must be completed within 12 months of the course being scheduled. Students must complete three courses in the credential sequence — EDA 618A, EDA 619A, EDA 614A, EDA615A, EDA 616A, EDA 620A, EDA 670C, EDA 624A — before taking this course. This course must be completed in residence.)
or
EDA 620C   Field Experience (non-credential) This course must be completed in residence.
EDA 615A   School-Community Relations in a Diverse Society**
EDA 616A   Management of Educational Personnel: Social and Political Issues**
EDA 620A   Seminar in Educational Administration**
(At least two other credential courses, not including EDA 620B or EDA 620C and EDA 670C, must be completed before taking this course.)
EDA 624A   Supervision of Instruction: Curricula Evaluation and Staff Development**
EDA 670C   Leadership Technology and Its Application**
EDA 617   Philosophy, Theory and Governance of Educational Leadership
ILD 603   Curriculum Alignment and Evaluation
EDA 694   Thesis
or
EDA 637   Action Research

*** Required for the Preliminary Administrative Services Certificate/ Credential. This credential is required for most administrative positions in California, such as school principals, assistant principals, educational directors and assistant superintendents.*

■ MASTER OF SCIENCE (M.S.) IN EDUCATIONAL COUNSELING
(720-701)

Program Chair: Susan Eldred • (858) 642-8372 • seldred@nu.edu
Regional Lead Faculty Advisors:
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Internship Coordinator • Greg Nunn (858)642-8363 • gnunn@nu.edu

The Department of Pupil Personnel Services–School Counseling offers a graduate degree leading to the Master of Science in Educational Counseling. This program is aligned with national standards and prepares students for the position of school counselor. Graduates of this program generally seek employment as school counselors in K-12 school districts only and must hold a PPSC credential for public school employment.

A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students enrolled in the degree and credential program are not awarded the master's degree until they have completed all coursework including practicum and internship. Course equivalence cannot be granted for life experiences.

Admission Requirements

• Possess an appropriate master's degree in Educational Counseling, Social Work or Psychology if entering the credential ONLY program. All students need to have their previous work evaluated by the PPS lead faculty advisor.

- Attend CED 604, (Orientation and Field Experience in School Counseling). Attendance to all sessions are mandatory and completion of required assignments are necessary.
- Receive a credential packet and complete a "candidate statement" that is reviewed and signed by faculty advisor for admission to School of Education.
- Return the credential packet to the credential advisor by the end of the course, otherwise students will receive an "I" for the course.

See a credential advisor for specific information regarding any of these requirements. Students are not eligible for financial aid until matriculation is complete.

Program Advisement

Students who are absent for a period of 12 months or more must re-enroll and re-matriculate under a new catalog. All coursework must be completed within seven years with a 3.0 GPA.

All PPSC students will be assigned a faculty advisor. All students are expected to meet with their assigned faculty advisor at the following times: (1) upon admission into the program, (2) throughout the program coursework, (3) before starting their internship, (4) after completion of coursework and (5) at completion of internship hours.

Students must maintain a 3.0 GPA. Students who receive a grade of a "C" or lower in more than two courses will be evaluated by the faculty and will be required to repeat the coursework at their own expense before being allowed to continue in the program. A grade lower than a B- is not accepted in CED 610, CED 611, CED 603, and CED 601.

Students will meet with a faculty advisor for evaluation of prior coursework to meet program prerequisites. Only CED 604 and prerequisites can be taken prior to admission.

It is strongly recommended, but not required, that applicants have one year of related professional experience working with school age children, preferably in a school or other institutional setting.

Before being formally admitted into this program, students must complete the prerequisite coursework or equivalent.

Degree Requirements
(22 courses, 97.5 quarter units)

To receive a Master of Science in Educational Counseling, a total of three graduate courses (13.5 quarter units) may be transferred for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students must complete all coursework with a GPA of 3.0 or better within seven years.

Advancement to Candidacy

After admission as a degree and credential seeking student, a student must also advance to candidacy. To qualify for candidacy, a student must:

- Complete prerequisite coursework or equivalent
- Complete CED 604, TED 611 and three other CED courses.
- Candidacy review is one of several evaluative steps to help ensure that program objectives are met and that student outcomes are attained.

Program Prerequisites
(3 courses, 13.5 quarter units)

MTH 210   Introduction to Probability and Statistics

PSY 301   Child and Adolescent Development
PSY 100   Introduction to Psychology/Counseling

Candidacy Requirements
(5 courses, 22.5 quarter units)

CED 604   Orientation and Field Experience in School Counseling
TED 611   Educational Psychology
CED 600   Student Diversity in Development and Learning
CED 602   Contemporary Issues in School Counseling
CED 606   Development and Evaluation of School Counseling Programs and Services

Core Requirements
(9 courses, 40.5 quarter units)

CED 610   Advanced Counseling Theories and Techniques
CED 611   Group Counseling
           (Prerequisite: CED 610)
CED 603   Multicultural Counseling
           (Prerequisite: CED 611)
CED 601   Consultation in the Schools
           (Prerequisite: CED 603)
CED 612   Career and Academic Counseling
ILD 680   Research in Education
Choose either:
CED 694   Thesis
           (Prerequisite: ILD 680)
or
CED 637   School Counseling Action Research
           (Prerequisite: ILD 680)
CED 613   Psycho-educational Assessment
CED 614   Legal and Ethical Practices for School Counselors

****Checkpoint with Faculty Advisor

Program Elective Requirement
(1 course, 4.5 quarter units)
Please select one of the following:

EXC 604   Exceptionality and Diversity in the Classroom
EXC 625   Exceptional Children in the Classroom
EXC 620   Positive Behavioral Support
PED 667   Behavior Pathology in the Schools

Pre-Internship

Students are required to complete 100 hours of pre-internship prior to starting their internship. Students must complete the pre-internship experience under the supervision of a credentialed and experienced (two years) school counselor. National University school counseling students will complete the 100 hours during school-based practicum experiences that are imbedded within all CED courses. Student performance will be evaluated by course instructor and a school site school counselor through completion of course requirements.

Internship Prerequisites

Before student scan begin internship, they must:
- Provide proof of Certificate of Clearance
- Provide verification of a TB Clearance
- Complete prerequisite coursework, 10 CED courses (including CED 610, CED 611, CED 603, CED 601)
- Complete 100 hours of logged, approved practicum
- Submit an Internship application to the Internship Coordinator/Lead faculty and be assigned a University Supervisor.
- Pass CBEST

Internships are then scheduled by the Placement Specialist.

School of Education

Students should refer to the PPS Internship Handbook for School Counseling for specific information about the practicum and internship requirements.

Internship
(4 courses, 16.5 quarter units)

CED 620   Best Practices Seminar in School Counseling
(Must be taken concurrently with internship)
CED 616   School Counseling Internship Part I
CED 617   School Counseling Internship Part II
CED 618   School Counseling Internship Part III

****Exit Interview with Faculty Advisor and University Supervisor

Masters Degree Only Requirements
(4 courses, 16.5 quarter units)
For students that are only pursuing the MS degree in Educational Counseling (without the PPSC credential). Other electives may be chosen with approval from lead faculty.

CED 619   School Counseling Internship Experience
CED 620   Best Practices Seminar in School Counseling
            (3 quarter units)
and any two of the following courses:

EDA 615A   School-Community Relations in a Diverse Society
TED 605   The Diverse Classroom
EDT 660   Multimedia and Interactive Technologies

Exit Requirements

In order to receive a Master's degree and PPSC credential, students must complete courses within seven years and do the following:
- Successful completion of coursework, portfolio, practicum and internship.
- Successful completion of thesis or action research project.
- Successful completion of the ETS National Praxis examination in School Counseling (passage score is 570).
- Submit written evaluations of performance in internship experiences by Site Supervisor to University Supervisor.
- Schedule and pass an Exit interview with faculty advisor and University Supervisor.
- Complete Program Evaluation form-School Counseling and submit to credential advisor.
- Schedule an exit appointment with credential advisor for final clearance and credential documents.
- Have a zero account balance.

■ MASTER OF SCIENCE (M.S.) IN EDUCATIONAL TECHNOLOGY
(720-702)
Lead Faculty Advisor: Jean Swenk • (858) 642-8338 • jswenk@nu.edu

The Master of Science in Educational Technology is designed for students who want to participate in the paradigm changes that technology is precipitating in both education and training, as human learning moves from print and classroom-based instruction to digital media. The history and effectiveness of change processes and the role of technology in human learning are key components to the program. Students will develop expertise in both designing Internet lessons and conducting Internet facilitated instruction and will design several multimedia instructional units. Graduates of this program will enter education and industry careers such as K-16 technology coordination, site administration, home school and virtual school instruction, instructional media design, etc.

Degree Requirements
(12 courses, 54 quarter units)

To receive a Master of Science in Educational Technology, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree.

Note: Students in this program must have access to Microsoft Office on either a PC or MAC platform.

Core Requirements
(9 courses, 40.5 quarter units)

Recommended Sequence

EDT 612   Creating Meaningful Learning with Technology
EDT 655   Issues and Trends in Educational Technology (a
            challenge exam is available for students who believe
            they have the knowledge to waive this requirement)
EDT 605   Technology and Educational Theories and Practices
EDT 610   Teaching Online
EDT 660   Multimedia and Interactive Technologies
EDT 671   Curriculum Design for Online Learning
EDT 606   Effective Instructional Design Strategies
ILD 680   Research in Education
EDT 694   Thesis
            (Prerequisite: ILD 680) (Must be taken as one of last 3 classes)
or
EDT 637   Action Research
            (Prerequisite: ILD 680) (Must be taken as one of last 3 classes)

Electives
(3 courses, 13.5 quarter units)

EDT 602   Human Learning and Individual Differences
EDT 614   The Effect of the Internet on the Meaning of Schooling
EDT 616   Motivating Learners Through Gaming and Simulation
EDT 617   Technical Writing for Grants and Technology Plans
EDT 618   Introduction to Technologies for Information Specialists
EDT 619   Technologies for Information Specialists in Business
EDT 621   Technologies for Information Specialists in K-16
            Education
EDT 640   Networking
EXC 615   Technology for Persons with Disabilities
or
Students may also take any 600-level course with a CIS, CST, CIS, or ITC prefix.

■ MASTER OF SCIENCE (M.S.) IN SCHOOL PSYCHOLOGY
(720-709)
Program Chair: Susan Eldred • (858) 642-8372 • seldred@nu.edu
Regional Lead Faculty Advisors:
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Sacramento • Joe Cunha • (906) 855-4303 • jcunha@nu.edu
San Diego • Michael Anderson • (858) 642-8353 • manderso@nu.edu
Internship Coordinator • Greg Nunn • (858) 642-8363 • gnunn@nu.edu

The Department of Pupil Personnel Services–School Psychology offers a graduate degree leading to the Master of Science in School Psychology. This program is aligned with national standards and prepares students for the position of school psychologist. Graduates of this program generally seek employment as a school psychologist in K-12 school districts and must hold a PPSP credential for public school employment. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another

institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students enrolled in the degree and credential program are not awarded the master's degree until they have completed all coursework including practicum and internship. Course equivalence cannot be granted for life experiences.

Admission Requirements

- Possess an appropriate master's degree in Educational Counseling or Psychology if entering the credential ONLY program. All students need to have their previous work evaluated by the PPS lead faculty advisor.
- Attend PED 604, (Orientation and Field Experience in School Psychology).
- Attendance to all sessions and completion of all required assignments is mandatory.
- Receive a credential packet and complete a "candidate statement" that is reviewed and signed by the faculty advisor for admission to the School of Education.
- Return the credential packet to the credential advisor by the end of the course, otherwise students will receive an "I" for the course.

Program Advisement

All PPSP students will be assigned a faculty advisor. All students are expected to meet with their assigned faculty advisor at the following times: (1) upon admission into the program, (2) throughout the program coursework, (3) before starting their internship, (4) after completion of coursework and (5) at the completion of internship hours.

All coursework must be completed within seven years with a 3.0 GPA. Students who are absent for a period of 12 months or more must re-enroll and re-matriculate under a new catalog.

Students must maintain a 3.0 GPA. Students who receive a grade of a "C" in two or more courses will be evaluated by the faculty and will be required to repeat the coursework at their own expense before being allowed to continue in the program. A grade lower than B- is not accepted in CED 600, PED 665, PED 666 and PED 667.

It is strongly recommended, but not required, that applicants have one year of related professional experience working with school age children, preferably in a public school setting.

Degree Requirements
(29 courses, 126 quarter units)

To receive a Master of Science in School Psychology, A total of three graduate courses (13.5 quarter units) may be transferred 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.

Advancement to Candidacy

After admission as a degree and credential seeking student, a student must advance to candidacy. To qualify for candidacy, a student must:

- Complete prerequisite coursework or equivalent
- Complete PED 604, CED 600, PED 665, PED 666, and PED 667 courses successfully.

Candidacy review is one of several evaluative steps to help ensure that program objectives are met and that student outcomes are attained.

Program Prerequisites
(4 courses, 18.0 quarter units)

Only PED 604 and prerequisites can be taken prior to admission.

MTH 210	Introduction to Probability and Statistics
PSY 430	Abnormal Psychology/Psychopathology
PSY 301	Child and Adolescent Development
EXC 625	Exceptional Children in the Classroom

Candidacy Requirements
(5 courses, 19.5 quarter units)

PED 604	Orientation and Field Experience in School Psychology (1.5 quarter units)
CED 600	Student Diversity in Development and Learning
PED 665	Tests and Measurements
PED 666	Graduate Seminar in Human Neuropsychology
PED 667	Behavior Pathology in the Schools

Core Requirements
(15 courses, 67.5 quarter units)

CED 610	Advanced Counseling Theories and Techniques *(Prerequisites: CED 600, PED 604)*
PED 680	Roles, Issues and Ethics in School Psychology *(Prerequisite: PED 667)*
CED 601	Consultation in the Schools *(Prerequisite: CED 610)*
PED 683	Wellness Advocacy and Interventions through Program Evaluation *(Prerequisite: PED 680)*
ILD 680	Research in Education

Choose either:

PED 694	Thesis *(Prerequisite: ILD 680)*

or

PED 637	School Psychology Action Research *(Prerequisite: ILD 680)*
PED 668A	Behavior Research: Design and Analysis *(Prerequisite: PED 667)*
PED 668B	Basic Behavioral Analytic Principles *(Prerequisite: PED 668A)*
PED 670	Social Psychology in Educational Settings (advancement to candidacy)
PED 671	Assessment of Cognitive Abilities *(Prerequisite: PED 670)*
PED 672	Advanced Psycho-educational Assessment *(Prerequisite: PED 671)*
PED 673	Emotional/Behavioral Assessment of Children and Adolescents *(Prerequisite: PED 672)*
PED 674	Preschool/Low Incidence Assessment *(Prerequisite: PED 673)*
PED 675	Alternative Assessment for Multicultural Populations *(Prerequisite: PED 674)*

****Checkpoint with Faculty Advisor

Pre-Internship

Students should refer to the current PPS Internship Handbook for School Psychology for specific information about the practicum and internship requirements.

Students are required to complete 450 hours of pre-internship prior to starting their internship. Students must complete the pre-internship experience under the supervision of a credentialed and experienced (two years) school psychologist. National University school psychology students will complete school-based pre-internship experiences imbedded within the following courses: CED 600, CED 610, CED 601,PED 671, PED 672, PED 674, and PED 675,

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and complete the remaining hours during the PED 678.
In PED 678 (Practicum in School Psychology) students will culminate their practicum hours and experiences through self-analysis, feedback, group activities and video critiques. Student performance will be evaluated by program faculty and a school site psychologist through completion of course requirements.

Internship Prerequisite

Before students can begin the internship, they must:

- Provide proof of Certificate of Clearance
- Provide verification of a TB Clearance
- Complete prerequisite coursework, all PED courses (except PED 685)
- Complete 450 hours of logged, approved practicum
- Submit an Internship application to the Internship Coordinator/Lead faculty and be assigned a University Supervisor.
- Pass the CBEST

Internship is then scheduled by the Placement Specialist.

Internship (1200 hours/2 levels)
(5 courses, 21 quarter units)

PED 685   Best Practices Seminar in School Psychology
(To be taken concurrently with PED 687, PED 688, PED 689, and PED 690)(3 quarter units)

PED 687   School Psychology Internship Part I (300 hours)
(Prerequisites: students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor)

PED 688   School Psychology Internship Part II (300 hours)
(Prerequisites: students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor)

PED 689   School Psychology Internship Part III (300 hours)
(Prerequisites: students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor)

PED 690   School Psychology Internship Part IV (300 hours)
(Prerequisites: students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor)

****Exit Interview with Faculty Advisor and University Supervisor

Masters Degree Only Requirements
(5 courses, 21 quarter units)

For students that are only pursuing the MS degree in School Psychology (without the PPSP credential)

PED 685   Best Practices Seminar in School Psychology
(3 quarter units)
and any four of the following:
EXC 630   Assessment and Instructional Planning for Special Needs Students
EDT 660   Multimedia and Interactive Technology
PSY 652   Psychopharmacology
EDA 615A   School-Community Relations in a Diverse Society
TED 605   The Diverse Classroom
TED 611   Educational Psychology

Note: students who complete a M.S. School Psychology can also complete a certificate in behavior analysis with successful completion of PED 669A/PED 669B.

Exit Requirements

In order to receive a M.S. degree in School Psychology and a PPSP credential, students must complete courses within seven years and do the following:

- Successful completion of graduate coursework, portfolio, practicum and internship
- Successful completion of thesis or action research project
- Successful completion of the ETS National Praxis examination in School Psychology (passage score is 590)
- Submit written evaluations of performance in internship experiences by site supervisor to university supervisor
- Schedule an exit appointment with credential advisor for final clearance and credential documents
- Have a zero account balance

■ MASTER OF SCIENCE (M.S.) IN SPECIAL EDUCATION
(720-708)
Program Faculty Advisor: Jane Duckett • (858) 642-8346 • jduckett@nu.edu
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San Jose • Joy Kutaka-Kennedy • (650) 594-1334 • jkutakak@nu.edu
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The Master of Science in Special Education is designed for educators and other professionals who want to become knowledgeable about educational learning problems and teaching strategies to enhance student performance. To receive a Master of Science in Special Education, students must complete at least 66 quarter units of graduate work.

A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students enrolled in the joint degree credential program are not awarded the master's degree until they have completed all graduate and credential coursework, including student teaching. Course equivalence cannot be granted for life experience. Although many of the following courses are available online, EXC 630 and certain field experiences must be taken on site.

Degree Requirements
(17 courses, 64.5 quarter units)

Core Requirements
(9 courses, 37.5 quarter units)

Field experience courses must be taken at the beginning of the program and may be taken concurrently with other courses.

EXC 602A   Field Experience: Special Education
(3 quarter units)
EXC 602B   Field Experience: Inclusive Settings
(3 quarter units)
EXC 604   Exceptionality and Diversity in the Classroom
ILD 680   Research in Education
TED 611   Educational Psychology
TED 621A   Language Development Methods for the Elementary School
(Prerequisite: Masters only students are exempt from TED 615)

or
TED 623	Language Development Methods for Secondary and Middle Schools
	(Prerequisite: Masters only students are exempt from TED 615)
EXC 620	Positive Behavior Support
EXC 630	Assessment and Instructional Planning for Special-Needs Students
EXC 650	Collaboration and Consultation for Special Education

Generic Core Exam

Advanced Specialist Requirements
(7 courses, 23.5 quarter Units)

EXC 644	Reading and Language Arts Methods for Special Education (one night per week over two months)
EXC 644A	Field Study: Reading and Language Arts Methods for Special Education (1.5 quarter unit)
EXC 660	Instruction of Learners with Mild/Moderate Disabilities
EXC 660A	Field Study: Instruction of Learners with Mild/Moderate Disabilities (1.5 quarter unit)

or
| EXC 665 | Instruction of Learners with Moderate/Severe Disabilities |
| EXC 665A | Field Study: Instruction of Learners with Moderate/Severe Disabilities (1.5 quarter unit) |

plus
EXC 615	Technology for Persons with Disabilities
EXC 615A	Field Study: Technology for Persons with Disabilities (1.5 quarter unit)
EXC 694	Thesis
	(Prerequisite: ILD 680)

or
| EXC 637 | Action Research |

Exit Exam

Program Elective
(1 course, 4.5 quarter units)

To complete the Special Education Program, students can select one elective from the SOE graduate course offerings approved by the Special Education faculty. Students who plan to teach at the secondary level are encouraged to take TED 624.

Students seeking the Preliminary Level I Education Specialist: Mild/Moderate Disabilities credential must take:
| EXC 685A | Student Teaching - Mild/Moderate Disabilities |
| EXC 685B | Student Teaching - Mild/Moderate Disabilities |

Students seeking the Preliminary Level I Education Specialist: Moderate/Severe Disabilities credential must take:

| EXC 690A | Student Teaching - Moderate/Severe Disabilities |
| EXC 690B | Student Teaching - Moderate/Severe Disabilities |

EXC 685A, EXC 685B, EXC 690A and EXC 690B do not fulfill elective requirements.

Credential Programs

Credential Information Applicable to all Programs

Certain credential programs may require enrollment into an electronic portfolio. Please see your credential advisor for further information.

Admission Requirements

Students seeking a California Credential at National University must possess a conferred or completed bachelor's degree, with a minimum 2.5 GPA from a regionally accredited U.S. university.

Students with international degrees who do not hold a U.S.-approved bachelor's degree must receive an evaluation from a CCTC-approved international evaluation agency before being admitted to the University and starting the first course.

Students seeking entry into the Multiple or Single Subject Teacher Education or Special Education Credential program who hold a California Emergency Teaching Permit are reminded that National University cannot issue a CL-469 if the student has not taken nine quarter units between issuance and expiration dates of the emergency permit.

Admission Process

In addition to the admission requirements listed in the "General Admission Procedures" section of this catalog, applicants to all of National University's credential programs must proceed through the following admissions procedure:

Stage 1: Students meet with an admission advisor and complete an admissions packet. Students who meet the listed criteria are admitted on a "provisional" basis with an estimated program of study.

Graduate students, see "Graduate Admission Standards."

Stage 2: All credential students must attend a Faculty/Credential Advisement orientation seminar and complete a candidate statement within 30 days of starting their first course or pre-requisite course. The candidate statement must be reviewed and signed by the faculty advisor for admission to the School of Education.

Stage 3: Students must complete the credential packet and return this to the credential advisor within 30 days to avoid matriculation or scheduling errors. Candidates enrolled in both master's degree and credential programs are matriculated after the credential packet is returned to the credential advisor.

Students are not eligible for financial aid until the matriculation is complete.

Students transferring from a teacher education program at another university must provide a letter of good standing. A maximum of 13.5 quarter units may be accepted for unit credit and/or course content.

Students must obtain a Certificate of Clearance from the California Commission of Teacher Certification before entering schools for fieldwork.

Program Advisement

All students will be assigned a faculty advisor at the required Faculty/Credential Advisement orientation that is required for admission to the School of Education. Students are expected to meet periodically with the faculty advisor and credential advisor throughout the program.

Credential Residency Requirements

Credential candidates must complete a minimum of 31.5 quarter units in residence at National University to be recommended for a credential to the Commission on Teacher Credentialing. Courses

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taken online are considered to be in-residence.
The resident requirement does not apply to candidates in the following programs:

- CLAD certificate
- Level II Special Education
- California Reading Certificate
- Early Childhood Special Education Certificate
- Professional (Tier II) Administrative Services Credential
- An additional credential if one is previously held

All credential programs must be completed with a GPA of 3.0 ("D" and "F" grades are not accepted).

Students who are absent for a period of 12 months or more must re-enroll and re-matriculate under a new catalog.

All credential courses are valid for seven years.

The Student Agreement

To ensure that graduates of National University's teaching and services credential programs are able to meet the legal requirements of the California Commission on Teacher Credentialing (CCTC), all applicants for admission to education credential programs must enter into a student agreement. A copy of the student agreement is contained in the credential information packet that is available from a credential advisor in the advisement orientation meeting.

The student agreement gives National University the right to suspend or terminate the student's participation in the credential program upon a showing that the student has:

- committed acts or engaged in conduct that could constitute grounds for denial of a credential;
- failed to demonstrate the requisite skills and qualifications to satisfy the requirements for a credential; or
- demonstrated other qualities or behaviors enumerated in the student agreement inconsistent with National University's recommendation of the student for an education credential. The student agreement also authorizes National University to release to the Commission all pertinent information pertaining to the student's qualification or fitness for a credential.

Student Assistance, Notice of Need to Improve, and Dismissal from School of Education Programs

National University is committed to maintaining quality standards throughout its credential and masters programs and to graduating competent professional educators. As required by the California Commission on Teacher Credentialing (CCTC), National University identifies and assists students who need special assistance, and retains in its programs only those students who are suited for entry to or advancement in the education profession. The CCTC is charged by the State with evaluating the moral character and fitness of all persons who wish to teach or perform certified services in California public schools. Every person who is an applicant for, or who now holds, any credential, certificate, permit, or license authorizing service in California public schools is answerable to the CCTC and the Committee on Credentials for his or her fitness-related conduct. California's Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel (2002), available on the CCTC website at www.ctc.ca.gov, address legal, ethical, and behavioral standards to which all such persons must adhere.

If a student is identified as being deficient or needing assistance to meet program standards at any point during his or her program, the student's instructor of record during coursework or University supervisor during a fieldwork assignment will issue the student a

Professional Performance Evaluation form. The form will indicate one of three possible actions that the instructor/supervisor intends to recommend to the lead faculty in the program:

1. The student is identified as needing improvement in designated areas. A plan of improvement, with an expected date of completion, is attached to the form. The student will be permitted to continue taking classes or continue in his/her fieldwork assignment while completing the plan.
2. The student is identified as needing improvement in designated areas. A plan of improvement, with an expected date of completion, is attached to the form. The student receives a failing grade in the class or an unsatisfactory grade in the fieldwork assignment. The student will not be permitted to continue taking classes or continue in his/her fieldwork assignment until the plan is completed and the class or fieldwork assignment is re-taken, at the student's expense.
3. The student is identified as being unsuited for the education profession and is recommended for dismissal from the program.

Upon receiving a Professional Performance Evaluation form, the student will meet with his/her instructor of record or University supervisor, along with the regional lead faculty and/or the lead supervisor. This Faculty Assistance Team will discuss any recommended plan of improvement with the student and will later meet with the student to evaluate the student's performance of the expectations listed on the plan.

If the candidate is allowed to continue in the program and receives a second unsatisfactory grade in a practicum or student teaching assignment, the student will be recommended for dismissal from the program. The process for a hearing and appeal, upon recommendation for dismissal from a program, is outlined in the Academic Dismissal Procedure under the Academic Information for Graduate Degrees section of this catalog.

Credential Candidate Placement File Service

When requested, the School of Education provides a placement file service for credential candidates. A placement file contains a standardized resume form, two student teacher evaluations and three letters of recommendation. Placement files are prepared and sent to school districts upon written authorization from the student.

State of California Requirements for Multiple and Single Subject Teacher Credential Programs

In California, the multiple subject credential authorizes the holder to teach in a self-contained classroom, typically in grades K-8. The single subject credential authorizes the holder to teach in a departmentalized situation, typically at the junior high or high school level. The multiple subject credential and the single subject credential will carry an AB 1059 authorization to teach English learners both in the general education classroom and in designated classes.

The BCLAD (BCLAD) credential authorizes teachers to teach academic subjects to English Learners in their primary language and in English.

All initial multiple subject and single subject credentials are granted as preliminary credentials under Commission SB 2042 standards.

1) Candidates for the multiple subject and single subject credentials who complete their teacher preparation through a Commission-approved program in California must be recommended for the credential by their college or university. Teachers who completed their professional preparation outside of California must apply

directly to the commission for their initial credentials.

2) Candidates with six or more years of accredited private school experience may apply directly to the California Commission on Teacher Credentialing (CCTC) under SB 57 by submitting application form 41-4, fingerprint clearance materials, transcripts, other requested materials and current applicable fees. See CCTC website at www.ctc.ca.gov/credentialinfo/credinfo.html or call 888-921-2682 (toll free).

Candidates with three or more years of accredited private school experience may be able to waive student teaching under SB 57. See a credential advisor for details.

3) In order to be recommended for a California Preliminary Teaching Credential by National University, students must have:

- Proof of a conferred bachelor's degree from a regionally accredited institution of higher education (IHE) or an international degree of U.S. equivalence
- Successful completion of the NU admission process
- Successful completion of the teacher education program within seven years.
- Proof of passing with grade of "C" or better coursework or an examination covering the U.S. Constitution
- Official transcripts from all colleges/universities attended on file at National University
- Proof of passage of CBEST (highly recommended prior to admission. Must be taken at first available date after enrollment)
- Proof of meeting the subject matter competency requirement. Single subject teacher candidates may meet subject matter either by passing the appropriate Commission-approved examinations or by obtaining a subject matter equivalency letter from a regionally accredited CCTC-approved program verifying completion of the appropriate subject matter program. Multiple subject teacher candidates who enroll in a teacher preparation program on or after July 1, 2004, must demonstrate subject matter competency by passing a Commission-approved examination, currently the California Subject Examination for Teachers: Multiple Subjects (CSET).
- Completion of a minimum of 31.5 TED or 36 BCLAD quarter units in residence
- Maintenance of a GPA of 3.0 in credential program coursework, ("D" and "F" grades are not accepted).
- Successful completion of the exit process, including portfolio requirements
- Proof of passing the Reading Instruction Competence Assessment (RICA). (Initial Multiple Subject and Education Specialist teacher candidates only)
- CPR certification for Infant, Child, and Adult (must be valid when candidate applies for teaching credential)

Note: A letter of completion is issued from the processing center in San Diego following receipt of all documents in San Diego.

■ PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL PROGRAM WITH BCLAD OPTION

(780-363/365)
(15 courses, 66 quarter units TED)
(16 courses, 70.5 quarter units BCLAD)

A preliminary multiple subject credential is valid for a maximum of five years. During this five-year period, students must complete the induction requirements for a clear credential. The multiple subject credential enables the candidate to teach in a self-contained classroom, typically at the elementary level. Students should see "Admission to Credential Programs" for specific admission information.

Admission Requirements

Candidates requesting to be admitted for Teacher Education must follow the steps listed under Admission Process for all Credential Students.
Attendance is required at the Faculty/Credential Advisement (NU1) orientation in order to be admitted to the Teacher Education Credential Program; this must be done within 30 days of enrollment in the first course or prerequisite.

The candidate statement must be completed, reviewed, and signed by the faculty advisor for formal admission into SOE.

Candidates must complete the Credential Packet and return it to the credential advisor within 30 days.

Highly Recommended Before Admission

- A passing score on CBEST (must be completed prior to student teaching and internships).
- Proof of having met subject matter competence requirement through a passing score on the approved state exam. (Must be completed prior to student teaching.) Multiple subject teacher candidates who enroll in a teacher preparation program on or after July 1, 2004, must demonstrate subject matter competency by passing a Commission-approved examination, currently the California Subject Examination for Teachers: Multiple Subjects (CSET). CCTC policy, in compliance with the No Child Left Behind Act, prohibits colleges and universities from accepting subject matter equivalency letters for multiple subject teacher candidates who enroll into a credential program on or after July 1, 2004.
- With the exception of student teaching (TED 630A, TED 630B, TED 630C, TED 630D), all courses are scheduled by an admission advisor. Student teaching is scheduled by a placement specialist.

Note: All TED courses include a four hour field experience component that requires students to complete activities in K-12 schools. A Certificate of Clearance is necessary prior to field activities in the schools.

Note: Students must have access to Microsoft Office on either a PC or Mac platform.

Recommended Sequence

Foundation and Methods
(7 courses, 31.5 quarter units TED)
(8 courses, 36 quarter units BCLAD)

BTE 612	History and Culture of Latinos in the U.S. (taught in the language of emphasis) (BCLAD students only)
TED 615	Foundations of Education
TED 605	The Diverse Classroom
TED 611	Educational Psychology
TED621A	Language Development Methods for the Elementary School *(Prerequisite: TED 615)*
BTE/TED 621B**	Reading and Language Arts Methods for the Elementary School *(Prerequisites: TED 615 and TED 621A)*
BTE/TED 622A	Curriculum and Instruction I: History, Social Science, Physical Education, Visual and Performing Arts *(Prerequisites: TED 615 and TED 621A)*
BTE/TED 622B	Curriculum and Instruction II: Mathematics and Science *(Prerequisites: TED 615 and TED 621A)*

School of Education

All TED courses include a four hour field experience component which requires students to complete activities in K-12 schools.

Note: BTE courses are taught in the language of emphasis: Spanish.

Co-requisites
(3 courses, 13.5 quarter units)

These courses can be taken at any time in their program but are required prior to student teaching. These courses are required prior to applying for the credential.

HED 502   Health Education Across the Curriculum
EXC 625   Exceptional Children in the Classroom
EDT 608   Computer-Based Technology in the Classroom

Student Teaching
(5 courses, 21 quarter units)

(Prerequisites: HED 502, EXC 625, EDT 608, TED 615, TED 605, TED 611, TED 621A, BCLAD/TED 621B, BCLAD/TED 622A and BCLAD/TED 622B with a 3.0 GPA)

- Certificate of Clearance
- Grades of "D" are not accepted.
- Prior to student teaching, students must pass the CBEST and meet Subject Matter Competence by passing the approved subject matter exam.
- Prior to student teaching, students must have a zero account balance.
- TB test.

TED 629   Student Teaching Seminar*
                (3.0 quarter units)
BTE/TED 630A   Beginning Student Teaching
BTE/TED 630B   Student Teaching
BTE/TED 630C   Student Teaching
BTE/TED 630D   Student Teaching
* TED 629 must be taken concurrently with TED 630A-D.

**Students must pass Reading Instruction Competency Assessment (RICA) before being recommended to the CCTC for a Multiple Subject credential. It is recommended that candidates take this exam after completion of TED/BTE 621B.

Accelerated Credential Program

Students may be eligible to apply to accelerate their credential program by taking designated courses during student teaching. Eligible candidates must meet minimum qualifications for accelerated studies and will be restricted to the provisions outlined in the Policies and Procedures section. Students approved to accelerate their studies will be limited to register for two courses concurrently while student teaching.

Students must pass Reading Instruction Competence Assessment (RICA) before being recommended to the CCTC for the credential.

The Teacher Education Emphasis and the Teacher Education with BCLAD credentials authorize the holder to teach in a self-contained classroom, such as the classrooms in most elementary schools.

The following must be in student's file prior to filing for a credential:

- Proof of a bachelor's degree from a regionally accredited IHE with a GPA of 2.5.
- Copy of evaluation (if a non- U.S. degree) by a CCTC-approved international evaluation agency.
- Proof of passing the U.S. Constitution exam or transcript verifying completed U.S. Constitution coursework

- Certificate of Clearance
- Passing grade on grammar, reading and composition qualifying exam (BCLAD only).
- Passing grade on oral interview with level 3 or above (BCLAD only).
- Successful completion of the exit process, including passing portfolio review.
- Passing score on the CBEST.
- Passing score on the appropriate subject matter exam.
- Proof of passing the Reading Instruction Competence Assessment (RICA).
- Zero account balance prior to student teaching and completion.
- Completion of a minimum of 31 quarter units in residence.
- Completion of credential program within seven years.
- Grades "D" and "F" are not accepted.
CPR certification for Infant, Child, and Adult (must be valid when candidate applies for teaching credential)

■ PRELIMINARY SINGLE SUBJECT CREDENTIAL PROGRAM WITH BCLAD OPTION
(780-362/364)
(15 courses, 66 quarter units TED)
(16 courses, 70.5 quarter units BCLAD)

A preliminary single subject credential is valid for a maximum of five years. During this five-year period, students must complete the induction requirements for a clear credential. The single subject credential enables the candidate to teach in a departmentalized situation, typically at the secondary level. Students should see "Admission to Credential Programs" for specific admission information.

Prerequisite Admission Requirements

A conferred or completed bachelor's degree from an accredited university or college with a minimum 2.5 GPA is required for admission. International students with a non-U.S. bachelor's degree must have the degree evaluated by a CCTC-approved international evaluation agency before being admitted and starting the first course.

Bilingual emphasis students must pass the oral language, grammar, reading and writing proficiency examinations prior to methods courses.

Highly Recommended Before Admission

- A passing score on CBEST (must be completed prior to student teaching).
- Proof of having met subject matter competence requirement (must be completed prior to student teaching).

Note: Students must have access to Microsoft Office on either a PC or Mac platform.

Recommended Sequence

Foundation and Methods
(7 courses, 31.5 quarter units TED)
(8 courses, 36 quarter units BCLAD)

BTE 612   History and Culture of Latinos in the U.S. (taught in the language of emphasis) (BCLAD students only)
TED 615   Foundations of Education
TED 605   The Diverse Classroom
TED 611   Educational Psychology
TED 623   Language Development Methods for Secondary and Middle Schools
                (Prerequisite: TED 615)

BTE/TED 625A   Curriculum and Development for Secondary and
                Middle Schools
                (Prerequisites: TED 615 and TED 623)
BTE/TED 625B   Instruction and Classroom Management for
                Secondary and Middle Schools
                (Prerequisites: TED 615, TED 623 and TED 625A)
BTE/TED 624   Reading in the Content Areas in Secondary and
                Middle-Level Classrooms
                (Prerequisites: TED 615 and TED 623)

All TED courses include a four hour field experience component
which requires students to complete activities in K-12 schools.

Note: BTE courses are taught in the language of emphasis: Spanish.

Co-requisites
(3 courses, 13.5 quarter units)

These courses can be taken at any time in their program but are
required prior to student teaching. These courses are required prior
to applying for the credential.

HED 502   Health Education Across the Curriculum
EXC 625   Exceptional Children in the Classroom
EDT 608   Computer-Based Technology in the Classroom

Student Teaching
(5 courses, 21 quarter units)

*(Prerequisites: HED 502, EXC 625, EDT 608, TED 615, TED 605, TED
611, TED 623, BCLAD/TED 625A, BCLAD/TED 625B and BCLAD/TED
624 with a 3.0 GPA.*

Prior to Student Teaching

- Certificate of Clearance
- Students must pass the CBEST.
- Grades of "D" or "F" are not accepted.
- Students must have proof of meeting the Subject Matter
  competency exam (CSET), or have a letter of completion from an
  approved California subject matter program.
- Students must have a zero account balance.
- TB test

TED 629*   Student Teaching Seminar (3.0 quarter units)
BTE/TED 630A   Beginning Student Teaching
BTE/TED 630B   Student Teaching
BTE/TED 630C   Student Teaching
BTE/TED 630D   Student Teaching
*TED 629 is taken concurrently with TED 630A-D.

Accelerated Credential Program

Students may be eligible to apply to accelerate their credential
program by taking designated courses during student teaching.
Eligible candidates must meet minimum qualifications for
accelerated studies and will be restricted to the provisions outlined
in the Policies and Procedures section. Students approved to
accelerate their studies will be limited to register for two courses
concurrently while student teaching.

The Following Must be in Student's File Prior to Filing for a Credential

- Proof of a bachelor's degree from a regionally accredited IHE with
  a GPA of 2.5.
- Copy of evaluation (if a non-U.S. degree) by a CCTC-approved
  international evaluation agency.
- Proof of passing the U.S. Constitution exam or transcript verifying

completed U.S. Constitution coursework
- Certificate of Clearance
- Passing grade on grammar, reading and composition qualifying
  exam (BCLAD only).
- Passing grade on oral interview with level 3 or above (BCLAD
  only).
- Successful completion of the exit process, including passing
  portfolio review.
- Passing grade on the CBEST.
- Passing grade on the appropriate subject matter exam or
  equivalency letter from a regionally accredited CCTC-approved
  program verifying completion of the appropriate subject matter
  program.
- Zero account balance prior to student teaching and completion.
- Completion of a minimum of 31 quarter units in residence.
- Completion of credential program within seven years.
- Grades "D" and "F" are not accepted.
- CPR certification for Infant, Child, and Adult (must be valid when
  candidate applies for teaching credential)

Student Teaching Requirements

Applicable to all Multiple Subject and Single Subject Credentials and
Special Education Credentials
Before beginning any part of student teaching, candidates must:

- Return the completed credentials packet within 30 days of
  admission and orientation
- Provide proof of passage of the CBEST
- Demonstrate subject matter competency
- Provide proof of possession of a Certificate of Clearance
- Provide verification of a negative tuberculin examination within
  four years of student teaching
- Interview with a School of Education faculty member
- Attend student teacher interview and orientation
- Complete the prerequisite coursework with a 3.0 GPA; "D" and
  "F" grades are not accepted
- Complete a minimum of 31.5 quarter units in residence.
- Have a zero account balance.

See a credential advisor or placement specialist for specific
information regarding any of these requirements.

Multiple and Single Subject Student Teaching Placements

Candidates are placed in their student teaching assignment by the
University.

Detailed requirements for student teaching are listed in the Student
Teaching Handbook for Multiple Subject/Single Subject and Special
Education and in the NU1 for Teacher Education and EXC 602A for
Special Education packets.

*Note: Teacher Education Candidates may apply for equivalency (see form in
Student Teaching Handbook) of one half of this requirement if they can
document appropriate experience and meet other specified criteria. Special
Education student teaching is nine weeks and no equivalency is granted for
Special Education student teaching.*

Candidates will be placed:

- By the University in their student teaching school under the
  supervision of a University Supervisor and Supervising
  Teacher(s).
- For at least one-half of their student teaching, in approved public,
  charter or private schools that implement state adopted core
  curriculum content standards within the state of California.
  Summer school, after-school programs, and outdoor education
  programs will be reviewed to determine if they meet criteria for a
  student teaching assignment. Court schools or community

alternative schools may be acceptable placements for one-half of the student teaching experience.

- Out-of-state courtesy placements in state-accredited schools outside California may be considered if the candidate moves out of state. Prior approval must be given by the field experience coordinator in San Diego.
- In a supervised full-time student teaching assignment within the appropriate credential area for one full academic semester.
- In two different teaching settings. BCLAD candidates must be in classrooms that provide literacy and academic content taught in the language of emphasis for at least one extended teaching assignment.
- In two different grade spans.

Multiple Subject Candidates will be placed:

- In classrooms to observe and participate at two or more of the following grade spans: K-2, 3-5, and 6-9. A K-2 class experience is required unless there is documented fieldwork experience with beginning readers.

Single Subject Candidates will be placed:

- In two or more subject-specific teaching assignments that differ in content and/or grade level.
- In a teaching experience of a minimum of four academic periods a day in two classroom settings.

Credential Candidates Teaching Under Contract

National University provides a program whereby actively employed teachers can complete the requirements for their teaching credential while employed. All of the student teaching may be conducted in the candidate's classroom, assuming that the contract position is a match for the credential sought. Credential candidates teaching under contract:

- In an approved multiple subject assignment can complete the assignment in their own classroom. There must be documented experience with K-2 or beginning readers, otherwise candidates must complete four weeks in an alternate setting with a certified teacher.
- In an approved single subject assignment (within the credential area) can complete the full semester in their own assignment provided that they are teaching four periods in two grade levels, or can document prior experience at other grade levels.
- In a regionally (WASC) approved non-public school setting must complete a minimum of one course of the four-course sequence student teaching experience in a public school.
- Teach under the supervision of a University Supervisor and Supervising Teacher who model effective teaching, implement state-adopted academic core curriculum, mentor the candidate, and work with the University Supervisor.

Recommendation for a California Credential

To be formally recommended for California credentials, students must meet the following requirements:

- Successful completion of the coursework with a minimum grade point average of 3.0 for graduate coursework. (Grades of "D" and "F" are not accepted.) All coursework must be completed within seven years to be accepted.
- Fulfillment of all financial obligations to the University before applying for the credential.
- Passing a portfolio review that covers the objectives of the particular program pursued. Contact your local credential advisor for deadline and review dates.

Each candidate must have on file:

- A completed CCTC credential application with current CCTC application fee

- A zero account balance
- Official transcripts from all colleges/universities attended
- Proof of passing the Reading Instruction Competence Assessment (RICA). (Multiple Subject Teacher Education/BCLAD and Special Education candidates only.)
- BCLAD only – verification of passing scores on oral and written language proficiency examinations.
- Verification of subject matter competency with score reports or cards from CSET, PRAXIS, MSAT, or SSAT. (Single subject teacher candidates may submit a subject matter equivalency letter from a regionally accredited CCTC-approved program verifying completion of the appropriate subject matter program to verify this requirement.)
- Proof of passing with a grade of "C" or better coursework or an examination covering the U.S. Constitution
- Certificate of Clearance or Emergency Substitute Permit
- CPR card for Infant, Child, and Adult (must be valid at time of credential application) (multiple/single subject candidates only)
- Written evaluations of performance in field experiences, internships, educational projects, student teaching and other practica

All candidates are expected to participate in the evaluation of programs including follow-up studies after being employed in the field.

■ ADDITIONAL REQUIREMENTS FOR PROFESSIONAL LEVEL MULTIPLE OR SINGLE SUBJECT TEACHING CREDENTIAL

It is the candidates' responsibility to familiarize themselves with the renewal requirements listed on their credential and enroll in the appropriate program.

All Professional Level Candidates must have:
- Zero Account balance
Plus:

■ HOLDERS OF A RYAN CREDENTIAL WITH CLAD AND AB 1059
(751)
(4 courses, 18 quarter units)

Holders of a Ryan Credential issued after January 1, 1999 may complete one of the following options to qualify for the professional clear credential:
1) A Commission accredited SB 2042 Professional Teacher Induction Program, if available, and the CPR component of the health education requirement if it was not already completed for the preliminary credential
or
2) District BTSA Program and Health, including appropriate CPR certification, Special Education, Computer Requirements (if not completed for preliminary- plus Advanced Computer Education.)

HED 502	Health Education Across the Curriculum
EXC 625	Exceptional Children in the Classroom
EDT 608	Computer-Based Technology in the Classroom (Level 1 Technology Requirement)
EDT 655	Issues and Trends in Educational Technology (Level II Technology Requirement)*

or
3)   Fifth Year of Study (may be completed prior to the issuance of the Preliminary MS/SS Teaching Credential.)**
and
(Health, including appropriate CPR certification,Special Education, Computer Education, if not completed for preliminary plus Advanced Computer Education)

HED 502   Health Education Across the Curriculum
EXC 625   Exceptional Children in the Classroom
EDT 608   Computer-Based Technology in the Classroom (Level 1 Technology Requirement)
EDT 655   Issues and Trends in Educational Technology (Level II Technology Requirement)*

* Candidates who earned a Preliminary Credential prior to July 1, 2002, are not required to fulfill the Level II technology requirement.

■ HOLDERS OF A PRELIMINARY 2042 MS/SS TEACHING CREDENTIAL
(749)
(3 courses, 13.5 quarter units)
(4 courses, 18 quarter units after July 1st, 2005)

1) A Commission accredited SB 2042 Professional Teacher Induction Program, if available, (may have started in the BTSA Program) AND advanced study of health education, special populations, and advanced technology.
or
2) Completion of an approved Fifth-Year of Study *
and
advanced study of Health Education, Special Populations, and Computer Education

HED 620   Comprehensive School Health Programs
EXC 604   Exceptionality and Diversity in the Classroom
EDT 655   Issues and Trends in Educational Technology
*MAT 650   Teaching English Language Learners

Candidates who will have an issuance date on their Professional Clear SB2042 credential of July 1, 2005, or later, will also be required to complete an Advanced English Language Learner class per the California Commission on Teacher Credentialing (CCTC).

■ OUT-OF-STATE TRAINED CANDIDATE REQUIREMENTS FOR PROFESSIONAL CLEAR
(748)

• Under three years of experience – see information for Ryan Credential holders
• Three to four years of experience – BTSA OR approved SB 2042 Professional Teacher Induction program
• Five years or more of teaching experience- 150 clock hours aligned with the CSTP
Plus any additional requirements listed on their document including but not limited to U.S. Constitution, teaching of reading, subject-matter competence, and CBEST

** Fifth Year of Study: Masters degree or coursework consisting of 45 quarter units beyond the BA degree completed at a regionally accredited IHE in a defined field of study designed to improve the teacher's competence and skills. (may be completed prior to the issuance of the Preliminary MS/SS Teaching Credential)

• This fifth year course of study must be accredited by a California teacher preparation institution and may be used for one or more of the following purposes:
• Additional subject-matter preparation, including, but not limited to, pursuit of a master's or higher degree
• Completion of an accredited program for an advanced or specialized credential
• In-service training for which college or university credit is given
• Study undertaken to complete an accredited program of professional preparation

All courses must be completed with a grade of "C" or better. Students must maintain a cumulative GPA of 3.0.

■ INTERN CREDENTIAL PROGRAM FOR MULTIPLE SUBJECT/SINGLE SUBJECT TEACHING
(781)

This credential option has different prerequisites than those for the Preliminary Teaching Credential. The Intern Program is on a contract basis between an individual school district, the local teachers' union and National University. Intern Programs may not begin, nor may students be enrolled in the program, without prior approval of lead faculty.

Interns are salaried credentialed employees of the districts or have an offer of employment from a school district.

Intern programs provide opportunities for students to assume the responsibilities of full-time teachers while they pursue their professional studies on an Intern Credential that is valid for two years at the site of hire.

Qualifications for applicants for admission to an Internship:
• Possess a baccalaureate degree from a regionally accredited college or university
• Proof of subject matter competence .
• Proof of passing with a grade " C " or better coursework or an examination covering the U.S. Constitution.
• Provide proof of possession of a CCTC document verifying fingerprint clearance.
• Offer of employment as a full time intern teacher.
• Passage of the CBEST
• Prior to assuming intern responsibilities, intern candidates must complete pre-service coursework. Interns complete the same coursework required of non-interns but the sequence is re-ordered to assist the intern in his/her teaching role.

Intern Program Sequence

Pre-service Requirements Coursework

TED 605   The Diverse Classroom (MS/SS)
TED 621B   Reading and Language Arts Methods for the Elementary School (MS)
or
TED 624   Reading in the Content Areas in Secondary and Middle Schools (SS)
IN1   National University Orientation with Faculty and Staff Collaborative Planning Meeting with Intern, Support Providers (Site and University)

Suggested First Semester of Intern Teaching Coursework

TED 610   Introduction to the Intern Teaching Experience (MS/SS)
TED 629I   Intern Teaching Seminar (MS/SS)
EDT 608   Computer-Based Technology in the Classroom (MS/SS)
TED 615   Educational Foundations (MS/SS)
TED 611   Educational Psychology (MS/SS)

Attend and participate in school district's regular workshops and hold collaborative monthly meeting with intern, support supervisors (site and university)

Suggested Second Semester of Intern Teaching Coursework

TED 629I   Intern Teaching Seminar continued (MS/SS) (continued)
TED 621A   Language Development Methods for the Elementary School (MS)
or
TED 623   Language Development Methods for Secondary and Middle Schools (SS)
and

TED 622A   Curriculum and Instruction I: History, Social Science, PE, Visual and Performing Arts (MS)

or

TED 625A   Curriculum and Development for Secondary and Middle Schools (SS)

and

TED 622B   Curriculum and Instruction: Math and Science (MS)

or

TED 625B   Instruction and Classroom Management for Secondary and Middle Schools (SS)

- Attend and participate in School District's Regular Workshops and
- Collaborative Monthly Meetings with Intern, Support Supervisors (Site and University)

Suggested Third and Fourth Semester Intern Teaching Coursework

HED 502   Health Education Across the Curriculum (MS/SS)
EXC 625   Exceptional Children in the Classroom (MS/SS)

- Interns that are not funded by Alt. Cert. grant, will register for TED628 A-D, the full year of field experience required for interns.
- Application for the preliminary credential.
- Intern Credential students meet the requirements of NCLB.

Early Completion Option (ECO)

- Candidates must meet all intern qualifications and meet with a faculty advisor prior to choosing this option and they must pass the foundations exam.
- Students on a Multiple Subject or Single Subject Internship Credential may choose an Early Completion Option. This option requires that the student satisfactorily completes the Teacher Performance Expectations portfolio assessment and passes HED 502, EDT 608, and EXC 625. Multiple subject candidates must also pass the RICA and it is recommended that they take TED 621B prior to taking the exam.

The ECO meets the Fully Qualified Requirements of No Child Left Behind.

● **Individual Internship Certificate (IIC)**

The Individualized Internship Certificate is an option for individuals who have met subject matter competency to be compliant with the requirements of the federal No Child Left Behind Act of 2001, yet are not enrolled in an existing district or university internship program. The IIC is available only at the request of an employing agency. Applicants must be enrolled in a Commission-accredited teacher preparation program at the time of application. The IIC is available in the areas of Multiple Subject, Single Subject and Education Specialist.

Note: If a contract has been agreed upon by the University and school district, candidates are encouraged to pursue the University Intern Program.

Candidates must meet the following criteria:
- Possess a baccalaureate degree from a regionally accredited college or university
- Meet subject matter competency requirements
- Provide proof of passage of the CBEST
- Verify Certificate of Clearance, Emergency Substitute Permit, or Pre-Intern Certificate
- Proof of passing the U.S. Constitution exam or transcript verifying completed U.S. Constitution coursework

Students apply for the IIC through participating districts. The document is valid for up to two years.

The application must be signed by both the District representative and by a CCTC authorized signer. The student must meet with a faculty advisor within 90 days to complete an Individualized Teacher Preparation Plan (ITPP), to be filed with the District. Students on an IIC complete the regular Teacher Education or Education Specialist program, including student teaching.

The IIC meets the Fully Qualified requirement of No Child Left Behind.

■ **PRELIMINARY TIER I ADMINISTRATIVE SERVICES CERTIFICATE/CREDENTIAL**
(780-000-752)
(10 courses, 45 quarter units)

This program is designed for students who are committed to improving education and who want to advance their careers by becoming public school administrators.

Scheduling

All courses, with the exception of field experience EDA 620B, are scheduled by an advisor. The field experience coursework, EDA 620B, is scheduled by a placement specialist once students submit a completed credential packet and after approval by a designated full-time or associate faculty member. (Students must submit the completed packet within 30 days of attending a credential orientation meeting.)

Admission Requirements

- Formal application to the University and to the Credentials Department. See "Admission to Credential Programs."
- Meet all requirements for admission to credential program, including attendance at mandatory Faculty/Credential (NU3) Advisement orientation.
- Complete a candidate statement to be reviewed and signed by faculty advisor for admission to the School of Education.
- Appointment with credential advisor within 30 days of admission to return packet and to be cleared for EDA 620B. EDA 620B is administered by local faculty members and must be completed in residence.
- An overall grade point average of 3.0 in previous graduate work.
- A bachelor's degree from a regionally accredited institution or a complete evaluation from a CCTC-approved international evaluation agency
- Possession of a valid preliminary, professional clear, life, general, or service credential. An emergency teaching permit does not qualify as an accepted credential for admission.
- Passing of CBEST verified or proof of CBEST to be taken at next available date

In order to avoid matriculation or scheduling errors, students must meet with a credential advisor within 30 days of enrollment.

Completion Requirements

- Three years of experience while in possession of a valid California emergency permit and/or teaching credential issued under the law, rules and regulations in effect on or before December 31, 1971, requiring the possession of a baccalaureate degree. Two years experience may be accepted with an emergency teaching permit. One year experience must be verified while holding a valid credential. Substitute teaching does not qualify for full-time experience.

or

- Three years of experience appropriate to the possession of a

services credential with a specialization, while holding the appropriate credential for the entire three years
- An approved program of professional education
- A passing score on the CBEST. Highly recommended prior to admission.
- A minimum grade point average of 2.5. Grades of "D" and "F" are not accepted.
- Verification of meeting the requirement of EXC 625 or equivalent course of study.
- Completion of a minimum 27 quarter units in residence
- Field experience, EDA 620B must be completed in residence
- Successful completion of final exit exam and exit process. (See "Final Recommendation for the Credential.") The University issues an official letter of completion from San Diego.
- Zero account balance

Program Prerequisite
(1 course, 4.5 quarter units)

EXC 625   Exceptional Children in the Classroom*

Note: EXC 625 may be met with experience working with students with disabilities in a less-restricted environment.

Core Requirements
(9 courses, 40.5 quarter units)

Students must complete all coursework with a GPA of 3.0 within seven years. Grades of "D" and "F" are not accepted.

EDA 618A   Legal Aspects of Education
EDA 619A   Financial Aspects of Education
EDA 614A   Theories, Assessment and Application of Educational Leadership
EDA 620B   Preliminary Administrative Field Experience *
EDA 615A   School Community Relations in a Diverse Society
EDA 616A   Management of Education Personnel: Social, Political and Policy Issues
EDA 620A   Seminar in Educational Leadership**
EDA 624A   Supervision of Instruction: Curricula Evaluation and Staff Development
EDA 670C   Leadership Technology and Its Applications

* (May be taken concurrently with another class or scheduled in an open month. This course takes 3-12 months to complete. It must be completed within 12 months of the course being scheduled. Students must complete three courses in the credential sequence-EDA 618A, EDA 619A, EDA 615A, EDA 616A, EDA 620A, EDA 624A, EDA 670C- before taking this course. The course must be completed in residence.)

** (At least two other credential courses, not including EDA 620B or EDA 670C must be completed before taking the course)

Students can earn the preliminary administrative services certificate as part of the Master of Science in Educational Administration.

Exit Requirements

- Verification of passing CBEST and mainstreaming requirements
- Verification of three years of experience as a credentialed person in schools
- Copy of valid teaching or services credential with at least 12 months remaining before expiration
- Exit interview with credential advisor to obtain and submit necessary application and CCTC fee
- Exit exam
- Zero account balance

Certificate/Credential

Students are issued a Certificate of Eligibility upon completion of the program. The certificate is required for entry-level administrative positions and before the student is eligible to pursue the professional administrative services credential unless student provides a completed "Verification of Employment as an Administrator" (CL-777) form with the credential application, in which case the candidate will be recommended for the credential.

■ INTERNSHIP – PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL – TIER I
(781-000-752)

The preliminary administrative services intern credential program allows students who meet the admissions requirements to begin service as an administrator in their sponsoring district while completing their formal coursework preparation. Students who qualify for admission may begin the program upon starting an administrative position, either at the beginning of their program or while currently enrolled in the regular preliminary administrative services credential program. Intern students participate in the standard coursework with intern addenda and complete an alternative field work experience directly related to their administrative responsibilities.

State of California Requirements

- Passage of the CBEST
- Possession of a bachelor's degree from a regionally accredited college or university
- Possession of a valid preliminary, professional clear, life, general, or service credential. An emergency permit does not qualify as an accepted credential for admission.
- Three years of experience while in the possession of a valid California emergency permit and/or teaching credential issued under the laws, rules, and regulations in effect on or before December 31, 1971, requiring the possession of a baccalaureate degree. Two years experience may be accepted with an emergency teaching permit.
- One year experience must be verified while holding a valid credential. Substitute teaching does not qualify for full-time experience.

or

- Three years of experience appropriate to the possession of a services credential with a specialization, while holding the appropriate credential for the entire three years.
- Verification of support from the intern candidate's sponsoring district, including verification of a willingness to enter into an intern partnership with National University and a signed Memorandum of Agreement between the sponsoring district and the University that assures that the intern will be provided the services of a site mentor and that relevant stipulations of Education Code and California Commission on Teacher Credentialing regulations are followed.

Admissions Requirements

- All candidates for the intern program must have a GPA of 3.0 in their previous graduate work.
- All candidates must furnish three letters of recommendation from their district discussing their prospects for success in the program. One of the letters must be from their superintendent or the superintendent's designee pledging district support of the candidate.
- The candidate must submit a letter of application stating his or her qualifications for admission to the intern program, why he or

she wants to enter the intern program, and his or her philosophy of education.

- The candidate must participate in an in-depth interview assessing his or her prospects for success in meeting his or her administrative responsibilities. The interviewers will be a University faculty member and a representative of the candidate's site or district.
- The University will secure an intern administrative credential authorizing service permitted by the preliminary administrative services credential once the student has been formally admitted to the intern program.

Required Coursework
(10 courses, 45 quarter units)

Students must complete all coursework with a GPA of 3.0 within seven years. Grades of "D" and "F" are not accepted. The intern credential, however, is valid for a maximum of two years and all work leading to a regular preliminary administrative services credential must be completed within that time for the student to be able to retain a position requiring a preliminary administrative services credential.

Program Prerequisite
(1 course, 4.5 quarter units)

EXC 625   Exceptional Children in the Classroom*

Note: EXC 625 may be met with experience working with students with disabilities in a less-restricted environment.

Core Requirements
(9 courses, 40.5 quarter units)

EDA 624A   Supervision of Instruction
EDA 620I   Intern Induction Seminar*
EDA 618A   Legal Aspects of Education
EDA 619A   Financial Aspects of Education
EDA 614A   Theories, Assessment, and Application of Educational Leadership
EDA 615A   School Community Relations in a Diverse Society
EDA 616A   Management of Educational Personnel: Social, Political, and Policy Issues
EDA 620A   Seminar in Educational Leadership**
EDA 670C   Leadership Technology and its Applications

This course is taken in place of EDA 620B, the practicum/field work required in the regular preliminary administrative services credential program. Interns register once for this course, at the beginning of their work in the intern program, and meet monthly with the instructor over the duration of their intern program.

**At least two other credential courses, not including EDA 620I or EDA 670C, must be completed before taking the course.*

Interns may elect to take some courses online. They must, however, participate in EDA 620I on site in accordance with the schedule of the University.

Completion Requirements

- Completion of a minimum of 27 quarter hours in residence. Units from the regular National University preliminary administrative services credential program, successfully completed within the past seven years, are acceptable.
- EDA 620I, the Intern Induction Seminar, must be taken in residence onsite.
- All interns complete an extensive comprehensive written examination addressing major competencies of the program. The

examination will be completed over the duration of the intern program and presented as a research based essay during the intern's final month of participation in EDA 620I.
- All interns will be required to participate in an oral exit examination. The oral examiners will represent both National University and the sponsoring site/district. The examination will be conducted the last month the intern is in the program.
- Verification of meeting the requirement of EXC 625 or equivalent course of study or in lieu of experience.
- Exit interview with credential advisor
- Zero account balance

■ PROFESSIONAL (TIER II) ADMINISTRATIVE SERVICES CREDENTIAL
(780-000-753)
(3 courses, 13.5 quarter units)

Admission Requirements

- Formal application to the University and to the Credentials Department. See "Admission to Credential Programs"
- Appointment with credential advisor within 30 days of admission in order to obtain necessary credential information documents and to avoid matriculation or scheduling errors
- Possession of a bachelor's degree with a GPA of 2.5 or a complete evaluation from a CCTC-approved international evaluation agency.
- Possession of a valid preliminary administrative services credential

Scheduling

All courses are scheduled by an advisor.

Completion Requirements

- A minimum of two years of successful, full-time school administrative experience in the public schools, or private schools of equivalent status. Students must work under contract while holding a valid preliminary administrative services credential for the entire two years.
- Completion of a commission-approved program for the professional administrative services credential
- Grades are "S" (Satisfactory) or "U" (Unsatisfactory). All grades must be "S".
- Zero account balance

Program Requirements
(3 courses, 13.5 quarter units)

Students must complete all coursework with a grade of "S" within the time allowed by CCTC for the granting of the Tier II credential.

EDA 607   Induction Seminar
EDA 608   Professional Development Seminar
EDA 609   Assessment Seminar
Courses must be completed in the above sequence.

Exit Requirements

- Copy of valid Preliminary Level I Administrative Services credential
- Verification of two years of experience in an educational administrative position
- Exit interview with credentials advisor to obtain and submit application and current CCTC fee
- Exit interview with full-time faculty
- Zero account balance

◼ PUPIL PERSONNEL SERVICES CREDENTIAL SCHOOL COUNSELING (PPSC)

(780-700-758)
(20 courses, 88.5 quarter units)

This credential authorizes the holder to serve as an educational counselor in a school setting at any grade level K-12. This credential is valid for a maximum of five years, student should see "Admissions to Credential Programs" for specific admission information.

Students who have completed an appropriate master's degree in counseling or psychology from National University or another regionally-accredited institution can work toward a Pupil Personnel Services Credential with a School Counseling Specialization (PPSC) (i.e. without receiving another master's degree). To meet state-required competencies for the credential, students must complete either the entire Master of Science in Educational Counseling or the prerequisites and requirements for the MS in Educational Counseling not already met in previous graduate coursework.

Students must maintain a 3.0 GPA. Grades of "D" and "F" are not accepted. Course equivalence cannot be granted for life experience. Students who received a grade less than B- in CED 610, CED 611, CED 603 and CED 601 must repeat the course. Any grades of "C" in two or more classes must be repeated. Students who are absent for a period of 12 months or more must re-enroll and re-matriculate under a new catalog. GPA of lower than 3.0 may be evaluated by the faculty and may be required to repeat the course at their own expense before being allowed to continue in the program.

Admission Requirements

Students seeking a Pupil Personnel Services Credential in School Counseling (PPSC) must:

- Possess an appropriate master's degree in Educational Counseling, Psychology, or Social Work if entering the credential ONLY program. All students need to have previous coursework evaluated by the PPS lead faculty advisor.
- Attend CED 604, Orientation and Field Experience in School Counseling. Students may take prerequisites only while taking CED 604.
- Students will receive a credential packet, and complete a "candidate statement" that is reviewed and signed by the faculty advisor for admission into the program.
- Students must return their credential packet to the credential advisor by the end of the course otherwise students will receive an "I" for CED 604.

Program Advisement

All PPSC students will be assigned a faculty advisor. All students are expected to meet with their assigned faculty advisor upon admission to the program and throughout the program, before starting their internship and after completion of coursework and internship hours.

Program Prerequisites
(3 course, 13.5 quarter units)

It is strongly recommended, but not required, that applicants have one year of related professional experience working with school-age children, preferably in a school or other institutional setting.

Before being admitted to this program, students must complete the following coursework (or equivalent):

MTH 210   Introduction to Probability and Statistics
PSY 301   Child and Adolescent Development
PSY 100   Introduction to Psychology / Counseling

Students will meet with a faculty advisor for evaluation of prior coursework to meet program prerequisites. Only CED 604 and prerequisites can be taken prior to formal admission.

Required Coursework
(13 courses, 58.5 quarter units)

CED 604	Orientation and Field Experience in School Counseling
TED 611	Educational Psychology
CED 600	Student Diversity in Development and Learning
CED 602	Contemporary Issues in School Counseling
CED 606	Development and Evaluation of School Counseling Programs and Services
CED 610	Advanced Counseling Theories and Techniques
CED 611	Group Counseling *(Prerequisite: CED 610)*
CED 603	Multicultural Counseling *(Prerequisite: CED 611)*
CED 601	Consultation in the Schools
CED 612	Career and Academic Counseling
CED 613	Psycho-Educational Assessment
CED 614	Legal and Ethical Practices for School Counselors

Electives
(choose one of the following)

EXC 604	Exceptionality and Diversity in the Classroom
EXC 625	Exceptional Children in the Classroom
EXC 620	Positive Behavioral Support
PED 667	Behavior Pathology in the Schools

Pre-Internship (100 hours)

Students are required to complete 100 hours of pre-internship prior to starting internship. These hours will be completed throughout CED coursework.

- Proof of Certificate of Clearance or Teaching Credential
- Provide verification of TB clearance
- Complete all prerequisite coursework
- CED 604 plus 10 CED courses including CED 610, CED 611, CED 603 and CED 601)
- Complete 100 hours of approved logged practicum
- Submit an Internship Application to the Internship Coordinator/ Lead Faculty and be assigned a University Fieldwork Supervisor.
- Internship is then scheduled by Placement Specialist.
- Proof of CBEST

Students should refer to the current PPS Internship Handbook for School Counseling for specific information about the practicum and internship requirements.

Internship
(4 courses, 16.5 quarter units)

Note: Internship must be completed in residence/600 hours

Each 4.5 units of fieldwork requires 200 direct service hours. A minimum of 600 clock hours is required. The student will draft a plan with the Site Supervisor and University Supervisor, meet weekly with the Site Supervisor for supervision, keep weekly logs of each 200 hours of internship, and submit logs to the University Supervisor. The internship consists of the following:

- No more than two sites at one time with no more than two Site Supervisors at one time
- Includes two levels

Students must attend CED 620 sessions concurrently with internship.

Students will complete (13.5 quarter units) from the following courses (Elementary and Secondary):

CED 620   Best Practices Seminar in School Counseling
             (3 quarter units)
CED 616   School Counseling Internship Part I (200 hours)
CED 617   School Counseling Internship Part II (200 hours)
CED 618   School Counseling Internship Part III (200 hours)

Exit Requirements

In order to receive a PPSC credential, students must complete courses within seven years and do the following:

- Successful completion of coursework, portfolio, practicum, internship and the exit process.
- Schedule and pass an exit interview with faculty advisor and University Supervisor
- Pass ETS National Praxis examination-School Counseling (passage score is 570)
- Complete Program Evaluation Form—School Counseling and submit to credential advisor
- Submit written evaluations of performance in Internship experiences by Site Supervisor to University Supervisor
- Schedule and attend exit appointment with credential advisor to receive final clearance and credential documents
- Have a zero account balance

Credential Application Information

Upon successful completion of the coursework and internship, students must meet with a credential advisor to receive, complete and submit the Commission on Teacher Credentialing application form for the PPSC school counseling credential.

■ PUPIL PERSONNEL SERVICES CREDENTIAL SCHOOL PSYCHOLOGY (PPSP)
(780-000-760)
(27 courses, 117 quarter units)

This credential authorizes the holder to serve as a school psychologist in a school setting at any grade level K-12. This credential is valid for a maximum of five years. Students should see "Admissions to Credential Programs" for specific admission information.

Students who have completed an appropriate master's degree in counseling, social work or psychology from this or another regionally-accredited institution can work toward a Pupil Personnel Services Credential with a School Psychology Specialization (i.e. without receiving another master's degree). To meet state-required competencies for the credential, students must complete either the entire Master of Science in School Psychology or the prerequisites and requirements for the MS in School Psychology not already met in graduate coursework.

Students must maintain a 3.0 GPA. Students who receive a grade of a "C" in two or more courses will be evaluated by the faculty and will be required to repeat the coursework at their own expense before being allowed to continue in the program. A grade less than B- is not accepted in CED 600, PED 665, PED 666 and PED 667.

Admission Requirements

Students seeking a Pupil Personnel Services Credential in School Psychology (PPSP) must:

- Possess an appropriate master's degree in Educational Counseling or Psychology if entering the credential ONLY program.

- Attend PED 604, Orientation and Field Experience in School Psychology. Students may take prerequisites only while taking PED 604.
- Students will receive a credential packet, and complete a "candidate statement" that is reviewed and signed by the faculty advisor for admission into the program.
- Students must return their credential packet to the credential advisor by the end of the course otherwise students will receive an "I" for PED 604.

Program Advisement

All PPSP students will be assigned a faculty advisor. All students are expected to meet with their assigned faculty advisor upon admission into the program and throughout the program, before starting their internship and after completion of coursework and internship hours.

Program Prerequisites
(4 courses, 18 quarter units)

It is strongly recommended that applicants have one year of related professional experience working with school-age children, preferably in a school or other institutional setting. Before being admitted to this program, students must complete the following coursework (or equivalent).

MTH 210   Introduction to Probability and Statistics
PSY 301   Child Development
PSY 430   Abnormal Psychology/Psychopathology
EXC 625   Exceptional Children in the Classroom

Students will meet with a faculty advisor for evaluation of prior coursework to meet program prerequisites. Only PED 604 and prerequisites can be taken concurrently prior to admission

Required Coursework
(17 courses, 73.5 quarter units)

Candidacy Requirements
(5 courses, 19.5 quarter units)

PED 604   Orientation and Field Experience in School Psychology
             (1.5 quarter units)
CED 600   Student Diversity in Development Learning
PED 665   Tests and Measurements
PED 666   Graduate Seminar in Human Neuropsychology
PED 667   Behavior Pathology in the Schools
Advancement to Candidacy

Core Requirements
(13 courses, 57 quarter units)

CED 610   Advanced Counseling Theories and Techniques
             (Prerequisites: CED 600 and PED 604)
PED 680   Roles, Issues and Ethics in School Psychology
             (Prerequisite: PED 667)
CED 601   Consultation in the Schools
             (Prerequisite: CED 610)
PED 683   Wellness Advocacy and Interventions through Program Evaluation
             (Prerequisite: PED 680)
PED 668A   Behavioral Research: Design Analysis
PED 668B   Basic Behavioral Analytic Principles
             (Prerequisite: PED 668A)
PED 670   Social Psychology in Educational Setting
PED 671   Assessment of Cognitive Abilities
             (Prerequisite: PED 670)
PED 672   Advanced Psycho-educational Assessment
             (Prerequisite: PED 671)

PED 673   Emotional/ Behavior Assessment of Children and
           Adolescents
           (Prerequisite: PED 672)
PED 674   Preschool/Low Incidence Assessment
           (Prerequisite: PED 673)
PED 675   Alternative Assessment for Multicultural Populations
           (Prerequisite: PED 674)
PED 678   Practicum in School Psychology (can be taken
           concurrently with PED 675)

Students are required to complete 450 hours of pre-internship prior
to starting their internship. Students must complete the pre-
internship experience under the supervision of a credentialed (two
years) school psychologist. National University school psychology
students will complete school based practicum experiences in each of
the following courses: CED 600, CED 610, CED 601, PED 671, PED
672, PED 674, PED 675 and complete the remaining hours during
PED 678.

In PED 678 (Practicum in School Psychology) students will culminate
their practicum hours and experiences through self-analysis,
feedback, group activities and video critiques. Student performance
will be evaluated by program faculty and a school site psychologist
through completion of course requirements.

Internship Prerequisites

Before beginning internship, students must:

- Provide Proof of Certificate of Clearance or a Teaching Credential
- Provide verification of TB clearance
- Complete prerequisite coursework and all PED courses (except
  PED 685)
- Complete 450 hours of approved, logged practicum
- Submit a Internship Application to the Internship
  Coordinator/Lead Faculty and be assigned a University
  Supervisor.
- Internship is then scheduled by Placement Specialist
- Pass CBEST

**Students should refer to the current PPS Internship Handbook for
School Psychology for specific information about the practicum
and internship requirements.**

Internship
(5 courses, 21 quarter units)
(Must be completed in residence/1200 hours)

Each 4.5 units of internship 300 direct service hours. A minimum of
1200 clock hours is required. The student will draft a plan with the
Site Supervisor and University Supervisor, meet weekly with Site
Supervisor for supervision, keep weekly logs of each 300 hours of
internship, submit logs to University Supervisor. The internship
consists of the following:

- No more than two sites at one time with no more than two Site
  Supervisors at one time
- Includes two levels (Elementary and Secondary)

PED 685   Best Practices Seminar in School Psychology
           (Taken concurrently with internship) (3 quarter units)
PED 687   School Psychology Internship Part I (300 hours)
           *(Prerequisites: students must have completed all program
           coursework, must be enrolled in their internship and have
           permission of the faculty advisor)*
PED 688   School Psychology Internship Part II (300 hours)
           *(Prerequisites: students must have completed all program
           coursework, must be enrolled in their internship and have
           permission of the faculty advisor)*

PED 689   School Psychology Internship Part III (300 hours)
           *(Prerequisites: students must have completed all program
           coursework, must be enrolled in their internship and have
           permission of the faculty advisor)*
PED 690   School Psychology Internship Part IV (300 hours)
           *(Prerequisites: students must have completed all program
           coursework, must be enrolled in their internship and have
           permission of the faculty advisor)*

Exit Requirements

In order to receive a PPSP credential, students must complete courses
within seven years and do the following requirements:

- Successful completion of coursework, portfolio, practicum,
  internship and the exit process.
- Schedule and pass an exit interview with faculty advisor and
  University Supervisor
- Pass ETS National Praxis examination-School Psychology
  (passage score is 590)
- Complete Program Evaluation Form—School Psychology and
  submit to credential advisor
- Submit written evaluations of performance in Internship
  experiences by Site Supervisor and University Supervisor
- Schedule and attend exit appointment with credential advisor to
  receive final clearance and credential documents
- Return portfolio to their University Supervisor
- Attend exit appointment with credential advisor to receive final
  clearance and credential documents
- Have a zero account balance

Credential Application Information

Candidates are supposed to complete their internship within 18
months. Upon successful completion of the coursework and
internship, students must meet with a credential advisor to complete
and submit the Commission on Teacher Credentialing application
form for the PPSP School Psychology credential.

■ PRELIMINARY LEVEL I EDUCATION SPECIALIST CREDENTIALS: MILD/MODERATE DISABILITIES OR MODERATE/SEVERE DISABILITIES WITH CLAD CERTIFICATE OR CONCURRENT MULTIPLE OR SINGLE SUBJECT CREDENTIAL

In California, Preliminary Level I Education Specialist Credentials in
Mild/Moderate Disabilities and Moderate/Severe Disabilities
authorize the provision of services to individuals in grades K
through 12, including adults. The Mild/Moderate Disabilities
credential authorizes the teaching of individuals with specific
learning disabilities, mental retardation, other health impairments
and emotional disturbance. The Moderate/Severe Disabilities
credential authorizes the teaching of individuals with autism, mental
retardation, deaf-blindness, emotional disturbance and multiple
disabilities.

For students enrolled in the Level I Education Specialist credential
with a CLAD certificate, please note that classes have been approved
as a set by the CCTC. No coursework is accepted in transfer from
another university for this program and no substitutions are allowed.

Although many of the courses in this credential program are offered
online, certain testing courses and internship in the Advanced
Specialization program must be taken on-site.

School of Education

Admission Requirements

Before being accepted to the credential program, students must possess a bachelor's degree from a regionally-accredited college or university and be enrolled in the University. Students with a non-U.S. degree must receive an evaluation from a CCTC-approved international evaluation agency prior to admission and starting the first course. Students are admitted to the credential program when they attend the credential orientation meeting (EXC 602A) and return the completed credential packet. (See Admission to Credential Programs in the previous section.)

National University recognizes its responsibility to exercise judgment in recommending persons for California teaching credentials. Students must submit a completed credentials packet and be interviewed by a credential advisor and a School of Education faculty member. The credentials packet is available from a credential advisor at the credential orientation (EXC 602A) meeting and must be completed and submitted before the end of course EXC 602A, within the first 30 days of enrollment. Course equivalence is not granted for life experience.

Recommendation for Preliminary Level I Education Specialist Credential

In order to be recommended for a California Preliminary Level I Education Specialist credential in Mild/Moderate or Moderate/Severe Disabilities, students must show:
- Successful completion of the admission process
- Successful completion of the field experience activities, including Student Teaching
- Successful completion of the program within seven years
- Proof of passing with a grade of "C" or better coursework or an examination on the U.S. Constitution
- Official transcripts of all colleges/universities attended on file at National University
- Proof of passing CBEST. Highly recommended taking before admission to program.
- Proof of meeting the appropriate subject matter competence
- Completion of 31 quarter units in residence
- Valid CPR certification for Infant, Child and Adult
- Maintenance of a GPA of 3.0 in credential program coursework; "D" and "F" grades are not accepted.
- Receipt of a Certificate of Clearance before student teaching
- Successful completion of the generic core and advanced specialization requirements
- Proof of passing the Reading Instruction Competence Assessment (RICA) (Required for initial Multiple Subject, and Education Specialist teacher candidates.)
- Verification of passing scores (BCLAD only) on the oral and written language proficiency examinations.

Scheduling

All generic courses are scheduled by an advisor. A member of the credential department will schedule the advanced specialization courses and student teaching when students complete generic core exam and submit a completed credential packet during EXC 602A.

Admission to Field Experiences

Before beginning any part of the Student Teaching, students must:

- Return the completed credentials packet within 30 days of admission and orientation
- Provide proof of passing the CBEST*
- Demonstrate subject-matter competency*
- Provide proof of possession of a Certificate of Clearance

- Provide verification of a negative tuberculin examination within four years of student teaching
- Interview with a School of Education faculty member
- Complete all other coursework in the Education Specialist program
- Complete the prerequisite coursework with a 3.0 GPA. "D" and "F" grades are not accepted.

* Highly recommended prior to admission and at the first available test date after enrollment. Must be passed prior to advanced specialization classes.

See a credential advisor for specific information regarding any of these requirements.

Field Experience Requirements

Note: Detailed requirements for field experiences are listed in the Student Teaching Handbook and in the Credential Packet.

- Before beginning field experience (student teaching), students must complete all prerequisite courses with a 3.0 GPA. Grades of "D" and "F" are not accepted.
- Students should see a credential advisor for specific information regarding any of these requirements.

■ PRELIMINARY LEVEL I EDUCATION SPECIALIST CREDENTIAL: MILD/MODERATE DISABILITIES WITH CLAD CERTIFICATE
(780-356)
(22 courses, 84 quarter units)

Program Prerequisites
These courses are required prior to student teaching.
(2 courses, 9 quarter units)

HED 502   Health Education Across the Curriculum
EDT 608   Computer-Based Technology in the Classroom

Core Requirements
(10 courses, 42 quarter units)

Field experience courses must be taken at the beginning of the program and may be taken concurrently with other courses.
EXC 602A   Field Experience: Special Education
          (3 quarter units)
EXC 602B   Field Experience: Inclusive Settings
          (3 quarter units)
EXC 604   Exceptionality and Diversity in the Classroom
TED 615   Foundations of Education
TED 611   Educational Psychology
EXC 620   Positive Behavior Support
EXC 630   Assessment and Instructional Planning for Special
          Needs Students
          (Meets one night per week over two months)
TED 621A   Language Development Methods for the Elementary
          School
          (Prerequisite: TED 615)
or
TED 623   Language Development Methods for Secondary and
          Middle Schools
          (Prerequisite: TED 615)
TED 621B   Reading and Language Arts for the Elementary School
          (Prerequisites: TED 615 and TED 621A)
EXC 650   Consultation and Collaboration for Special Education

Generic Core Exam
Note: The subject matter examination and CBEST must be taken and passed before the candidate can register for the Advanced Specialization courses.

Advanced Specialization Requirements
(10 courses, 33 quarter units)

EXC 644   Reading and Language Arts Methods for Special Education (one night per week over two months)
EXC 644A   Field Study: Reading and Language Arts Methods for Special Education
      (1.5 quarter units)
EXC 660   Instruction of Learners with Mild/Moderate Disabilities
EXC 660A   Field Study: Instruction of Learners with Mild/Moderate Disabilities
      (1.5 quarter units)
EXC 615   Technology for Persons with Disabilities
EXC 615A   Field Study: Technology for Persons with Disabilities
      (1.5 quarter units)
and
EXC 603A   Student Teaching Seminar
(Note. Must be taken concurrently with Student Teaching) (1.5 quarter units)
EXC 685A   Student Teaching: Mild/Moderate Disabilities - I
EXC 685B   Student Teaching: Mild/Moderate Disabilities – II
Exit Portfolio
Exit Exam   Apply for Mild/Moderate Level Credential
      Must obtain Clearance to take CLAD 627 to apply for CLAD Certificate.
CLD 627   Methods for Cross-Cultural Instruction
      (taken after completion of student teaching)
Apply for CLAD Certificate.
CLAD certificate classes have been approved as a set by the CCTC. No coursework is accepted in transfer from another university for this program and no substitutions are allowed. Students must hold a valid credential to be granted a certificate

The following must be in student's file prior to filing for a credential:

- Proof of passing the U.S. Constitution exam or transcript verifying completed U.S. Constitution coursework
- Certificate of Clearance
- Successful completion of the exit process, including passing the Exit Exam.
- Passing grade on the CBEST.
- Verification of subject matter competency.
- Proof of passing the Reading Instruction Competence Assessment (RICA).
- Zero account balance prior to student teaching and completion.
- Completion of a minimum of 31 quarter units in residence.
- Completion of credential program within seven years.
- Grades "D" and "F" are not accepted.
- Attend exit appointment with credential advisor to receive final clearance and credential documents

■ PRELIMINARY LEVEL I EDUCATION SPECIALIST CREDENTIAL: MODERATE/SEVERE DISABILITIES WITH CLAD CERTIFICATE
(780-357)
(22 courses, 84 quarter units)

Program Prerequisites
These courses are required prior to student teaching.
(2 courses, 9 quarter units)

HED 502   Health Education Across the Curriculum
EDT 608   Computer-Based Technology in the Classroom

Core Requirements
(10 courses, 42 quarter units)

Field experience courses must be taken at the beginning of the program and may be taken concurrently with other courses.

EXC 602A   Field Experience: Special Education
      (3 quarter units)
EXC 602B   Field Experience: Inclusive Settings
      (3 quarter units)
EXC 604   Exceptionality and Diversity in the Classroom
TED 615   Foundations of Education
TED 611   Educational Psychology
EXC 620   Positive Behavior Support
EXC 630   Assessment and Instructional Planning for Special Needs Students (One night per week over two months)
TED 621A   Language Development Methods for the Elementary School
      (Prerequisite: TED 615)
or
TED 623   Language Development Methods for Secondary and Middle Schools
TED 621B   Reading and Language Arts Methods for the Elementary School
      (Prerequisites: TED 615 and TED 621A)
EXC 650   Consultation and Collaboration for Special Education
Generic Core Exam
Note: The subject matter examination and CBEST must be taken and passed before the candidate can register for the Advanced Specialization courses.

Advanced Specialization Requirements
(10 courses, 33 quarter units)

EXC 644   Reading and Language Arts Methods for Special Education (one night per week over two months)
EXC 644A   Field Study: Reading and Language Arts Methods for Special Education
      (1.5 quarter units)
EXC 665   Instruction of Learners with Moderate/Severe Disabilities
EXC 665A   Field Study: Instruction of Learners with Moderate/Severe Disabilities
      (1.5 quarter units)
EXC 615   Technology for Persons with Disabilities
EXC 615A   Field Study: Technology for Persons with Disabilities
      (1.5 quarter units)
and
EXC 603A   Student Teaching Seminar
(Must be taken concurrently with student teaching)(1.5 quarter units)
EXC 690A   Student Teaching: Moderate/Severe Disabilities - I
EXC 690B   Student Teaching: Moderate/Severe Disabilities – II
Exit Exam   Apply for Moderate/Severe Level Credential
      Must obtain Clearance to take CLD 627 to apply for CLAD Certificate.
CLD 627   Methods for Cross-Cultural Instruction
      (taken after completion of student teaching)
Apply for CLAD Certificate

The following must be in student's file prior to filing for a credential:

- Proof of passing the U.S. Constitution exam or transcript verifying completed U.S. Constitution coursework
- Certificate of Clearance
- Successful completion of the exit process, including passing the Exit Exam.
- Passing grade on the CBEST.
- Verification of subject matter competency.
- Proof of passing the Reading Instruction Competence Assessment (RICA).
- Zero account balance prior to student teaching and completion.
- Completion of a minimum of 31 quarter units in residence.
- Completion of credential program within seven years.
- Grades "D" and "F" are not accepted.
- Attend exit appointment with credential advisor to receive final clearance and credential documents

School of Education

■ PRELIMINARY LEVEL I EDUCATION SPECIALIST: MILD/MODERATE DISABILITIES WITH MULTIPLE OR SINGLE SUBJECT CREDENTIAL CONCURRENT WITH BCLAD OPTION

(26 courses, 100.5 quarter units TED)
(780-356) (-362 Single) (-363 Multiple)
(27 courses, 105 quarter units BCLAD)
(780-356) (-364 B Single) (-365 B Multiple)

Program Prerequisites

These courses are required prior to student teaching.
(2 courses, 9 quarter units)

HED 502   Health Education Across the Curriculum
EDT 608   Computer-Based Technology in the Classroom

BCLAD students must pass the oral language, grammar, reading and writing proficiency examinations prior to methods courses.

Core Requirements

(TED 10 courses, 42 quarter units)
(BCLAD 11 courses, 46.5 quarter units)

Field experience courses must be taken at the beginning of the program and may be taken concurrently with other courses.

EXC 602A   Field Experience: Special Education (3 quarter units)
EXC 602B   Field Experience: Inclusive Settings (3 quarter units)
EXC 604   Exceptionality and Diversity in the Classroom
BTE 612   History and Culture of Latinos in the United States
            (BCLAD only, taught in language of emphasis)
TED 615   Foundations of Education
TED 611   Educational Psychology
EXC 620   Positive Behavior Support
EXC 630   Assessment and Instructional Planning for Special
            Needs Students
TED 621A   Language Development Methods for the Elementary
            School
            (Prerequisite: TED 615)
or
TED 623   Language Development Methods for Secondary and
            Middle Schools
            (Prerequisite: TED 615)
TED or BTE 621B   Reading and Language Arts Methods for the
            Elementary School
            (Prerequisites: TED 615 and TED 621A)
EXC 650   Consultation and Collaboration for Special Education
Generic Core Exam

Multiple Subject

(2 courses, 9 quarter units)

TED 622A   Curriculum and Instruction I: History, Social Science,
            P.E., Visual and Performing Arts
            (Prerequisites: TED 615 and TED 621A)
and
TED 622B   Curriculum and Instruction II: Math and Science
            (Prerequisites: TED 615 and TED 621A)
or
BTE 622A   Curriculum and Instruction I: History, Social Science,
            P.E., Visual and Performing Arts (taught in language of
            emphasis)
            (Prerequisites: TED 615 and TED 621A)
and
BTE 622B   Curriculum and Instruction II: Math and Science (taught
            in language of emphasis)
            (Prerequisites: TED 615 and TED 621A)

172 or

Single Subject

(2 courses, 9 quarter units)

TED 625A   Curriculum and Development for Secondary and Middle
            Schools
            (Prerequisites: TED 615 and TED 623)
and
TED 625B   Instruction and Classroom Management for Secondary
            and Middle Schools
            (Prerequisites: TED 615, TED 623 and TED 625A)
or
BTE 625A   Curriculum and Development for Secondary and Middle
            Schools (taught in language of emphasis)
            (Prerequisites: TED 615 and TED 623)
and
BTE 625B   Instruction and Classroom Management for
            Secondary and Middle Schools (taught in language of
            emphasis)
            (Prerequisites: TED 615, TED 623 and BCLAD 625A)

Note: Proof of subject matter competence and CBEST are required before the candidate can register for the Advanced Specialization courses.

Advanced Specialization Requirements

(12 courses, 40.5 quarter units)

EXC 644   Reading and Language Arts Methods for Special
            Education (one night per week over two months)
EXC 644A   Field Study: Reading and Language Arts Methods for
            Special Education
            (1.5 quarter units)
EXC 660   Instruction of Learners with Mild/Moderate Disabilities
EXC 660A   Field Study: Instruction of Learners with Mild/Moderate
            Disabilities (1.5 quarter units)
EXC 615   Technology for Persons with Disabilities
EXC 615A   Field Study: Technology for Persons with Disabilities (1.5
            quarter units)
TED 629   Student Teaching Seminar (3 quarter units)
TED or BTE 630A   Beginning Student Teaching
TED or BTE 630B   Student Teaching (General Education)
EXC 685A   Student Teaching: Mild/Moderate Disabilities - I
and
EXC 603A   Student Teaching Seminar
(Must be taken concurrently with student teaching)(1.5 quarter units)
EXC 685B   Student Teaching: Mild/Moderate Disabilities – II
Exit Portfolio - Multiple or Single Subject Credential, Special
            Education
Exit Exam - Mild/Moderate Level I Credential

The following must be in student's file prior to filing for a credential:

- Proof of a bachelor's degree from a regionally accredited IHE with a GPA of 2.5.
- Copy of evaluation (if a non- U.S. degree) by a CCTC-approved international evaluation agency.
- Proof of passing the U.S. Constitution exam or transcript verifying completed U.S. Constitution coursework
- Certificate of Clearance
- Successful completion of the exit process, including passing the Exit Exam.
- Passing grade on the CBEST.
- Verification of subject matter competency.
- Proof of passing the Reading Instruction Competence Assessment (RICA).
- Zero account balance prior to student teaching and completion.
- Completion of a minimum of 31 quarter units in residence.
- Completion of credential program within seven years.
- Grades "D" and "F" are not accepted.
- Attend exit appointment with credential advisor to receive final clearance and credential documents

■ PRELIMINARY LEVEL I EDUCATION SPECIALIST: MODERATE/SEVERE DISABILITIES WITH MULTIPLE OR SINGLE SUBJECT CONCURRENT CREDENTIAL WITH BCLAD OPTION

(26 courses, 100.5 quarter units TED)
(780-357) (-362 Single) (-363 Multiple)
(27 courses, 105 quarter units BCLAD)
(780-357) (-364 B Single) (-365 B Multiple)

Program Prerequisites

These courses are required prior to student teaching.
(2 courses, 9 quarter units)

HED 502   Health Education Across the Curriculum
EDT 608   Computer-Based Technology in the Classroom

BCLAD students must pass the oral language, grammar, reading and writing proficiency examinations prior to methods courses.

Core Requirements

(TED 10 courses, 42 quarter units)
(BCLAD 11 courses, 46.5 quarter units)

Field experience courses must be taken at the beginning of the program and may be taken concurrently with other courses.

EXC 602A   Field Experience: Special Education (3 quarter units)
EXC 602B   Field Experience: Inclusive Settings (3 quarter units)
EXC 604   Exceptionality and Diversity in the Classroom
BTE 612   History and Culture of Latinos in the United States (BCLAD only) (taught in language of emphasis)
TED 615   Foundations of Education
TED 611   Educational Psychology
EXC 620   Positive Behavior Support
EXC 630   Assessment and Instructional Planning for Special Needs Students
TED 621A   Language Development Methods for the Elementary School
           (Prerequisite: TED 615)
or
TED 623   Language Development Methods for Secondary and Middle Schools
           (Prerequisite: TED 615)
TED or BTE 621B
           Reading and Language Arts Methods for the Elementary School
           (Prerequisites: TED 615 and TED 621A)
EXC 650   Consultation and Collaboration for Special Education
Generic Core Exam

Multiple Subject

(2 courses, 9 quarter units)

TED 622A   Curriculum and Instruction I: History, Social Science, P.E., Visual and Performing Arts
           (Prerequisites: TED 615 and TED 621A)
and
TED 622B   Curriculum and Instruction II: Math and Science
           (Prerequisites: TED 615 and TED 621A)
or
BTE 622A   Curriculum and Instruction I: History, Social Science, P.E., Visual and Performing Arts (taught in language of emphasis)
           (Prerequisites: TED 615 and TED 621A)
and
BTE 622B   Curriculum and Instruction II: Mathematics and Science (taught in language of emphasis)
           (Prerequisites: TED 615 and TED 621A)

or

Single Subject

(2 courses, 9 quarter units)

TED 625A   Curriculum and Development for Secondary and Middle Schools
           (Prerequisites: TED 615 and TED 623)
and
TED 625B   Instruction and Classroom Management for Secondary and Middle Schools
           (Prerequisites: TED 615, TED 623 and TED 625A)
or
BTE 625A   Curriculum and Development for Secondary and Middle Schools (taught in language of emphasis)
           (Prerequisites: TED 615 and TED 623)
and
BTE 625B   Instruction and Classroom Management for Secondary and Middle Schools (taught in language of emphasis)
           (Prerequisites: TED 615, TED 623 and BCLAD 625A)

Note: Proof of subject matter competence and CBEST are required before the candidate can register for the Advanced Specialization courses.

Advanced Specialization Requirements

(12 courses, 40.5 quarter units)

EXC 644   Reading and Language Arts Methods for Special Education (one night per week over two months)
EXC 644A   Field Study: Reading and Language Arts Methods for Special Education
           (1.5 quarter units)
EXC 665   Instruction of Learners with Moderate/Severe Disabilities
EXC 665A   Field Study: Instruction of Learners with Moderate/Severe Disabilities
           (1.5 quarter units)
EXC 615   Technology for Persons with Disabilities
EXC 615A   Field Study: Technology for Persons with Disabilities
           (1.5 quarter units)
TED 629   Student Teaching Seminar
           (3 quarter units)
TED or BTE 630A   Beginning Student Teaching
and
EXC 603A   Student Teaching Seminar
           (1.5 quarter units)
TED or BTE 630B   Student Teaching (General Education)
EXC 690A   Student Teaching: Moderate/Severe Disabilities - I
EXC 690B   Student Teaching: Moderate/Severe Disabilities - II
Exit Portfolio - Multiple or Single Subject Credential
Exit Exam - Moderate/Severe Level I Credential

The following must be in student's file prior to filing for a credential:

- Proof of passing the U.S. Constitution exam or transcript verifying completed U.S. Constitution coursework
- Certificate of Clearance
- Successful completion of the exit process, including passing the Exit Exam.
- Passing grade on the CBEST.
- Verification of subject matter competency.
- Proof of passing the Reading Instruction Competence Assessment (RICA).
- Zero account balance prior to student teaching and completion.
- Completion of a minimum of 31.5 quarter units in residence.
- Completion of credential program within seven years.
- Grades "D" and "F" are not accepted.
- Attend exit appointment with credential advisor to receive final clearance and credential documents

School of Education

SPECIAL EDUCATION INTERNSHIPS
(721)
A limited number of special education internships are available through partnerships with public school districts and approved non-public agencies. The internship program is intense and students must be selected to participate. Contact your regional special education lead faculty for inquiries about available internships.

Special Education Internship

Qualifications for applicants for admission to an Internship:

- Proof of subject matter competence.
- Proof of passing with a grade "C" or better coursework or an examination covering the U.S. Constitution.
- Provide proof of possession of a CCTC document verifying fingerprint clearance.
- Offer of employment as a full time teacher.
- Passage of the CBEST
- Prior to assuming intern responsibilities, intern candidates must complete pre-service coursework. Interns complete the same coursework required of non-interns but the sequence is re-ordered to assist the intern in his/her teaching role.

Candidates for this program must meet with a credential advisor to apply for the Intern Credential.

■ PRELIMINARY LEVEL I EDUCATION SPECIALIST CREDENTIAL: MILD/MODERATE OR MODERATE/SEVERE DISABILITIES WITH CLAD CERTIFICATE
(21 courses, 78 quarter units)

Pre-service Coursework
(3 courses, 10.5 quarter units)

EXC 602A   Field Experience: Special Education
             (3 quarter units)
EXC 602B   Field Experience: Inclusive Settings
             (3 quarter units)
EXC 604   Exceptionality and Diversity in the Classroom

Internship Coursework Generic Core
(10 courses, 43.5 quarter units)

HED 502   Health Education Across the Curriculum
and
EDT 608   Computer-Based Technology in the Classroom
EXC 655I   Professional Induction Seminar for Internship Program
             (3 quarter units)
TED 615   Foundations of Education
TED 611   Educational Psychology
EXC 620   Positive Behavior Support
EXC 630   Assessment and Instructional Planning for Special Needs Students
TED 621A   Language Development Methods for the Elementary School
             (Prerequisite: TED 615)
or
TED 623   Language Development Methods for Secondary and Middle Schools
             (Prerequisite: TED 615)
TED 621B   Reading and Language Arts Methods for the Elementary School
EXC 650   Consultation and Collaboration for Special Education
*At this point the generic core exam must be successfully completed for advancement in the program.

Advanced Specialization Requirements
(7 courses, 19.5 quarter units)

EXC 644   Reading and Language Arts Methods for Special Education (one night per week over two months)
EXC 644A   Field Study-Reading and Language Arts Methods for Special Education
             (1.5 quarter units)
EXC 660   Instruction of Learners with Mild/Moderate Disabilities
EXC 660A   Field Study: Instruction of Learns with Mild/Moderate Disabilities
             (1.5 quarter units)
or
EXC 665   Instruction of Learners with Moderate/Severe Disabilities
EXC 665A   Field Study: Instruction of Learners with Moderate/Severe Disabilities
EXC 615   Technology for Persons with Disabilities
EXC 615A   Field Study: Technology for Persons with Disabilities
             (1.5 quarter units)
EXC 603A   Student Teaching Seminar
(Note. Concurrent with Student Teaching)(1.5 quarter units)

*At this point students must successfully complete the exit exam, the intern teaching experience and the RICA exam. Then an application can be filed for the Preliminary Education Specialist Credential.

Post-Internship Coursework
(1 course, 4.5 quarter units)

CLD 627   Methods for Cross-Cultural Instruction

*At this point the application for the CLAD Certificate may be filed. TOTAL OF 78 QUARTER UNITS FOR COMPLETION.

The following must be in student's file prior to filing for a credential:

- Successful completion of the exit process, including passing the Exit Exam.
- Proof of passing the Reading Instruction Competence Assessment (RICA).
- Zero account balance
- Completion of a minimum of 31 quarter units in residence.
- Completion of credential program within seven years.
- Grades "D" and "F" are not accepted.
- Attend exit appointment with credential advisor to receive final clearance and credential documents

■ PRELIMINARY LEVEL I EDUCATION SPECIALIST CREDENTIAL MILD/MODERATE OR MODERATE/SEVERE DISABILITIES WITH CONCURRENT MULTIPLE OR SINGLE SUBJECT CREDENTIAL WITH BCLAD OPTION
(TED 25 courses, 94.5 quarter units)
(BCLAD 26 courses, 99 quarter units)

BCLAD students must pass the oral language, grammar, reading and writing proficiency examinations prior to methods courses.

Pre-service Coursework
(3 courses, 10.5 quarter units)

EXC 602A   Field Experience: Special Education
             (3 quarter units)
EXC 602B   Field Experience: Inclusive Settings
             (3 quarter units)
EXC 604   Exceptionality and Diversity in the Classroom

Core Requirements
(11 courses, 48 quarter units)

TED 621B	Reading and Language Arts Methods for the Elementary School	

(Prerequisites: TED 615 and TED 621A)
HED 502   Health Education Across the Curriculum
EXC 655I   Professional Induction Seminar
       (3 quarter units)
EDT 608   Computer-Based Technology in the Classroom
TED 611   Educational Psychology
EXC 620   Positive Behavior Support
EXC 630   Assessment and Instructional Planning for Special Needs Students
TED 621A   Language Development Methods for the Elementary School
       (Prerequisite: TED 615)
or
TED 623   Language Development Methods for Secondary and Middle Schools
       (Prerequisite: TED 615)
TED or BTE 622B   Curriculum and Instruction II: Mathematics and Science (MS)
       (Prerequisites: TED 615 and TED 621A)
or

TED or BTE 625A   Curriculum and Development for Secondary and Middle Schools (SS)
       (Prerequisites: TED 615 and TED 623)
TED or BTE 622A   Curriculum and Instruction I: History, Social Science, PE, Visual and Performing Arts (MS)
       (Prerequisites: TED 615 and TED 621A)
or
TED or BTE 625B   Instruction and Classroom Management for Secondary and Middle Schools (SS)
       (Prerequisites: TED 615, TED 623 and TED 625A)
EXC 650   Consultation and Collaboration for Special Education

*At this point the generic core exam must be successfully completed for advancement in the program.

Advanced Specialization Requirements
(7 courses, 19.5 quarter units)

EXC 644   Reading and Language Arts Methods for Special Education (one night per week over two months)
EXC 644A   Field Study-Reading and Language Arts Methods for Special Education
       (1.5 quarter units)
EXC 660   Instruction of Learners with Mild/Moderate Disabilities
EXC 660A   Field Study: Instruction of Learners with Mild/Moderate Disabilities
       (1.5 quarter units)
or
EXC 665   Instruction of Learners with Moderate/Severe Disabilities
EXC 665A   Field Study: Instruction of Learners with Moderate/Severe Disabilities
EXC 615   Technology for Persons with Disabilities
EXC 615A   Field Study: Technology for Persons with Disabilities
       (1.5 quarter units)
EXC 603A   Student Teaching Seminar
*At this point students must successfully complete the special education exit exam. The special education intern teaching experience and the RICA exam.

Post-Internship Coursework
(TED 4 courses, 16.5 quarter units)
(BCLAD 5 courses, 21 quarter units)

BTE 612   History and Culture of Latinos in the United States (BCLAD students only)
TED 615   Educational Foundations
TED 629   Student Teaching Seminar
TED or BTE 630A   Beginning Student Teaching
TED or BTE 630B   Student Teaching (General Education)

*At this point the student must successfully pass the multiple or single subject exit portfolio. An application can be filed for the multiple or single subject credential and the Preliminary Education Specialist Credential.

The following must be in student's file prior to filing for a credential:

- Successful completion of the exit process, including passing the Exit Exam.
- Proof of passing the Reading Instruction Competence Assessment (RICA).
- Zero account balance
- Completion of a minimum of 31 quarter units in residence.
- Completion of credential program within seven years.
- Grades "D" and "F" are not accepted.
- Attend exit appointment with credential advisor to receive final clearance and credential documents.

■ PROFESSIONAL LEVEL II EDUCATION SPECIALIST CREDENTIAL

In California's credential structure, Professional Level II preparation is intended to enable new teachers to apply their Preliminary Level I preparation to the demands of professional positions while also fostering advanced skills and knowledge. The emphasis of the professional preparation program is to move special educators beyond the functional aspects of teaching to more advanced knowledge and reflective thinking about their roles in providing effective instruction and an environment for student success.

Admission Requirements

All applicants for admission must provide National University with the following documents:

- Formal application to the University
- Valid Preliminary Level I Education Specialist Credential
- CTC form CL777.1 from the applicant's employer verifying that the applicant is employed in a full-time special education position
- Verification from the applicant's employer that the current position has a probable duration of two years
- Verification that the student has maintained a minimum of a 2.5 grade point average on a 4.0 scale for graduate work
- All students must complete a credentials packet and be interviewed by a credential advisor within the first 30 days of enrollment.
- All students must enroll in electronic portfolio.

Recommendation for Professional Level II Education Specialist Credentials

In order to be recommended for a California Professional Level II Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities, student must show:
- A minimum of two years of successful, full-time teaching experience in the public schools or private schools of equivalent status, as verified by the applicant's employer
- Successful completion of the program (coursework and approved non-University activities) for the Professional Level II credential within five years. Students must maintain a 3.0 grade point average

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- Successful completion of the exit process with assigned University supervisor, including examination of electronic portfolio and passing grade on exit exam.
- Submission of any required applications and fees.
- Completion of any needed credential clearing courses. All Professional Level II Education Specialist credential candidates are required to have successfully completed coursework in Level I Educational Technology and Health Education, including valid CPR Certification for Infant, Child and Adult. Candidates will be matriculated for these courses. If these classes have been completed in a Level I program or at another university, the student should meet with an Admissions or Credential Advisor to submit an online equivalency request.

Scheduling

All courses are scheduled by an advisor. EXC 656 can be waived only with the approval of a full-time faculty member. EXC 655A must be the first course taken in the program without exception.

■ PROFESSIONAL LEVEL II EDUCATION SPECIALIST: MILD/MODERATE DISABILITIES
(780-358)
(5 courses, 18 quarter units)

EXC 655A   Professional Induction Seminar (3 quarter units)
EXC 656   Best Practices for Special Needs Students
(Students may substitute approved non-University activities for this class. Only full-time faculty members may approve course equivalence.)
EXC 657   Community Resources and Transition
EXC 658   Advanced Specialization in Mild/Moderate Disabilities
EXC 655B   Exit Seminar (Portfolio required)
         (1.5 quarter units)
Exit Process - Exam
Apply for Mild/Moderate Level II Credential with Credential Advisor

■ PROFESSIONAL LEVEL II EDUCATION SPECIALIST: MODERATE/SEVERE DISABILITIES
(780-359)
(5 courses, 18 quarter units)

EXC 655A   Professional Induction Seminar Plan (3 quarter units)
EXC 656   Best Practices for Special Needs Students
(Students may substitute approved non-University activities for this class. Only full-time faculty members may approve the course equivalence.)
EXC 657   Community Resources and Transition
EXC 659   Advanced Specialization in Moderate/Severe
         Disabilities
EXC 655B   Exit Seminar (Portfolio required)
         (1.5 quarter units)
Exit Process - Exam
Apply for Moderate/Severe Level II Credential with Credential Advisor

Certificate Programs
(770)

● Early Childhood Special Education Certificate
(770-000-788)

This certificate is designed for individuals who have completed Level II coursework in special education and hold a Professional Specialist Credential, Mild/Moderate or Moderate/Severe disabilities. Completion of the certificate extends teaching authorization from birth through 22. Although designed for those with credentials in Mild/Moderate or Moderate/Severe disabilities, it can also be added to credentials in Deaf and Hard-of-Hearing, Physical and Health Impairments, and Visual Impairments for professional growth. In addition, person with Learning, Handicapped or Severely Handicapped credentials may add this certificate.

Professionals in other fields, such as social work, nursing, and child development can also complete the coursework for professional growth units or an NU certificate.

Prerequisites: Completion of Level II coursework in either Mild/Moderate, Moderate/Severe Education Specialist credential, Learning, Handicapped or Severely Handicapped credentials and experience in early childhood development with a concentration in infants, toddlers, and preschoolers. Professionals in other fields should schedule an appointment with lead regional faculty in special education for admission.

Program Requirements
(6 courses, 27 quarter units)

EXC 603   Typical and Atypical Development in Young Children
EXC 605   Assessment in Young Children
EXC 606   Family Systems & Partnership
EXC 607   IFSP Process: Collaboration & Consultation
EXC 608   Interventions for Young Children with Disabilities
EXC 609   Field Experience

Additional Requirements for the Certificate and Application Information

After completing their coursework successfully, students must meet with a credential advisor to complete and submit to the Commission on Teacher Credentialing application form for the certificate. The University issues an official C-19 letter of completion.

● CLAD Certificate
(767) (768)
(770-000-767 or 768)

Previously credentialed teachers who want to become authorized to teach English Language Development and Specially-Designed Academic Instruction delivered in English can earn a CLAD certificate by meeting the state of California requirements.

CLAD certificate classes have been approved as a set by the CCTC. No coursework is accepted in transfer from another university for this program and no substitutions are allowed. Students must hold a valid credential to be granted a certificate

Requirements for the Certificate
(4 courses, 18 quarter units)

To receive a CLAD certificate, students must complete at least 18 quarter units at National University. They must also:

- Possess an appropriate prerequisite credential
- Complete the four courses listed below

Required Courses
(4 courses, 18 quarter units)

To receive a CLAD certificate, students must complete all coursework within seven years with a 3.0 GPA. Grades of "D" and "F" are not accepted.

TED 615	Foundations of Education
TED 605	The Diverse Classroom
TED 621A	Language Development Methods for the Elementary School
	(Prerequisite: TED 615)
or	
TED 623	Language Development Methods for Secondary and Middle Schools
	(Prerequisite: TED 615)
CLD 627	Methods for Cross-Cultural Instruction *
	(Prerequisites: TED 615; TED 621A or TED 623)

* Applicable only for CLAD certificate.

Additional Requirements for the Certificate and Application Information

After completing their coursework successfully, students must meet with a credential advisor to complete and submit the Commission on Teacher Credentialing application form for the multiple/single subject certificate. The University issues an official C-19 letter of completion from San Diego.

In order to avoid matriculation or scheduling errors, students must meet with a credential advisor within 30 days of enrollment.

● Educational Technology Certificate
(778)
(770-000-778)
(5 courses, 22.5 quarter units)

These courses can be applied to the MS in Educational Technology and include credential clearing courses (EDT 608 and 655).

EDT 608	Computer-Based Technology in the Classroom
EDT 610	Teaching Online
EDT 655	Issues and Trends in Educational Technology
EDT 660	Multimedia and Interactive Technologies
EDT 612	Creating Meaningful Learning with Technology

● CA Reading Certificate
(770-740)
(770-000-740)

The CA Reading Certificate authorizes the holder to assess student reading and provide reading instruction in response to those assessments. Reading Certificate holders are also authorized to develop, implement, and adapt the reading content curriculum and assist classroom teachers in these areas. Holders of the Certificate may perform the above services at one or more school sites at the grade levels authorized by their prerequisite teaching credential.

Requirements for the Certificate

- Hold a bachelor's or master's degree from a regionally accredited college or university with an overall grade point average of 2.5 or better was achieved, or where a grade point average of 2.75 or higher was achieved in the last 90-quarter units.
- Possession of a valid teaching credential.

- Meet with Admission Advisor to enroll in the CA Reading Certificate Program.
- Meet with Credential Advisor to obtain verification forms
- Complete the required coursework at National University.

Required Courses
(4 courses, 18 quarter units)

MAT 645	Developing Fluency in Reading
MAT 646	Comprehension Strategies and Procedures
MAT 647A	Language Arts Assessment and Instruction I
MAT 647B	Field Study: Language Arts Assessment and Instruction II

(Candidates must maintain a 3.0 GPA. "D" and "F" grades are not accepted.)

Additional Requirements for the Certificate

- After completing the required coursework successfully, candidates apply for the certificate through a Credential Advisor.
- Candidates must have all necessary verification forms completed and pay the current CCTC fee with a non-expiring money order.
- Provide verification of three years successful, full-time teaching experience in any grade or subject, preschool through adults. A letter or other appropriate documentation by the candidate's employer may provide verification. (*Acceptable experience does NOT include student teaching internship teaching, or teaching while holding an emergency credential permit.)* This experience may also be gained outside of California.
- Also provide a copy of a teaching credential valid for a minimum of 12 months and have a non-delinquent student account balance.
- A letter of completion is issued from San Diego following receipt of all documents in San Diego.

● Certificate in Behavioral Analysis
(891)
(770-000-891)
(5 courses, 22.5 quarter units)

The five course sequence in applied behavior analysis is designed to prepare students for the national certification examination sponsored by the Behavior Analyst Certification Board. Applicants for the Certification as a Behavior Analyst will have to meet additional requirements to qualify. All five ABA courses must be taken from National University in order to earn this Certificate.

Note: Upon successful completion of National University's five course sequence, the student will receive a Certificate of Completion from National University. This is NOT professional certification by the Behavior Analyst Certification Board, Inc. (BACB) and does NOT entitle the student to claim that they are certified behavior analysts or Board Certified Behavior Analysts. Students must take the national certification exam and apply for the professional certificate.

Students who are pursuing a Masters degree or a PPS credential in Educational Counseling or School Psychology may qualify for the Certificate in Behavioral Analysis provided that the student requests the certificate prior to the completion of their degree program. This coursework and the accompanying credits may be transferred to appropriate degree programs if all other requirements for admission to a degree program are met.

Students who already possess a master's degree may also take the listed coursework to obtain the Certificate in Behavioral Analysis. This certificate provides students with an overview of some of the most important concepts in behavioral analysis.

Before taking any of the courses for the Certificate in Behavioral Analysis students are strongly advised to contact a full time faculty person.

Certificate Requirements
(5 courses, 22.5 quarter units)

PED 668A   Behavioral Research: Design and Analysis
PED 668B   Basic Behavioral Analytic Principles
                    (Prerequisite: PED 668A)
PED 669A   Advanced Applied Behavior Analysis: Application of
                    Behavioral Principles in Classroom Settings
                    (Prerequisite: PED 668A, PED 668B)
PED 669B   Advanced Applied Behavior Analysis: Application of
                    Behavioral Principles in the Technology of Teaching
                    (Prerequisites: PED 668A, PED 668B,PED 669A)
PED 673   Emotional/Behavioral Assessment for Children and
                    Adolescents

School of Engineering

and Technology

Dean, **Howard E. Evans**
Ph.D., Chemical Engineering Science
California Institute of Technology

The University of Values

NATIONAL · UNIVERSITY ·

™

Degree Programs Offered and Faculty

Degrees Offered

Undergraduate Degrees

Bachelor of Science *with Majors in:*
    Computer Science
    Construction Engineering
    Design Engineering
    Information Systems
    Information Technology Management
    Software Engineering

Graduate Degrees

Master of Science *with Fields of Study in:*
    Computer Science
    Engineering Management *with Areas of Specialization in:*
        Industrial Engineering
        Project Management
        Safety and Security Engineering
        Supply Chain Management & eLogistics
    Environmental Engineering
    Homeland Security and Safety Engineering
    Information Systems
    Software Engineering
    Technology Management ☝
    Wireless Communications

Minors

Computer Science

Certificate Programs

Industrial Engineering
Information Technology Management
Project Management
Security and Safety Engineering
Supply Chain Management
    and eLogistics

☝ denotes program also offered or partially offered online.
Note: Not all online programs or courses are offered in entirety via Internet.
Note: Not all courses or programs listed in this catalog are available at every learning facility.
Various undergraduate minors are available in some degree programs.

FOR FURTHER INFORMATION

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Mission Statement

THE MISSION OF THE SCHOOL OF ENGINEERING AND
Technology is to provide women and men with the skills and foundations for life-long learning and growth to prepare them for careers and advancement in engineering, technology, and related fields. The School of Engineering and Technology seeks to educate graduates who demonstrate leadership, innovation, and service to the global community.

Undergraduate Degree Programs

■ BACHELOR OF SCIENCE (B.S.)
(620)

General Education Program Requirements

The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 units, students must complete at least 4.5 units at the upper division level and 4.5 units in diversity enriched course work. A plus [+] indicates a diversity enriched offering. All undergraduate students working toward any associate or bachelor's degree must meet the University diversity requirement.

National University has general education requirements in the following seven areas:

AREA A: ENGLISH COMMUNICATION
(minimum 15 quarter units)

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

AREA C: INFORMATION LITERACY
(minimum 4.5 quarter units)

AREA D: ARTS AND HUMANITIES
(minimum 13.5 quarter units)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(minimum 6 quarter units required [Note: one science lab is required])

AREA G: MODERN LANGUAGE
(minimum 9 quarter units)
(Students may satisfy this area by passing a competency test in any second language. They also may satisfy this requirement with 9 quarter units of computer languages, such as C, C++, Java, and Visual Basic. Students who satisfy competency by examination must still meet the overall general education unit requirement. Students enrolled in a degree program under the School of Engineering and Technology can elect to take general education electives to fulfill this requirement.)

AREA A-G: GENERAL EDUCATION
(minimum 4.5 quarter units)

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.

■ Major in Computer Science
(620-201)
Faculty Advisor: Alireza Farahani • (858) 642-8408 • afarahan@nu.edu

The Computer Science Major prepares students for a career in software development. A rigorous academic foundation 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.

Requirements for the Major

To receive a Bachelor of Science in Computer Science, students must complete at least 180 quarter units. 76.5 quarter units must be completed at the upper division level, and 45, including the senior project courses (CSC 425A, B, C), must be taken in residence at National University. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

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

CST 208B	Calculus for Computer Science (Cross-listed with MTH 220) *(Prerequisite: MTH 215)*	
CST 206B	Discrete Structures and Logic Design (Cross-listed with MTH 325) *(Prerequisite: MTH 215)*	
CST 341	Introduction to Computer Architecture *(Prerequisite: CST 206B or permission of the instructor)*	
CST 342	Computer Architecture *(Prerequisite: CST 341)*	
CST 242	Introduction to Programming Concepts and Methods	

Requirements for the Major
(15 courses, 67.5 quarter units)

CST 317	Programming in C++ *(Prerequisite: CST 242)*
CST 330C	Object Oriented Programming in C++ *(Prerequisite: CST 317)*
CST 335	Data Structures and Algorithms *(Prerequisite: CST 330C)*
CSC 422C	Principles of Database Design
CST 427	Programming in Java
CIS 443	Local Area Network Technologies
CST 430	Programming Languages *(Prerequisite: CST 330C)*
CST 350	Computer Ethics
CST 400	Operating System Theory and Design *(Prerequisite: CST 330C)*

Select any three from the following eight courses:

CSC 421A	Compiler Design *(Prerequisite: CST 330C)*
CST 450	Artificial Intelligence
CST 452	Human-Computer Interaction
CST 440	Advanced Programming in Java *(Prerequisite: CST 427)*
CST 451	Artificial Intelligence Programming *(Prerequisite: CST 450)*
CST 454	Computer Graphics *(Prerequisites: CST 450, CST 451 and CST 427)*

CST 455   Game Programming
(Prerequisite: CST 450)

CST 456   Advanced Game Programming
(Prerequisites: CST 450 and CST 455)

Project
Note: Students cannot enroll in CSC 425A without completing all major courses and maintaining a 2.5 GPA.

CSC 425A   Computer Science Laboratory I
(Prerequisite: All previous major courses and 2.5 GPA)

CSC 425B   Computer Science Laboratory II
(Prerequisite: CS 425A)

CSC 425C   Computer Science Laboratory III
(Prerequisite: CS 425B)

■ Major in Construction Engineering
(620-441)
Faculty Advisor: Dr. Thomas Gatton • (858) 642-8484 • tgatton@nu.edu

The Construction Engineering Program provides students with a well rounded education in construction, principles and practices in preparation for a career in the construction industry. Upon completion of this degree, students will be prepared for careers such as construction superintendent, field engineer, assistant project manager, project coordinator, facilities engineer, junior cost estimator, CAD drafter and quality and safety controller. Additionally, graduates of the Construction Engineering Program, with experience, interest and/or knowledge about specific construction trades, will be capable of performing in a large number of positions within those respective subcontracting firms.

Requirements for the Degree

To receive a Bachelor of Science in Construction Engineering, students must complete at least 180 quarter units, 76.5 of which must be completed at the upper division level and 45 of which must be taken in residence, including the research project classes. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

Prerequisites for the Major
(8 courses, 30 quarter units)

SCI 101   General Chemistry
SCI 101A   General Chemistry Laboratory
    (1.5 quarter units)
MTH 210   Introduction to Probability and Statistics
SCI 104   General Physics
SCI 104A   General Physics Laboratory
    (1.5 quarter units)
CST 208B   Calculus for Computer Science
EGR 301   Engineering Mathematics
    (Prerequisite: CST 208B)
EGR 304   Statics and Strength of Materials
    (Prerequisite: EGR 301)

Requirements for the Major
(13 courses, 58.5 quarter units)

EGR 307   Introduction to Software, Engineering and Ethics
EGR 310   Engineering Economics
    (Prerequisite: MTH 210)
EGR 313   Electrical Circuits and Systems
    (Prerequisites: SCI 104 and SCI 104A)
EGR 316   Legal Aspects of Engineering
EGR 319   Introduction to Engineering Graphics and Auto CAD
    (Prerequisite: EGR 301)
CEN 320   Surveying, Metrics and GIS
    (Prerequisite: EGR 319)

CEN 323   Structural Analysis
    (Prerequisites: EGR 301 and EGR 304)
CEN 410   Construction Materials and Methods
    (Prerequisite: EGR 304)
CEN 413   Plans and Specifications
    (Prerequisite: EGR 319)
CEN 416   Mechanical and Electrical Systems
    (Prerequisite: EGR 313)
CEN 419   Estimating, Scheduling and Control
    (Prerequisites: CEN 410, CEN 416 and CEN 413)
CEN 422   Field Inspection and Safety
    (Prerequisite: CEN 419)
EGR 440   Project Management Fundamentals
    (Prerequisite: MTH 210)

Engineering Senior Project
(2 courses, 9 quarter units)

EGR 486A   Engineering Senior Project I
    (Prerequisite: Completion of 12 BSCE or 14 BSDE core courses)
EGR 486B   Engineering Senior Project II
    (Prerequisite: EGR 486A)

■ Major in Design Engineering
(620-442)
Faculty Advisor: Dr. Leonid Preiser • (858) 642-8483 • lpreiser@nu.edu

The Bachelor of Science in Design Engineering is designed to provide students with the theoretical foundations, hands-on experience and teaming skills required for effective conceptual, logistical and developmental approach leading to interdisciplinary design of the complex engineering devices, product life cycles and engineering systems through integration of the state-of-the-art computer-aided tools, concurrent engineering standards and simulation modeling techniques.

Upon completion of this degree, students will be prepared to hold positions such as System Design Engineer, Design Supervisor for Concurrent Engineering Projects, and Product Design Engineer. Program blends together professional components from the traditional engineering curricula with the practical aspects of programming applications, engineering project management standards, and simulation modeling techniques and combines knowledge and practices needed for professionals working on the engineering projects that require innovative and interdisciplinary background, skills and experience.

Requirements for the Degree

To receive a Bachelor Science in Design Engineering, students must complete at least 180 quarter units, 76.5 of which must be completed at the upper division level and 45 of which must be taken in residence, including the research project classes. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

Prerequisites for the Major
(8 courses, 30 quarter units)

SCI 101   General Chemistry
SCI 101A   General Chemistry Laboratory
    (1.5 quarter units)
MTH 210   Introduction to Probability and Statistics
SCI 104   General Physics
SCI 104A   General Physics Laboratory
    (1.5 quarter units)
CST 208B   Calculus for Computer Science

EGR 301   Engineering Mathematics
           (Prerequisite: CST 208B)
EGR 304   Statics and Strength of Materials
           (Prerequisite: EGR 301)

Requirements for the Major
(16 courses, 72 quarter units)

EGR 307   Introduction to Software, Engineering and Ethics
EGR 310   Engineering Economics
           (Prerequisite: MTH 210)
EGR 313   Electrical Circuits and Systems
           (Prerequisites: SCI 104 and SCI 104A)
EGR 316   Legal Aspects of Engineering
EGR 319   Introduction to Engineering Graphics and Auto CAD
           (Prerequisite: EGR 301)
DEN 408   Computer Aided Engineering I: Simulation Modeling
           and Analysis
           (Prerequisite: EGR 319)
DEN 411   Computer Aided Engineering II: ProEngineer Modeling
           Software
           (Prerequisite: EGR 319)
DEN 414   Computer Aided Engineering III: LabVIEW Graphical
           Programming
           (Prerequisite: EGR 319)
DEN 417   Computer Aided Engineering IV: Graphics and GUI
           with MATLAB
           (Prerequisite: EGR 319)
DEN 420   Computer Aided Engineering V: SolidWorks 3D
           Mechanical Design Tools
           (Prerequisite: EGR 319)
DEN 423   Human Factors in Engineering and Design
DEN 426   Reliability Engineering
           Prerequisite: EGR 301)
DEN 429   Product Design Optimization
           (Prerequisite: EGR 301)
DEN 432   Concurrent Design of Products, Manufacturing
           Processes and Systems
           (Prerequisite: DEN 408)
DEN 435   Design and Analysis of Experiments
EGR 440   Project Management Fundamentals
           (Prerequisite: MTH 210)

Engineering Senior Project
(2 courses, 9 quarter units)

EGR 486A   Engineering Senior Project I
           *(Prerequisite: Completion of 12 BSCE or 14 BSDE core
           courses)*
EGR 486B   Engineering Senior Project II
           (Prerequisite: EGR 486A)

■ Major in Information Systems
(620-416)
Faculty Advisor: Ronald Norman • (858) 642-8481 • rnorman@nu.edu

The School of Engineering and Technology has added an industry
current IS program that will link business and technology. There is
great demand in the corporate world for people who can integrate all
elements of the enterprise into a comprehensive network of
responsive, proactive information delivery systems. The BS in
Information Systems (BSIS), requires coursework in:
Telecommunications (TC), Electronic Commerce (EC) and Database
Administration (DBA).

Requirements for the Degree

To receive a Bachelor of Science with a Major in Information Systems,
students must complete at least 180 quarter units, 76.5 of which must
be completed at the upper division level and 45, including the senior
project courses, must be taken in residence at National University.

*Note: The BSIS program is offered in a 16 course template. It is highly
recommended to meet with your faculty advisor for more information
regarding this string of course work to ensure maximum success.*

Preparation for the Major
(2 courses, 9 quarter units)

CST 242   Introduction to Programming Concepts and Methods*
MNS 205   Introduction to Quantitative Methods for Business*

* May be used to satisfy a general education requirement.

Requirements for the Major
(8 courses, 36 quarter units)

CIS 301   Management Information Systems
CIS 443   Local Area Network Technologies
CIS 446   Data Modeling in an Information Technology
           Environment
CIS 425   Programming for an Information Technology
           Environment
CIS 302   Data Mining
           (Prerequisite: CIS 446)
MGT 409C Principles of Management and Organization
CIS 420A   Information Systems and Technology Project I
           (Prerequisite: All preparation and core courses)
CIS 420B   Information Systems and Technology Project II
           (Prerequisite: CIS 420A)

Upper Division Electives
(8 courses, 36 quarter units)

Select at least four courses from the concentrations below, plus four
additional upper division courses from the School of Engineering
and Technology (SOET) or the School of Business and Management
(SOBM).

Concentrations
(4 courses, 18 quarter units)

In lieu of the upper division electives, students may complete one of
the concentrations described below plus four upper division courses
from the Departments of Business and/or the Department of
Management Science and Information Systems.

▲ Concentration in Database Administration
(258)

CIS 414   Data Warehousing
           (Prerequisites: CIS 302, CIS 446)
CIS 415   PL/SQL – Visual Basic Database Object Development
           (Prerequisites: CIS 302, CIS 446, CIS 414)
CIS 416   Database Administration
           (Prerequisites: CIS 302, CIS 446, CIS 414)
CIS 418   Database Network Administration
           (Prerequisites: CIS 302, CIS 446, CIS 414)

▲ Concentration in Electronic Business
(257)

CIS 406   Multimedia Applications on the Internet
CIS 407   Website Management
           (Prerequisite: CIS 406)
CIS 408   Java Coding for Internet
           (Prerequisite: CIS 406)
CIS 409   Internet/Intranet Application Development for E-
           Commerce
           (Prerequisites: CIS 407 and CIS 408)

School of Engineering and Technology

▲ Concentration in Telecommunications
(256)

CIS 444	Wide Area Networking Concepts and Services
	(Prerequisite: CIS 443)
CIS 404	Remote Access and Wireless Networking
	(Prerequisites: CIS 443, CIS 444)
CIS 414	Data Warehousing
	(Prerequisites: CIS 302 and CIS 406)
CIS 418	Database Network Administration
	(Prerequisites: CIS 302, CIS 446, CIS 414)

■ Major In Information Technology Management
(620-408)

Faculty Advisor: John Bugado • (858) 642-8407 • jbugado@nu.edu

The Bachelor of Science with a Major in Information Technology Management Program is designed to meet the increasing demand for technology expertise in consulting, marketing and sales support, customer services and support, information and library science and general management. This program is designed to provide students with understanding of basic Information Technology Management concepts and practical technology skills. Graduates are prepared for positions in the areas of (1) Information Desktop Management and Administration, (2) Database Management Systems (DBMS) Development, Administration and Support, (3) Network Management and Support.

Degree Requirements

To receive a Bachelor of Science with a Major in Information Technology Management, students must complete at least 180 quarter units, 76.5 of which must be completed at the upper division level and 45 of which must be taken in residence, including the research project classes (ITM 490 A/B). In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

Preparation for the Major

Students should be computer literate and have a basic understanding of computer usage.

Requirements for the Major
(12 courses, 54 quarter units)

ITM 310	Introduction to Information Technology
ITM 320	Information Technology Management
	(Prerequisite: ITM 310)
ITM 330	Desktop Applications and Information Processing
ITM 340	Information Technology Desktop Support
	(Prerequisite: ITM 340)
ITM 410	Computer Network Technologies Overview
ITM 420	Data Communications, Internet and Local Area Networks
ITM 430	Network Management and Security
	(Prerequisite: ITM 410)
ITM 440	Database Systems Concepts and Data Modeling
ITM 450	Database Processing and Administration
	(Prerequisite: ITM 440)
CIS 404	Remote Access and Wireless Networking
ITM 490A	Information Technology Project I (Hands On)
ITM 490B	Information Technology Project I (Hands On)
	(Prerequisite: ITM 490A)

Upper Division Electives
(4 courses, 18 quarter units)

Students can choose any upper division degree related electives from SOET or SOBM.

■ Major in Software Engineering
(620-205)

Faculty Advisor: Dr. Thomas Gatton • (858) 642-8484 • tgatton@nu.edu

The Major in Software Engineering gives students the opportunity to develop basic skills in the Software Engineering Body of Knowledge (SWEBOK) defined by the Software Engineering Institute of Carnegie Melon University. Students receive core competency courses in the areas of software requirements, design, construction, project management and evolution. Foundation courses in computing fundamentals, human factors and application domains prepares the student for later courses providing skills in software ethics, processes, quality, modeling metrics, tools and development environments and documentation. The student is prepared for this major with a general education of courses in mathematics, natural sciences, social sciences and business studies.

Upon completion of this degree, students will be prepared to hold positions such as software engineer, computer programmer, software developer, internet programmer, database administrator and computer analyst. They will have the knowledge and skills to evaluate the competencies and performance of themselves and other team members and assume a leadership position in the software development organization.

Degree Requirements

To receive a Bachelor of Science degree with a Major in Software Engineering, students must complete at least 180 quarter units as shown below, 45 of which must be completed in residence at National University, and 76.5 of which must be completed at the upper division level. The following courses are specific Degree Requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy the total units for the degree.

The following courses must be completed in the General Education Program Requirements

Preparation for the Major
(8 courses, 30 quarter units)

MTH 210	Introduction to Probability and Statistics
	(Prerequisite: Placement Evaluation)
SCI 101	General Chemistry
SCI 101A	General Chemistry Lab
	(1.5 quarter units)
	(Prerequisite: SCI 101)
CST 208B	Calculus for Computer Science
	(Prerequisite: MTH 215)
CST 206B	Discrete Structures and Logic Design
	(Prerequisite: MTH 215)
CST 242	Introduction to Programming Concepts and Methods
SCI 104	General Physics
SCI 104A	General Physics Lab
	(1.5 quarter units)
	(Prerequisite: SCI 104)

Upper Division Requirements for the Major
(13 courses, 58.5 quarter units)

CST 341	Introduction to Computer Architecture
SEN 410	Introduction to Software, Engineering and Ethics
CST 317	Programming in C++
	(Prerequisite: CST 242)

CST 330C   Object Oriented Programming in C++
          (Prerequisite: CST 317)
CSC 422C   Principles of Database Design
CST 427   Programming in Java
SEN 420   Software Processes and Management
SEN 421   Introduction to the Unified Process and Modeling
          Language (UML)
          (Prerequisite: CST 242)
SEN 425   Software Architecture and Development
          (Prerequisite: CST 331C)
SEN 445   Database and Applications Development
          (Prerequisite: CST 422C)
SEN 450   Human-Computer Interface Engineering
          (Prerequisite: CST 427)
SEN 460   Software Quality and Testing
          (Prerequisite: CST 330C)
SEN 465   Introduction to UNIX/LINUX

Project
(2 courses, 9 quarter units)

SEN 486A   Software Engineering Laboratory I
SEN 486B   Software Engineering Laboratory II
          (Prerequisite: SE 486A)

Upper Division Electives
(1 course, 4.5 quarter units)

To fulfill unit requirements, students may select from the upper division electives below:

Note: It is strongly recommended that students take CST 335 to fulfill the upper division elective requirement.

CST 335   Data Structures and Algorithms
          (Prerequisite: CST 330C)
CST 342   Computer Architecture
          (Prerequisite: CST 341)
CST 430   Programming Languages
          (Prerequisite: CST 330C)
CST 400   Operating System Theory and Design
          (Prerequisite: CST 330C)
CSC 421A   Compiler Design
          (Prerequisite: CST 335)
CST 450   Artificial Intelligence
CST 440   Advanced Programming in Java
          (Prerequisite: CST 427)

SOET Minors

▲ Minor in Computer Science
(460)
Requirements for the Minor
(6 courses, 27 quarter units)

Students can complete a Minor in Computer Science to fulfill requirements for a bachelor's degree with a major other than computer science. Prior to enrolling in the minor, students must complete the prerequisite courses listed below or waive them through challenge exams.

Program Prerequisites
(4 courses, 18 quarter units)

MTH 215   College Algebra and Trigonometry
          (Prerequisite: Placement Evaluation)
CST 208B   Calculus for Computer Science
          (Cross-listed with MTH 220)
          (Prerequisite: MTH 215)

CST 206B   Discrete Structures and Logic Design
          (Cross-listed with MTH 325)
          (Prerequisite: MTH 215)
CST 242   Introduction to Programming Concepts and Methods

Required Courses
(6 courses, 27 quarter units)

CST 317   Programming in C++
          (Prerequisite: CST 242)
CST 330C   Advanced Programming in C++
          (Prerequisite: CST 317)
CST 335   Data Structures and Algorithms
          (Prerequisite: CST 330C)
CST 341   Introduction to Computer Architecture
          (Prerequisite: CST 206B or permission of the instructor)

In addition, students can take any two Computer Science courses provided that they have met the required prerequisites, except the project sequence CSC 425A/B/C.

▲ Minor in Information Technology Management
(462)
Requirements for the Minor
(6 courses, 27 quarter units)

A Minor in Information Technology Management is available to students in any bachelor's degree program other than the BS with a Major in Information Technology Management. To fulfill the requirements for the minor, students can take any six courses listed as upper division requirements for the major and beginning with ITM prefixes. See "Bachelor of Science with a Major in Information Technology Management." Prerequisites may be required depending on courses chosen.

▲ Minor in Technology
(461)
Requirements for the Minor
(6 courses, 27 quarter units)

To constitute a Technology Minor, students must select six upper division courses from the following technology areas.
• Information Technology Management
• Information Systems

Graduate Degree Programs

■ MASTER OF SCIENCE (M.S.) IN COMPUTER SCIENCE
(720-609)
Faculty Advisor: Pradip Peter Dey • (858) 642-8486 • pdey@nu.edu

The Master of Science in Computer Science (MSCS) program will provide students with the mathematical foundations and information processing skills required for solving real world problems.

National University's MSCS program not only prepares students in the theoretical and practical aspects of solving complex computing problems but we also develop other essential communication skills. MSCS graduates are able to clearly discuss issues and answers with both technical and non-technical audiences. In addition to those communication skills, every part of our curriculum develops "people skills," ethics and standards of professionalism.

The curriculum is built upon mathematical foundations, programming techniques and problem solving skills. The unique combination of these skills enables graduates of National's MSCS program to be of immediate benefit in the computing industry. The   185

rigorous mathematical foundations of the proposed MSCS program has 4 primary goals: (1) to provide a clear understanding of scope and limitations of computational models, (2) to facilitate acquisition of skills in subsequent courses of the program, (3) to facilitate logical discussion of concepts underlying problem solving skills, (4) to facilitate acquisition and employment of new skills required by the introduction of new technology. National University's approach to teaching in the MSCS program allows our graduates to immediately become highly productive members of a real-world computing team.

Mathematical Foundations

The MSCS curriculum provides models of computation that remain appropriate over long periods of time. Our foundation courses equip students from a wide variety of backgrounds with the essential and necessary tools to be successful in the computing industry.

Skill Courses

The set of primary courses are designed for acquisition of marketable skills. These courses reflect the demands in the computer industry:
- Analysis, modeling, design, and development
- Computational tools and processes
- Operating Systems and Languages
- Data Base Systems
- Applications Systems and Graphical User Interfaces
- Artificial Intelligence
- Computational Problem Solving

Integration

The capstone project class is an integrating mechanism to provide realistic experience for the student. It is a two-month project solving a real problem for a real client against a time deadline using all available tools and resources as students work together in teams. This component addresses the need to integrate a broad range of technologies and skills. Students are given the opportunity to crystallize the ideas learned earlier and to implement comprehensive systems across an organization.

Career Tracks

With National's MSCS program, faculty, students, and employers will be assured that our graduates are proficient in analytical and critical thinking skills, they have a sense of professionalism, and are instilled with a strong set of values essential for success in the computer science field. This program reflects current and future industry needs and graduates from the MSCS program are trained and prepared to assume a leadership role in the field.

Admission Requirements

It is assumed that candidates seeking admission to the program possess a baccalaureate degree in Computer Science (CS) or a closely related area. Non-CS students should fulfill the program prerequisites either through additional equivalent coursework or waiver through a course challenge exam in order to satisfy the program prerequisites.

Degree Requirements
(20 courses, 90 quarter units)

Curriculum Requirements for MSCS Degree Program

The MSCS program requires the completion of 54 quarter units of graduate course work. Where appropriate, a maximum of 13.5-quarter units of graduate work completed at another accredited institution may be transferred to meet stated requirements in the

program. The degree program consists of ten courses plus the two-part MSCS graduate project (two courses; 4.5 quarter units each) that cannot be taken until all other courses have been completed.

Program Prerequisites
(8 courses, 36 quarter units)

Students with non-computer baccalaureate degrees can qualify for admission to the program by choosing one or a combination of the following options:

Complete the following prerequisite courses:

MTH 215	College Algebra and Trigonometry	
	(Prerequisite: Placement Evaluation)	
CST 208B	Calculus for Computer Science	
	(Prerequisite: MTH 215)	
CST 206B	Discrete Structures and logic Design	
	(Prerequisite: MTH 215)	
CST 242	Introduction to Programming Concepts and Methods	
CST 317	Programming in C++	
	(Prerequisite: CST 242)	
CST 330C	Object Oriented Programming in C++	
	(Prerequisite: CST 317)	
CST 335	Data Structures and Algorithms	
	(Prerequisite: CST 330C)	
CSC 422C	Principles of Data Base Design	

or
Gain permission of the lead faculty of the MSCS program based on equivalent coursework supported by verifiable documented proof.

Core Requirements
(12 courses, 54 quarter units)

Students are encouraged to take the following 12 courses in the order of presentation.

CSC 610	Mathematical Foundations	
SEN 620	Principles of Software Engineering	
SEN 621	Software Tools and Processes	
SEN 625	Basic Software Architecture	
CSC 630	Operating Systems	
CSC 640	Database Systems	
CSC 650	Programming Languages	
	(Prerequisite: CSC 610)	
CSC 655	Compilers and Interpreters	
	(Prerequisite: CSC 610)	
CSC 660	Artificial Intelligence	
	(Prerequisite: CSC 610)	
CSC 670	User Interface Engineering	
	(Prerequisites: CSC 610, CSC 630, SEN 620, CSC 650)	
CSC 686	Computer Science Project I	
	(Prerequisites: All core requirements)	
CSC 687	Computer Science Project II	
	(Prerequisite: CSC 686)	

■ MASTER OF SCIENCE (M.S.) IN ENGINEERING MANAGEMENT
(720-810-893, 894, 895)
Faculty Advisor: Shekar Viswanathan • (858)642-8416 • sviswana@nu.edu

The Master of Science in Engineering Management program (M.S.) is designed to bring the benefits of modern technology and high quality graduate-level instruction to engineers/scientists/technologists interested in furthering their skills in engineering management with specialization in any of the following areas:

Project / Program Management, so as to become effective future project/program managers; Security and Safety Engineering in the

School of Engineering and Technology

effective direction of planning and implementation of security and safety; Industrial Engineering so as to develop their management skills in the operations environment; and Supply Chain Management and eLogistics, so as to become experts in warehousing, transport, materials planning, inventory control, order cycle management, purchasing, and customer service.

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

Relevance to the Real World

Engineering Management leadership has become a highly sought skill in today's competitive global technological marketplace. It is now a well recognized profession in most industries. Within this curriculum are the following areas of specializations: project/program management, safety/security engineering, industrial engineering, and supply chain management and eLogistics. These four curricula provide a broad perspective of engineering management careers that are of current interest and need.

Degree Requirements
(17 courses, 72 quarter units)

To receive a Master of Science in Engineering Management, students must complete 54 quarter units involving twelve courses. 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 in the graduate admission requirements for specific information regarding application and matriculation.

Since this program is defined for various areas of specialization, there are specific requirements for the type of courses to be taken as defined in this catalog.

Program Prerequisites
(5 courses, 18 quarter units)

Candidates for the program must possess a Bachelor's degree in engineering, engineering technology, or physical sciences or a closely related area from an accredited university. Interested students from other disciplines may be admitted to the program but may be required to complete additional courses. Non-degree students will not be allowed to enter this program. For those who have a general non-science and non-engineering degree, admission would be based on relevant experience and the following program prerequisites:

MGT 409 C Principles of Management and Organization
MNS 205 Introduction to Quantitative Methods and Statistics
BUS 500C Macro and Microeconomics
SCI 101 General Chemistry
SCI 335 Environmental Science

These courses may be waived if their equivalents have been completed at the undergraduate level with a grade of "C" or better.

Program Requirements
(6 courses, 27 quarter units)

Students enrolled in this program are advised to take the courses in the order specified below.

ENM 600 Introduction to Engineering Management
ENM 601 Engineering Project Management
ENM 602 Management of Risk, Contracts, and Legal Issues
ENM 603 Managing Projects in Operations Management
(Prerequisite: ENM 600)
ENM 607A Engineering Management Capstone Course
(Prerequisite: ENM 600, ENM 601, ENM 602, ENM 603 and all pertinent Specialization courses)
ENM 607B Engineering Management Capstone Course
(Prerequisite: ENM 607A)

Requirements for the Areas of Specialization
(4 courses, 18 quarter units)

Students must select one of the following Areas of Specialization

● Area of Specialization: Industrial Engineering
(895)

More sophisticated and demanding consumers, along with an emerging global economy, are causing organizations of all types to improve quality and productivity. To meet those goals, more and more organizations require the problem-solving expertise of industrial engineers (IE's). Industrial engineers design the systems that organizations use to produce goods and services. In addition to working in manufacturing industries, IE's are vital links to quality and productivity in places such as medical centers, communication companies, food service, education systems, government, transportation companies, banks, urban planning departments and an array of consulting firms. IE's educate and direct these groups in the implementation of Total Quality Management (TQM) principles especially in "hot areas" such as manufacturing, health care, occupational safety, and environmental management.

IEM 601 Engineering Economics
(Prerequisites: ENM 600, ENM 601, ENM 602, and ENM 603)
IEM 602 Managing Production Planning and Control
(Prerequisites: ENM 600, ENM 601, ENM 602, and ENM 603)
IEM 603 Managing Facilities and Planning Layout
(Prerequisites: ENM 600, ENM 601, ENM 602, and ENM 603)
IEM 604 Ergonomics and Occupational Safety
(Prerequisites: ENM 600, ENM 601, ENM 602, and ENM 603)

● Area of Specialization: Project Management
(893)

From small companies to giant global institutions, project managers are fueling much of the successful development of exciting technical enterprises. Talented and knowledgeable project managers command the best assignments, salaries, other compensation and bonuses. They are the future leaders and entrepreneurs. Good project managers are not born, but are nurtured from a combination of experience, time, talent, and training. Successful projects don't happen spontaneously; they require preparation, planning, and organization. This program is designed to provide systematic training to those would like to pursue an engineering project management career. This program is designed in such a way that anyone successfully completing this program would be academically trained to appear for Project Management Professional (PMP)

certification administered by Project Management Institute.

PME 601   Planning, Performing and Controlling Projects
(Prerequisite: ENM 600, ENM 601, ENM 602, and ENM 603)

PME 602   Managing Engineering Competencies and Skills
(Prerequisite: ENM 600, ENM 601, ENM 602, and ENM 603)

PME 603   Product Management
(Prerequisite: ENM 600, ENM 601, ENM 602, and ENM 603)

PME 604   Project Financing and Associated Financial Management
(Prerequisite: ENM 600, ENM 601, ENM 602, and ENM 603)

● **Area of Specialization: Safety and Security Engineering**
(894)

The 9/11 events and increased business transactions through the world wide web have highlighted the national and international need for highly educated and experienced professionals in the area of security and safety engineering. Security and safety engineering is about assessment and building systems to remain dependable in the face of malice, error, or mischance. As a discipline, it focuses on the tools, processes and methods needed to design, implement and test complete systems, and to adapt existing systems as their environment evolves. This academic program combines the engineering management area with the field of security and safety. This curriculum identifies the common fundamentals and practices that define the theory and effective practice of asset and people protection, and communicates these principles by relying on a sound academic forum. The highlight of the program includes problem identification, assessment, risk reduction, and control engineering.

SSE 601   Introduction to Safety Engineering
(Prerequisite: ENM 600, ENM 601, ENM 602, and ENM 603)

SSE 602   Design and Evaluation of a Modern Safety Program
(Prerequisite: ENM 600, ENM 601, ENM 602, ENM 603, SSE 601)

SSE 603   Introduction to Security Engineering
(Prerequisite: ENM 600, ENM 601, ENM 602, and ENM 603)

SSE 604   Security Engineering - Planning and Design
(Prerequisite: ENM 600, ENM 601, ENM 602, ENM 603, SSE 603)

● **Area of Specialization: Supply Chain Management and eLogistics**
(892)

From small companies to giant global institutions, the concept of integration within business and between businesses has gained increased validity. There has been a growing recognition that supply chain management and eLogistics help achieve the twin goals of cost reduction and service enhancement. Supply Chain Management and eLogistics have in turn been impacted and driven by e-business strategies and technologies. This program is designed to provide comprehensive academic training on supply chain management and eLogistics.

SCL 601   Supply Chain Management Fundamentals
(Prerequisite: ENM 600, and ENM 602)

SCL 602   Supply Chain Management - Strategies, Design and Implementation (Prerequisite: ENM 600, ENM 602, and SCL 601)

SCL 603   Logistics Management Fundamentals
(Prerequisite: ENM 600, and ENM 602)

SCL 604   Advanced Supply Chain Logistics Management
(Prerequisite: ENM 600, ENM 602, and SCL 603)

Program Electives Courses
(2 courses, 9 quarter units)

For electives, students should select two of the following 600 level courses. Some of these courses are more relevant to a given discipline than others and hence students are asked to consult the lead faculty regarding the courses.

ENM 604   Quality Management
ENM 605   Infrastructure Management
TMG 655   Management of R & D and Innovation Processes
SSE 606   Managing Information Security
SSE 608   Science of Explosives and Biological Threat Materials
SSE 609   Planning and Response for Terrorism
MNS 601   Statistics for Business
IEM 605   Engineering Applications of Operations Research
(Prerequisite: MNS 601)
SCL 605   Technology and Infrastructure Requirements for Supply Chain Management and eLogistics / IS 607 System Integration and Client Server Computing

■ MASTER OF SCIENCE (M.S.) IN ENVIRONMENTAL ENGINEERING
(720-813)
Faculty Advisor: Hassan Badkoobehi • (858) 642-8487 • hbadkoob@nu.edu

The Master of Science in Environmental Engineering (MSENE) program is designed to provide participants with the requisite mathematical foundations and environmental processing skills for solving real world problems.

Environmental Engineers are the technical professionals who identify and design solutions for environmental projects. Environmental engineers provide safe drinking water, treat and properly dispose wastes, maintain air quality, control water pollution, and remediate sites contaminated due to spills or improper disposal of hazardous substances. Environmental Engineers monitor the quality of the air, water, and land as well as develop new and improved means to protect the environment.

Although many people are concerned about the state of our environment, environmental engineers are the people who do things to protect it from damage and to correct existing problems. Environmental engineers possess the scientific and technical knowledge to identify, design, build, and operate systems that make modern society possible.

This discipline involves traditional engineering components such as mathematics, physics, chemistry, and engineering design. Environmental engineering education and practice also includes a range of other disciplines, such as biology, microbiology, ecology, public health, geology, meteorology, economics, political science, and computer science. To address the spectrum of issues facing the environment, environmental engineers are broadly educated, as well as technically trained.

Program Description

Environmental Engineering today addresses problems in the water, air and soil environments. The following subjects are now considered essential in the background of an environmental engineer: ecology, microbiology, ground water, solid waste, farm waste, noise pollution, environmental impact assessment, environmental legislation and environmental modeling and remediation of site contamination with spills or improper disposal of hazardous materials. Environmental engineers are technical professionals who possess the scientific knowledge to identify, design, build and operate systems that protect the environment from the impact of human activities, and as such, make modern society possible.

Environmental engineers are needed in both the private and public sectors. They are employed by engineering consulting firms that work in environmental pollution control, industries that need to comply with pollution emission and discharge regulation, private and municipal agencies that supply drinking water, and treat and dispose wastes, government agencies that monitor and regulate waste discharges and air emissions, private and government laboratories, and universities that conduct environmental research, international agencies that transfer knowledge to developing countries, and public-interest groups that advocate environmental protection.

Admission Requirements

Candidates seeking admission to the program must possess a baccalaureate degree in good academic standing from a regionally accredited institution. The non-engineering student will find the technical focus of many courses challenging but essential for an increasing number of functional technical positions in environmental engineering organizations. These students should fulfill the program prerequisites or waive them through a course challenge exam. Students considering this program should contact the program lead faculty prior to enrollment.

Degree Requirements
(15 courses, 64.5 quarter units)

Curriculum Requirements

The Master of Science in Environmental Engineering requires completion of 54 quarter units of graduate course work. Where appropriate, students can transfer a maximum of 13.5 quarter units of graduate work completed at another regionally accredited institution to meet stated requirements in the program. Students should refer to the section on graduate admission requirements for specific information regarding application and matriculation.

Students are expected to possess or to have access to a computer outside of National University to work on projects both on and off campus. Given the nature of instructional technology, the following courses are not required, but highly recommended for students who need basic skills in computer technology and electronic research:

CIS 301   Management Information Systems

Program Prerequisites
(5 courses, 19.5 quarter units)

Applicants with a Bachelor of Arts or Bachelor of Science degree from non-engineering curriculum should make up the deficiencies. Students will be required to take prerequisite courses based on undergraduate major and deficiencies from the following list:

SCI 101   General Chemistry
SCI 101A   General Chemistry Laboratory
MNS 205   Introduction to Quantitative Methods For Business
CST 208B   Calculus for Computer Science
SCI 335   Environmental Science
or
SCI 330   Ecology

These courses may be waived if their equivalents have been completed at the undergraduate level with a grade of "C" or better, or if applicants have successfully passed a challenge exam. Students who have a Bachelor of Science in Engineering or related field are exempt from the prerequisite courses.

Core Requirements
(10 courses, 45 quarter units)

ENE 601   Environmental Engineering Laboratory
             (Prerequisite: SCI 101 or SCI 101A)
ENE 602   Environmental Microbiology and Biological Treatment
             (Prerequisite: SCI 330 or SCI 335)
ENE 603   unit Processes of Environmental Engineering
             (Prerequisite: MNS 205 or CST 208B)
ENE 604   Engineering Aspects of Environmental Engineering
             Quality Control
ENE 605   Foundation of Air Pollution Engineering and Equipment
             Design
ENE 606   Principles of Water and Wastewater Engineering and
             Treatment
             (Prerequisite: MNS 205 or CST 208B)
ENE 607   Toxic and Hazardous Waste Remediation Analysis and
             Solid Waste Recovery
             (Prerequisite: SCI 101 or SCI 101A)
ENE 608   Site Assessment and Environmental Remediation
             Methodologies
ENE 609A   Master's Research Project I
             (Prerequisites: All core requirements)
ENE 609B   Master's Research Project II
             (Prerequisite: ENE 609A)

Program Electives
(2 courses, 9 quarter units)

For electives, students should select two of the following 600 level courses offered in the School of Business and Management or those offered in the School Engineering and Technology:

MNS 601   Statistics and Business Research Methodology
TMG 601   Data Mining Tools: Managing Technology for
             Competitive Advantage
TMG 602   Emerging Trends in E-Business Implementation
             Management
HRM 640   Managing Human Resources
ELB 620   Principles of Electronic Commerce
MGT 630   Global Business Environment
SEN 620   Principles of Software Engineering

■ MASTER OF SCIENCE (M.S.) IN HOMELAND SECURITY AND SAFETY ENGINEERING
(720-818)

Faculty Advisor: Shekar Viswanathan • (858)642-8416 • sviswana@nu.edu

The 9/11 events have highlighted the national (and to some extent international) need for highly educated and experienced professionals in the area of Homeland Security and Safety Engineering. This program, due to its special nature, represents an interdisciplinary area of research and application that brings together all fields of engineering, and science from the most traditional to the most technologically advanced and novel. A well developed curriculum with, emphasis on fundamentals and practices that define the theory and effective practice of asset and people protection, provides the focus for the Homeland Security and Safety Engineering degree.

There are two well known external certifications related to security and safety professionals. The CPP program is the product of the American Society for Industrial Security (ASIS), an international organization for professionals responsible for security. This includes managers and directors of security departments or organizations, as well as full-time security practitioners. With more than 32,000

members worldwide, ASIS draws from corporate and organizational executive and management ranks, plus security consultants and architects, attorneys, and law enforcement professionals. The CPP program was officially launched in 1977, making it the longest-running security certification program. Today, more than 9,500 individuals are CPP-certified, representing one of the largest certified groups of security professionals in existence.

The Certified Safety Professional (CSP) designation has become the mark of the professional within the safety field. This certification is administered by the American Society of Safety Engineers. The importance of this designation as a measure of professional standing and competence is accepted not only by the profession but is also gaining acceptance by federal, state, and local governments; by employers; and by the public.

The Homeland Security and Safety Engineering program is designed in such a way that anyone successfully completing this program would be academically trained to appear for Certified Safety Professional (CSP) certification administered by the American Society of Safety Engineers and for the American Society of Industrial Security (ASIS) Certified Protection Professional (CPP) exam.

Degree Requirements
(15 courses, 67.5 quarter units)

To receive a Master of Science in Homeland Security and Safety Engineering, students must complete 54 quarter units involving twelve courses. 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 in the graduate admission requirements for specific information regarding application and matriculation.

Program Prerequisites
(3 courses, 13.5 quarter units)

Candidates for the program must possess a Bachelor's degree in engineering, engineering technology, physical sciences, or a closely related area from an accredited university. Interested students from other disciplines may be admitted to the program but may be required to complete additional courses. Non-degree students will not be allowed to enter this program. For those who have a general non-science and non-engineering degree, admission is based on relevant experience and the following minimum program prerequisites:

SCI 101	General Chemistry
SCI 335	Environmental Science
MNS 205	Introduction to Quantitative Methods and Statistics

These courses may be waived if their equivalents have been completed at the undergraduate level with a grade of "C" or better.

Program Requirements
(12 courses; 54 quarter units)

Students enrolled this program are advised to take the courses in the order specified below.

SSE 600	Statistics for Safety and Security Professionals
SSE 601	Introduction to Safety Engineering
SSE 602	Design and Evaluation of a Modern Safety Program *(Prerequisites: SSE 600 and SSE 601)*
SSE 603	Introduction to Security Engineering
SSE 604	Security Engineering - Planning and Design *(Prerequisite: SSE 603)*
SSE 605	Chemical Process Safety Engineering *(Prerequisite: SSE 602)*
SSE 606	Managing Information Security
SSE 607	Fire and Explosion Engineering
SSE 608	Science of explosives and biological threat materials *(Prerequisite: SSE 603)*
SSE 609	Planning and Response for Terrorism
SSE 610 A	Safety and Security Engineering Capstone Course *(Prerequisites: SSE 600 through SSE 609)*
SSE 610 B	Safety and Security Engineering Capstone Course *(Prerequisite: SSE 610A)*

■ MASTER OF SCIENCE (M.S.) IN INFORMATION SYSTEMS
(720-812)
Faculty Advisor: Jon Inouye • (858) 642-8412 • jinouye@nu.edu

The Master of Science in Information Systems (MSIS) program is designed to provide participants with the requisite management, business, strategic and technical skills needed to help their companies apply information systems technology more efficiently and effectively. Although the higher education system produces large numbers of highly educated people in both information systems (CIS) and computer science (CSC), skilled information systems people are in short supply in industry. Even scarcer are talented people with advanced knowledge for managing information systems. It is the objective of the MSIS program to fill this gap by providing the needed education. Essential career development skills including oral, written and presentation skills; people and business skills; and ethics and professionalism are integrated throughout the curriculum and its individual courses. The curriculum is designed as a set of interrelated building blocks consisting of foundations, core, integration and career tracks.

MS in Information Systems Transition Programs

BSIS/MSIS Transition Program

The BSIS/MSIS Transition Program allows currently enrolled BSIS students with a grade point average of at least 3.0 who are within completing their last six courses to register for two MSIS courses as electives for their BSIS degree. Students can select CIS 601 and one of the following two courses: CIS 602 or CIS 603. The number of courses required to earn an MSIS degree for Transition Program students is reduced from 12 to 10 courses. To be eligible for the Transition Program, students must apply for the MSIS and begin their program of study within six months after completing their final BSIS course. Students must complete the 10-course MSIS program within four years with no break exceeding 12 months.

Students must complete graduate-level course work taken as part of the BSIS degree with a grade of B or better. This course work 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.

BSITM/MSIS Transition Program

The BSITM/MSIS Transition Program allows currently enrolled BSITM students with a grade point average of at least 3.0 who are within completing their last six courses to register for two MSIS courses as electives for their BSITM degree. Students can select CIS 601 and one of the following two courses: CIS 602 or CIS 603. The number of courses required to earn an MSIS degree for Transition Program students is reduced from 12 to 10 courses. To be eligible for the Transition Program, students must apply for the MSIS and begin their program of study within six months after completing their final BSIS course. Students must complete the 10-course MSIS program within four years with no break exceeding 12 months.

Students must complete graduate-level course work taken as part of the BSITM degree with a grade of B or better. This course work 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.

Admission Requirements

Candidates seeking admission to the program must possess a baccalaureate degree in Information Systems or closely related areas.

Degree Requirements
(15 courses, 67.5 quarter units)

The MSIS program requires the completion of 54-quarter units of graduate course work. Where appropriate, a maximum of 13.5-quarter units of graduate work completed at another regionally accredited institution may be transferred to meet stated requirements in the program. The degree program consists of ten courses plus the two-part MSIS graduate project (two courses; 4.5 quarter units each) that cannot be taken until all other core courses have been completed. Prior to beginning any graduate level course, students who do not possess a baccalaureate degree in Information Systems or closely related areas must complete the program prerequisites.

Program Prerequisites
(3 courses, 13.5 quarter units)

CIS 302	Data Mining	
CIS 446	Data Modeling in an Information Technology Environment	
ELB 620	Principles of E-Business	

Program Core Requirements
(12 courses, 54 quarter units)

CIS 601 Information Systems Strategies, Policies and Ethics
CIS 602 Network Services and Protocols
(Prerequisite: CIS 601)
CIS 603 Database Management for Decision Support Systems
(Prerequisites: CIS 302, CIS 446, and ELB 620)
CIS 604 Organizational Management and Information Security
(Prerequisite: CIS 601)
CIS 606 End User Information Systems
(Prerequisite: CIS 601)
CIS 607 Systems Integration and Client/Server Computing
(Prerequisite: CIS 601)
CIS 608 Knowledge Management-Knowledge-Based Systems
(Prerequisites: CIS 302, CIS 446, and CIS 601)
CIS 609 Automated Knowledge Management Systems
(Prerequisite: CIS 608)
ELB 625 Electronic Payment Systems/Internet Security
(Prerequisite: ELB 620)
ELB 635 E-Logistic and Supply-Chain-Management
(Prerequisite: ELB 620)
CIS 620A Master's Research Project I
(Prerequisites: All core requirements)
CIS 620B Master's Research Project II
(Prerequisite: CIS 620A)

■ MASTER OF SCIENCE (M.S.) IN SOFTWARE ENGINEERING
(720-603)
Faculty Advisor: Thomas Gatton • (858) 642-8484 • tgatton@nu.edu

Software Engineering is a discipline that offers tools, processes, methods, and techniques to develop and maintain quality software to solve problems. Software engineering can very well be considered the practical application of computer systems knowledge in the design and development of software, and the required associated documentation, operation, and maintenance. The computer industry is in desperate need of technically qualified people in software engineering. The Master of Science in Software Engineering is designed to prepare graduates to be pioneers and leaders in software engineering. They are trained to be practitioners in the essential areas of software architecture, computer system engineering, computer-based media, common object-oriented engineering, database design, and software development and project management.

The Master of Science in Software Engineering program provides professional education in both system and software development using state-of-the-art design and development methods in compliance with standards set by IEEE, Department of Defense, and the Software Engineering Institute at Carnegie Mellon University. This program is designed to provide students with the management and technology skills in the discipline of software engineering. Graduates are prepared for positions in (1) database management systems (DBMS), (2) software project management, (3) software development, and (4) software quality assurance.

Degree Requirements

To receive a Master of Science in Software Engineering, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree, and provided the units were not used in earning another advanced degree. Students should refer to the section in the graduate admission requirements for specific information regarding application and matriculation.

Program Prerequisites
(5 courses, 22.5 quarter units)

Candidates for the program must possess a Bachelor of Science with a Major in Computer Science. Students holding non-computer baccalaureate degrees can qualify for admission to the program by choosing any one or a combination of the following options.

Complete all prerequisite courses
or
Gain permission of the lead faculty of the MSSE program based on an interview and supported by verifiable documented proof of proficiency in each specific area of the prerequisite courses.

The five prerequisite courses prepare students in the areas of programming, database design, and operating systems.

CST 242 Introduction to Programming Concepts and Methods
CST 317 Programming in C++
(Prerequisite: CST 242 or verifiable programming experience and permission of the instructor)
CST 330C Object Oriented Programming in C++
(Prerequisite: CST317)
CST 335 Data Structures and Algorithms
(Prerequisite: CST330C)
CSC 422C Principles of Database Design

Program Requirements
(12 courses, 54 quarter units)

Students enrolled or seeking admission to the program can start any course with the exception of SEN 660, SEN 686A, and SEN 686B; however, it is recommended that they take the courses in the order specified below.

SEN 620 Principles of Software Engineering
SEN 621 Software Tools and Processes

School of Engineering and Technology

SEN 625   Basic Software Architecture
SEN 630   Applied Software Architecture
SEN 650   Human Computer Interface
SEN 651   User Interfaces and Software Engineering
SEN 645   Designing Database Applications
SEN 655   Application Software Development
SEN 635   Software Testing Strategies and Metrics
SEN 660   Software Quality Engineering
           (Prerequisites: All core requirements)
SEN 686A   Software Engineering Project I
           (Prerequisite: SEN 660)
SEN 686B   Software Engineering Project II
           (Prerequisite: SEN 686A)

■ MASTER OF SCIENCE (M.S.) IN TECHNOLOGY MANAGEMENT

(720-806)
Faculty Advisor: Michael Pickett • (858) 642-8374 • mpickett@nu.edu

The Master of Science in Technology Management (MSTM) degree is designed to provide the knowledge and skills required to manage successfully in today's complex, technology-oriented organizations. The MSTM is unique in emphasizing the technology tools for management and maintenance of enterprise business environment, and provides the organizational and analytical skills required for managing change in technological arenas. This degree provides a broad intellectual base upon which a modern manager can continue to build competencies over the long-term of a career and through the continuing rapid progress in technologies relevant to business and public organizations coupled with a rich foundation of academic research.

The Master of Science in Technology Management addresses the needs and interests of individuals already employed in technical areas who wish to pursue or enhance a management career and those who wish to begin a career in a technology-oriented organization as well as those in other fields wishing to develop a firmer grounding in the managerial and leadership issues facing today's complex organizations, thereby creating an ideal opportunity to develop practical inter-discipline leadership and managerial skills.

MS in Technology Management Transition Programs

BBA/MSTM Transition Program

The BBA/MSTM Transition Program allows currently enrolled BBA students with a grade point average of at least 3.0 who are within completing their last six courses to register for two MSTM courses as electives for their BBA degree. Students can select any two of the following three courses: TMG 620, TMG 603, or TMG 604. The number of courses required to earn an MSTM degree for Transition Program students is reduced from 12 to 10 courses. To be eligible for the Transition Program, students must apply for the MSTM and begin their program of study within six months after completing their final BBA course.

Students must complete graduate-level coursework taken as part of the BBA degree with a grade of B or better. This coursework 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.

BSITM/MSTM Transition Program

The BSITM/MSTM Transition Program allows currently enrolled BSITM students with a grade point average of at least 3.0 who are within completing their last six courses to register for two MSTM

courses as electives for their BSITM degree. Students can select any two of the following three courses: TMG 620, TMG 601, or TMG 604. The number of courses required to earn an MSTM degree for Transition Program students is reduced from 12 to 10 courses. To be eligible for the Transition Program, students must apply for the MSTM and begin their program of study within six months after completing their final BSITM course.

Students must complete graduate-level coursework as part of the BSITM degree with a grade of B or better. This coursework 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.

BSIS/MSTM Transition Program

The BSIS/MSTM Transition Program allows currently enrolled BSIS students with a grade point average of at least 3.0 who are within completing their last six courses to register for two MSTM courses as electives for their BSIS degree. Students can select any two of the following three courses: TMG 620, TMG 601, or CIS 601. The number of courses required to earn an MSTM degree for Transition Program students is reduced from 12 to 10 courses. To be eligible for the Transition Program, students must apply for the MSTM and begin their program of study within six months after completing their final BSIS course.

Students must complete graduate-level coursework taken as part of the BSIS degree with a grade of B or better. This coursework 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.

Degree Requirements
(12 courses, 54 quarter units)

To receive a Master of Science in Technology Management, students must complete at least 54 quarter units of graduate coursework. A total of 13.5 quarter units of graduate credit may be granted for equivalent work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Refer to the section on graduate admission requirements for specific information regarding application and matriculation.

Program Requirements
(11 courses, 49.5 quarter units)

CIS 601   Information Systems, Strategies, Policies and Ethics
TMG 601   Data-Mining Tools: Managing Technology for Competitive Advantage
TMG 603   Information Security Risk Analysis
TMG 604   Competitive Intelligence Techniques and Methodologies
TMG 620   Principles of Technology Management
TMG 625   Systems Analysis and Design
TMG 635   Strategic Management of Technology and Innovation
TMG 655   Management of R&D and Innovation Processes
TMG 640   Managing Technological Change
MNS 601   Statistics for Business
TMG 650   Master's Research Project*
           (Prerequisite: MNS 601 and 27 quarter units of core requirements)

Elective
(1 course, 4.5 quarter units)

One 600-level course taken from TMG, ELB, CIS, HRM, MGT, FIN, ACC, LED, or MKT

*This is a two-month, one meeting per week course with a significant research component. Grading is by "H" (for Honors, "B" or better work), "S" (for marginal, "C" level work), or "U" (unsatisfactory, "D" or below). Students are required to complete MNS 601 in addition to at least 27-quarter units of the program required courses before beginning TMG 650.

■ MASTER OF SCIENCE IN WIRELESS COMMUNICATIONS (MSWC)

(720-816)

Faculty Advisor: Dr. Mohammad Amin • (858) 642-8485 • mamin@nu.edu

The Master of Science in Wireless Communications (MSWC) program is a professional degree that integrates communication techniques, problem solving strategies, simulations skills and mathematical foundations with hands-on training required to solve real world problems in telecommunications.

The program is designed for professionals and managers to facilitate the learning and application of skills in the field of wireless communications. The program uses a distinctive and challenging curriculum that emphasizes multidisciplinary knowledge and integrates theory throughout applications and design concepts.

Classes combine lectures, case and hands-on studies, individual and team projects, research papers and participant presentations.

Careers

With National's MSWC program, faculty, students, and employers will be assured that our graduates are proficient in analytical, technical and critical thinking skills, they have a sense of professionalism, and are instilled with a strong set of values essential for success in the wireless communications field. This program reflects current and future industry needs, and graduates from the MSWC program are trained and prepared to assume a leadership role in the field.

The MSWC arms students with the tools necessary to achieve professional success in both theoretical and practical aspects of communication fields. Graduates are equipped to seek employment in research organizations, computer centers, or wireless communications businesses and enterprises. This program also prepares students for further education in wireless communications enabling graduates to pursue Ph.D. studies, if they desire.

Degree Requirements

(12 courses, 54 quarter units)

The MSWC program requires the completion of 54-quarter units of graduate course work. Where appropriate, a maximum of 13.5-quarter units of graduate work completed at another accredited institution may be transferred to meet stated requirements in the program. The degree program consists of ten courses plus the two-part MSWC Master's Research Project.

Program Core Requirements

(12 courses, 54 quarter units)

Students are encouraged to take the following 12 courses (54 quarter units) in the order of presentation. Courses WCM 601 and WCM 602 are foundation courses that must be completed before taking any other courses and the project courses.

Program Prerequisites

(2 courses, 9 quarter units)

WCM 301   Linear Systems and Signals

WCM 302   Probability and Random Processes in Engineering
or
Gain permission of the lead faculty of the MSWC program based on equivalent coursework supported with verifiable documented proof.

Foundation Courses
(2 courses, 9 quarter units)

WCM 601   Analog and Digital Communications Fundamentals
WCM 602   Wireless Communications: Principles and Practice
            (Prerequisite: WCM 601)

Skill Courses
(8 courses, 36 quarter units)

WCM 603   Wireless Networking: Architectures, Protocols and Standards
            (Prerequisite: WCM 602)
WCM 604   Coding and Modulation for Wireless Communications
            (Prerequisite: WCM 602)
WCM 605   Information, Privacy, and Security in Wireless Systems
            (Prerequisite: WCM 602)
WCM 606   CDMA Wireless Standards and Applications
            (Prerequisite: WCM 602)
WCM 607   Third-Generation (3G) Wireless Networks
            (Prerequisite: WCM 602)
WCM 608   Engineering Software for Wireless System Development
            (Prerequisite: WCM 602)
WCM 609   Communication Systems Modeling with Wireless Applications
            (Prerequisite: WCM 602)
WCM 610   Next-Generation Wireless Infrastructures and Standards
            (Prerequisite: WCM 602)

Integration Courses
(2 courses, 9 quarter units)

WCM 611A Master's Research Project I
            (Prerequisites: All core requirements)
WCM 611B Master's Research Project II
            (Prerequisite: WCM 611A)

Certificate Programs

(670-000-465)

● Certificate in Industrial Engineering
(770-000-895)
(5 courses, 22.5 quarter units)

The industrial engineering certificate program prepares engineering graduates for positions in several areas that require problem-solving expertise to improve manufacturing processes, quality, productivity, and customer service. Students completing 22.5 quarter units of the following courses earn an Industrial Engineering certificate and the specialty is recorded on the students' permanent university transcript. This specialty would be administered through the office of the Dean of Engineering and Technology. The lead faculty would review each student's course work prior to permitting a student in to this certification program; based on the student's performance, both the coordinator and the dean would determine if the student ought to be awarded with a certificate of achievement.

IEM 602   Managing Production Planning and Control
IEM 603   Managing Facilities and Planning Layout
IEM 604   Ergonomics and Occupational Safety
MNS 601   Statistics for Business
IEM 605   Engineering Applications of Operations Research
            (Prerequisite: MNS 601)

School of Engineering and Technology

● **Certificate in Information Technology Management**
(670-000-465)
Faculty Advisor: John Bugado • (858) 642-8407 • jbugado@nu.edu

This certificate program offers students interested in technology-related careers the opportunity to develop the professional expertise to apply and manage technology in a variety of situations. With this certificate, students can pursue careers in fields such as marketing, information management, customer service, data management and sales. Students who later want to pursue a baccalaureate degree can apply some or all of the credits awarded in the certificate program toward their degree assuming they meet the GPA and other requirements of that program.

Certificate Prerequisite
(1 course, 4.5 quarter units)

CIS 301   Management Information Systems

Certificate Requirements
(5 courses, 22.5 quarter units)

ITM 310   Introduction to Information Technology
             (Prerequisite: CIS 301)
ITM 410   Computer Network Technologies Overview
ITM 420   Network Management Principles and Practices
ITM 440   Database Systems Concepts and Data Modeling

Elective
(1 course, 4.5 quarter units)
Choose one of the following:

ITM 320   Information Technology Management
             (Prerequisite: ITM 310)
ITM 330   Desktop Applications and Information Processing
ITM 450   Database Processing and Administration
             (Prerequisite: ITM 440)

● **Certificate in Project Management**
(770-000-893)
(5 courses, 22.5 quarter units)

From small companies to giant global institutions, project managers are fueling much of the successful development of exciting business enterprises. Talented and knowledgeable project managers command the best assignments, salaries, other compensation, and bonuses. They are the future leaders and entrepreneurs. Good project managers are not born but are nurtured from a combination of experience, time, talent, and training. Successful projects don't happen spontaneously; they require preparation, planning, and organization. This certificate program is designed to provide systematic training to those would like to pursue a project management certification offered by Project Management Institute. To earn this certificate, students are required to take the following courses in the order specified below.

ENM 601   Engineering Project Management
ENM 602   Management of Risk, Contracts, and Legal Issues
PME 601   Planning, Performing and Controlling Projects
             (Prerequisites: ENM 601, and ENM 602)
PME 602   Managing Engineering Competencies and Skills
             (Prerequisites: ENM 601, and ENM 602)
PME 604   Project Financing and Associated Financial Management
             (Prerequisites: ENM 601, and ENM 602)

● **Certificate in Security and Safety Engineering**
(770-000-894)
(5 courses, 22.5 quarter units)

The Security and Safety Engineering certificate program prepares graduates for positions in several areas of Security and Safety Engineering. Students completing 22.5 quarter units of the following courses can earn a Security and Safety Engineering certificate and the specialty would be recorded on the students' permanent university transcript. This program is designed in such a way that anyone going through this program would be academically trained to appear for "Certified Safety Professional (CSP)" certification administered by the American Society of Safety Engineers' and the American Society of Industrial Security's (ASIS) Certified Protection Professional (CPP) exam. This specialty would be administered through the office of the Dean of Engineering and Technology. The lead faculty of the program would review each student's course work prior to permitting him/her into this certification program. Based on the student's performance, the coordinator and the dean would determine whether the student is eligible to receive a certificate of achievement.

SSE 601   Introduction to Safety Engineering
SSE 602   Design and Evaluation of a Modern Safety Program
             (Prerequisite: SSE 601)
SSE 603   Introduction to Security Engineering
SSE 604   Security Engineering - Planning and Design
             (Prerequisite: SSE 603)
SSE 609   Planning and Responding to Terrorism

● **Certificate in Supply Chain Management and eLogistics**
(770-000-892)
(5 courses, 22.5 quarter units)

From small companies to giant global institutions, the concept of integration within a business and between businesses has gained increased validity. There has been a growing recognition that supply chain management and eLogistics help achieve the twin goals of cost reduction and service enhancement. Supply Chain Management and eLogistics have in turn been impacted and driven by e-business strategies and technologies. This program is designed to provide comprehensive academic training on best practices in a dynamic and increasingly global economic business environment.

SCL 601   Supply Chain Management Fundamentals
SCL 602   Supply Chain Management - Strategies, Design and
             Implementation (Prerequisite: SCL 601)
SCL 603   Logistics Management Fundamentals
SCL 604   Advanced Supply Chain Logistics Management
             (Prerequisite: SCL 603)
SCL 605   Technology and Infrastructure Requirements for Supply
             Chain Management and eLogistics
Or
CIS 607   System Integration and Client Server Computing

Course Descriptions

The University of Values

Prefix/Subject Area by NU School

School of Arts and Sciences

School of Business and Management

School of Education

School of Engineering and Technology

National University Course Numbering System

0- to 99- Level Courses:
Remedial courses that do not grant collegiate credit.

100- to 200- Level Courses:
Lower-Division courses applicable to Associate degrees.

300- to 400- Level Courses:
Upper-Division courses applicable to Bachelor degrees.

500-Level Courses:
Courses which may be applicable as advanced upper-division credit or as graduate credit, as specified by the requirements of each degree program.

600-Level Courses:
Master's level courses.

Note: All courses are 4.5 quarter units unless otherwise specified.

ACC – Accounting

ACC 201
Financial Accounting Fundamentals
A survey of basic accounting theory and the application of accounting principles, this course includes the recording and summarization of business transactions in the form of financial statements under the rules of "generally accepted accounting principals" (GAAP). It is designed for students who have little or no prior knowledge of financial accounting, this course corresponds to "Principles of Accounting I" at other colleges.

ACC 202
Managerial Accounting Fundamentals
(Prerequisite: ACC 201)
This course is an overview of the use of financial accounting and cost accounting data for the design and preparation of reports to aid management in organizing, directing, controlling, and decision-making functions. The topics include the fundamentals of cost accounting, budgeting and responsibility accounting for cost and profit centers.

ACC 300
Applied Technology for Accountants
(Prerequisite: ACC 201)
This course familiarizes accounting majors with the technological tools and resources needed for career opportunities in both financial and managerial accounting areas. Emphasized are the adaptation of computer accounting software to the specific needs of an enterprise, as well as the design and use of spreadsheet models to perform specialized accounting and finance-related tasks.

ACC 410A
Intermediate Accounting I
(Prerequisite: ACC 201)
Often referred to as "Intermediate Accounting," ACC 410A, B, and C cover a substantial portion of the U.S. accounting standards known as GAAP (generally accepted accounting principles). In particular, ACC 410A provides an in-depth review of the accounting process and of the four principal financial statements. This course emphasizes revenue and expense recognition, along with the accounting for cash and receivables.

ACC 410B
Intermediate Accounting II
(Prerequisite: ACC 201)
Often referred to as "Intermediate Accounting," (See ACC 410A for a series description.) ACC 410B covers accounting for inventory, plant, property and equipment, intangible assets, intangible assets, investments, and current and long-term liabilities.

ACC 410C
Intermediate Accounting III
(Prerequisite: ACC 201)
Often referred to as "Intermediate Accounting," (See ACC 410A for a series description.) ACC 410C covers accounting for leases, pensions, income taxes, contributed and retained capital, earnings per share, and the statement of cash flows.

ACC 431
Advanced Accounting
(Prerequisite: ACC 201)
An examination of advanced concepts of accounting for business combinations, with emphasis on the consolidation of parent/subsidiary balance sheet and income statement reporting. Also covers accounting for the formation, operation and liquidation of partnerships, as well as special reporting requirements for multinational entities.

ACC 432A
Taxation-Individual
(Prerequisite: ACC 201)
An introduction to the theory and practice of federal income taxation of individuals, including income, deductions, exemptions, credits, capital gains, depreciation and deferred compensation plans. As a course requirement, students prepare Form 1040 income tax returns.

ACC 432B
Taxation-Business
(Prerequisite: ACC 201)
An introduction to the theory and practice of federal income taxation of partnerships, subchapter S and subchapter C corporations. Students learn the use of tax research publications.

ACC 433A
Managerial Accounting I
(Prerequisite: ACC 201)
A study of cost accounting principles and procedures, including job order costing, process costing, standard cost, variance analysis and variable and absorption costing. Covers managerial accounting topics including break-even analysis and budgeting.

ACC 433B
Managerial Accounting II
(Prerequisite: ACC 433A)
A continuation of Managerial Accounting I, this course covers additional managerial accounting topics, including cost behavior using linear programming models, regression analysis, transfer pricing, performance measurement and capital budgeting techniques.

ACC 434
Government and Non-Profit Accounting
(Prerequisite: ACC 201)
A study of the specialized accounting principles applicable to state and local governments and other non-profit organizations, with an emphasis on fund accounting principles used in the recording of assets, liabilities, equity, revenues and expenditures. Also covers the analysis and interpretation of financial statements of such governmental and nonprofit entities.

ACC 435A
Auditing I
(Prerequisite: ACC 201)
A study of financial statement audits by CPAs performed in accordance with AICPA generally accepted auditing standards. Topics include professional ethics, legal liabilities, the planning of audit engagements, internal control and its relationship to the nature, timing and extent of evidence-gathering procedures, EDP controls and audit sampling.

ACC 435B
Auditing II
(Prerequisite: ACC 435A)
A continuation of ACC 435A, this course focuses on the auditing procedures of individual financial statement line items including cash, receivables, inventory, payables, long-term debt, equity balances and related income statement accounts. Also emphasizes the writing of auditor's reports, special reports and review and compilation reports in accordance with AICPA standards.

ACC 604
Managerial Accounting
A study of accounting concepts and reporting techniques applied in a management decision-making context, Students analyze accounting data from real-world case studies and present their analysis, conclusions, and recommendations. Managerial accounting models used by diverse enterprises in virtually all industrialized nations include cost accounting and the behavior of costs, budgeting, differential analysis, and responsibility accounting are examined. Reporting techniques involving the use of current spreadsheet and graphic presentation technology are presented.

ACC 650
Financial Accounting Theory
(Prerequisite: ACC 201)
This course is an examination of financial accounting concepts, including accounting standards known as Generally Accepted Accounting Principles (GAAP) as practiced in the U.S., with emphasis on revenue recognition, asset valuation, financial statement presentation and disclosure.

ACC 652
Taxation for Investors and Managers
(Prerequisite: ACC 201)
Theory and practice of federal income taxation of individuals, partnerships and corporations, including capital gains, depreciation, and deferred compensation rules and regulations are covered.

ACC 655
Auditing and Internal Control
(Prerequisite: ACC 201)
Financial statement audits and other assurance services performed by independent auditors in accordance with AICPA generally accepted auditing standards are examined, with emphasis on internal control principles and procedures.

ACC 657
Accounting Information Systems
(Prerequisite: ACC 201)
The design and internal control perspectives of accounting information systems, including systems analysis, decision support systems, system implementation, and the audit of management information systems are studied.

ACC 690
Guided Study
This course is individual study under the direction of an instructor. It requires prior approval of the appropriate academic department.

ART – Art

ART 100
Introduction to Art History
(Prerequisites: ENG 100/101)
A survey of the main periods and traditions in art history, with emphasis on the complex relationship between art and society. Explores traditions including the Renaissance, Gothic, Baroque, Rococo, classical, Neoclassicism, impressionism, expressionism, realism, fantasy, environment art, architecture, formalism and contemporary avant-garde forms.

ART 200
Visual Arts
Fundamentals of visual and applied arts presented through painting, photography, video, or other media. Emphasis is determined by instructor. Students develop an awareness of aesthetic values, learn how to handle materials and develop an understanding of formal, technical and conceptual issues. Students supply some laboratory materials.

ART 200A
Visual Arts Laboratory
(Prerequisite: ART 200)
The laboratory portion of Visual Arts, in which students focus on hands-on work.

ART 315
Film as Art
(Prerequisites: ENG 100/101)
A survey of the art of cinema from the silent period to the present, with emphasis on the social construction, distribution and consumption of film in historical context. Examines basic film techniques and theories and systematically explores diverse film styles and genres. Focuses on elements of film such as lighting, editing and cinematography. Develops awareness of film as a complex artistic

Course Descriptions

text. Establishes a basis by which students can make their own aesthetic judgments. In addition to contemporary mainstream films, students view classic, independent, experimental and foreign films.

ART 323
Modern Art
(Prerequisites: ENG 100/101)
An introduction to the major movements, styles and artists from Impressionism to Post Modernism. Examines how themes of Modern Art reflect the social, historical and cultural events of the period.

ART 329
World Art +
(Prerequisites: ENG 100/101)
The fundamentals of visual and applied arts from a global perspective. Focuses on the art of India, China, Japan, Pre-Columbian Central and South America, Native North America, Oceania and Australia, Africa and the Middle East. Also covers the accelerated changes in world art since 1945 and diversity issues related to world art.

ART 400
Expressive and Integrative Arts
(Prerequisites: ART 200, MUS 100, MSM 301, PSY 301 or equivalents)
Emphasizes the California Standards in the areas of dance and theater and builds on prior learning in music and the visual arts. The course prepares the student to integrate all these areas into daily instruction in grades K-8. The course emphasizes recognition of cultural diversity through activities in the arts as well as a basic knowledge of content areas for planning appropriate cross-curricular activities.

BIS – Interdisciplinary Studies

BIS 490
Interdisciplinary Studies Seminar
This eight week capstone course compares and analyzes how knowledge is produced across disciplinary boundaries by integrating primary areas of study within the program: language and literature, history and the social sciences, the sciences, and fine and performing arts. Students come together having taken six upper-division electives from these areas to compare and analyze the different approaches, modes of inquiries, historical perspectives and methodologies that define the academic disciplines they have been exposed to. The instructor determines the seminar topic. Students choose a topic, which may be new or may derive from a paper project/topic from a previous discipline-specific course that intersects with the seminar theme, and expand it to an integrated research project that addresses the topic from the perspectives of at least three disciplinary vantage points. This course develops skills that are relevant to a wide variety of academic and professional environments: (1) effective reading and research at college level; (2) argument development and logical reasoning; and (3) clearly structured and organized writing of a substantive nature.

BTE – Bilingual Teacher Education

BTE 612
History and Culture of Latinos in the U.S.
An examination of historical, cultural and social characteristics of major Latino groups in the U.S. Reviews the following issues: contributions Latinos have made to American society, the cultural conflict experienced by these groups, the implications of such conflict on American society and the effects of changing demographic, migration and immigration patterns. Analyzes the legal, political and social movements that influenced the social/educational status of Latinos in the U.S. Taught in language of emphasis.

BTE 621B
Reading and Language Arts Methods for Elementary Schools
(Prerequisites: TED 615, TED 621A)
This course provides Multiple Subject Candidates with research-based methods and strategies for designing and implementing a balanced and comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. Course content is organized into four Reading Instruction Competence Assessment (RICA) domains. Taught in language of emphasis.

BTE 622A
Curriculum and Instruction I: History, Social Science, Physical Education, Visual and Performing Arts
(Prerequisites: TED 615, TED 621A)
BTE 622A focuses on multiple subject curriculum development and teaching History, Social Science, Physical Education, Visual and Performing Arts using State of California content standards. Content-specific teaching practices, lesson design, learning environments and assessment of student learning are emphasized to provide access to the curriculum for all students. Taught in language of emphasis.

BTE 622B
Curriculum and Instruction II: Mathematics and Science
(Prerequisites: TED 615, TED 621A)
BTE 622B focuses on multiple subject curriculum development and teaching math and science using State of California content standards. Content-specific teaching practices, lesson design and assessment of student learning are emphasized to provide access to the curriculum for all students. Taught in language of emphasis.

BTE 624
Content Area Literacy for Secondary and Middle Schools
(Prerequisites: TED 615, TED 623)
This course is aligned with the California Board of Education adopted academic content standards in English Language Arts and the Reading/Language Arts Framework for students who are speakers of English, English language learners (ELLs) and students with special needs and is designed to assist Single Subject Credential Candidates in developing the background and skills necessary to teach literacy in the content areas to middle/junior and/or senior high school students in the culturally and linguistically diverse classrooms in the California public schools. Taught in language of emphasis.

BTE 625A
Curriculum Development for Secondary and Middle Schools
(Prerequisites: TED 615, TED 623)
This course integrates the California K-12 academic content standards with effective curriculum development principles for diverse learners. Through guided field activities, teacher candidates will access student background information for the purpose of designing and reflecting upon long and short term planning that enables engaged student learning and provides access to the curriculum for all learners. Taught in language of emphasis.

BTE 625B
Instruction and Classroom Management for Secondary and Middle Schools
(Prerequisites: TED 615, TED 623 and BTE 625A)
This course builds on the curricular principles established in TED 625A by incorporating within a well-designed lesson plan, instructional strategies and related classroom management principles. The class also provides strategies for dealing with unproductive student behavior. Taught in language of emphasis.

BTE 630A
Beginning Student Teaching
(Note: Does not grant graduate level credit)
TED 630A comprises the first month of the full-day, full-time, semester-long Student Teaching experience, in which candidates are placed with certified field supervisors. Candidates must successfully complete four components in their supervised Beginning Student Teaching: (1) school-site and classroom orientation including school personnel interviews, (2) onsite classroom observations, (3) lesson plan design and presentation, each component within the context of fulfilling (4) professional responsibilities. Candidates also attend TED 629 Student Teaching Seminar, which integrates theory and practical approaches to real-life situations experienced by candidates during TED 630A. Note: The grade assigned for the course will be either satisfactory or unsatisfactory.

BTE 630B, BTE 630C, BTE 630D
Student Teaching
(Prerequisite: BTE 630A)
(Note: Does not grant graduate level credit)
Student Teaching BTE 630 B, C, D comprises the second, third and fourth months of the full-day, full-time semester-long Student Teaching experience. Candidates are placed with certified teacher supervisors and are required to successfully complete four components: (1) Classroom responsibilities, (2) lesson plan design and presentation, (3) off-site classroom observations, each component within the context of fulfilling (4) professional responsibilities.

Multiple-subject candidates spend eight weeks in both a K-2 and a 3-6 classroom (non-traditional programs may vary). One of the two assignments is with a certified Field Supervisor. Single-subject candidates experience teaching a minimum of four academic periods a day in two grade levels; a minimum of three of four periods must be in their designated academic area. Candidates complete BTE 629 Student Teaching Seminar (as begun in BTE 630A), which integrates theory and practical approaches to real-life situations experienced by candidates during BTE 630 B,C,D. Note: The grade assigned for the course will be either satisfactory or unsatisfactory.

BTE 660
The Bilingual Child
(Prerequisite: Passing competency test with a score of 3.5 or above in the language of emphasis)
An introduction to research, theory and practices related to the learning and development of the bilingual, bi-cognitive child. Examines theories on culture, cognition, bilingualism, biculturation and psychological dynamics of a positive self-esteem and academic development. Gives candidates the skills necessary to understand and assess the cognitive and linguistic developmental stages of bilingual, bicultural children. Raises consciousness and sensitivity to the effects of culture conflict on the academic achievement of bilingual children.

BTE 661
Sociolinguistics
(Prerequisites: BTE 662 and passing competency test with 3.5 or above in the language of emphasis)
An examination of the development of language within the socio-cultural context. Covers the significant role of language in culture transmission and social/political control and the role of code-mixing and code-switching as a communication system in a multilingual, multicultural society and linguistic registers. Examines the social factors of language and its importance in social interaction. Also pro-

vides the necessary skills to teach in a cross-cultural and linguistically diverse classroom. Assists students in analyzing language proficiency and understanding the variations found in languages.

BTE 662
Comparative Linguistics
(Prerequisite: Passing competency test with a score of 3.5 or above in the language of emphasis)
An examination of the structure, phonology and morphology of the language of emphasis and English. Compares and contrasts the structure of the two languages and addresses the linguistic problems in the transfer of errors from L1 to L2. Includes strategies for teaching English as a second language. Prepares candidates to understand both first and second language acquisition. Also provides candidates with the skills necessary to understand the structure and form of the two languages and to predict the transfer of linguistic problems in the transition period of language acquisition.

BTE 664
Advanced Theory and Research in Bilingual Education
(Prerequisite: Passing competency test with a score of 3.5 or above in the language of emphasis)
A seminar in research and studies that have been conducted on bilingual students. Assesses and evaluates models of bilingual programs. Also provides an opportunity to compare and contrast research conducted on bilingual education. Students critique the strengths and weaknesses of research studies.

BTE 665
Advanced Grammar and Composition
(Prerequisite: Passing competency test with a score of 3.5 or above in the language of emphasis)
Teaches advanced skills in composition and grammar, including writing skills, through the use of the computer lab. Provides the opportunity to use word processing programs in English and in the language of emphasis to compose and edit work. Students acquire the necessary skills to write their term papers or thesis in the language of emphasis. Taught in the language of emphasis.

BTE 667
Socio-Cultural Issues in Bilingual Education
(Prerequisite: Passing competency test with 3.5 or above in the language of emphasis)
A seminar in issues that affect the socialization and enculturation of children in a multicultural society. Examines factors that affect the learning process, the role of the teacher as a change agent and institutional change in education. Provides the opportunity to critically analyze current political and social issues that affect the bilingual classroom. Helps students develop a personal philosophy of education.

BTE 668
Survey of Children's Bilingual Literature
(Prerequisite: Passing competency test with 3.5 or above in the language of emphasis)
A survey of children's literature in both English and the language of emphasis. Provides effective strategies for fostering reading for enjoyment and understanding as well as critical skills for assessing literature for bicultural, bilingual students. Teaches a variety of ways to encourage students to read. Also gives teachers an opportunity to read and evaluate the books that are age- and grade-appropriate.

BUS 480
Integrated Business Policy
(Capstone course)
This course provides students with the opportunity to apply the principal concepts and skills learned in each of their BBA program core courses to real world business situations . Students' ability to integrate this knowledge and to apply and articulate critical analysis to cases and other assignments are among the key objectives of this course. Students must complete all BBA preparation and upper-division core courses before starting this capstone course.

BUS 500A
Intermediate Algebra
An introduction to quantitative methods for business graduate students with no previous exposure to the subject, it covers topics including algebraic operations, equations, graphs and functions, exponential and logarithmic functions, and an introduction to linear programming. No credit is awarded.

BUS 500B
Statistics
An introduction to statistics for business graduate students with no previous exposure to the subject. It covers topics that include arranging data, constructing a frequency distribution, measures of central tendency, measures of variability, and probability distribution. No credit is awarded.

BUS 500C
Macro and Microeconomics
An introduction to economics for business graduate students with no previous exposure to the subject, it covers topics including microeconomics, macroeconomics, and an introduction to management. No credit is awarded.

BUS 501A
Accounting Fundamentals
An introduction to accounting for graduate students with no previous exposure to the subject, it covers accounting terminology and concepts and procedures used for preparing financial statements in accordance with U.S. accounting standards. No credit is awarded.

BUS 501B
Finance Fundamentals
(Prerequisite: BUS 501A or ACC 201)
This course is an introduction to finance for graduate students with knowledge of accounting fundamentals but with no previous exposure to the subject of finance. Students learn how to analyze financial statements for decision-making. Also covers topics including time value of money concepts, working capital policy and short-term credit, and current asset management. No credit is awarded.

CAL – Center for Adult Learner

CAL 600
Introduction to Adult Learning
This course examines the fundamentals of andragogy, a theory of learning and methodological approach which is applicable to adults and their idiosyncratic lifestyles within a societal context ever more culturally and linguistically diverse. Graduate students analyze theory, research, and practice as a basis for improving the learning environments of formal and non-formal adult education programs.

CED – Counselor Education

CED 600
Student Diversity in Development and Learning
The counseling process, interventions, and strategies will address cultural, ethnic, issues presented in class. The course analyzes and conceptualizes human development themes from the perspective of various learning and personality theorists. Practicum experience is required.

CED 601
Consultation in the Schools
(Prerequisites: CED 610, CED 611, CED 603 and Advancement to Candidacy.)
This course introduces students to specific techniques including communication and interpersonal skills necessary towards effective consultation at the individual, group and systems levels. Emphasis is on team building and on the provision of indirect services by school counselors and school psychologists including program development, staff development, and written communication skills. Practicum experience is required.

CED 602
Contemporary Issues in School Counseling
Introduces students to topical social issues related to counseling. It is meant to expose students to critical issues, their possible solutions and the most current thinking and research. Practicum experience required.

CED 603
Multicultural Counseling
(Prerequisites: CED 610, CED611 and Advancement to Candidacy)
Emphasis is on the building on skills developed in the individual and group counseling course including culture conflict, personal identity, managing gender and racial issues as well as lifestyle concerns; cooping vs. personal empowerment; effective intervention models when working with ethnic and linguistic minorities including building effective parent involvement programs. Principles of effective cross-cultural counseling including applicable theories, goals, skills and techniques will be reviewed. Case examples, current regulations, and issues in counseling culturally diverse students are explored. Practicum experience is required.

CED 604
Orientation and Field Experience in School Counseling
An exploration of the field of school counseling and its suitability as a personal career choice. Emphasis is on an understanding of the multiple roles of school counselors that includes counseling, coordination and collaboration. Field experiences, using interviews and observations will give students insight into their future vocations. Emphasis is place on oral and written communication, and observational skills. Practicum experience is required.

CED 606
Development and Evaluation of School Counseling Programs and Services
(Prerequisite: CED 604)
This course will focus on the designing, developing, implementing, and evaluating a contemporary school counseling program in accordance with the National Standards. Foundations of school counseling programs are covered, as are results based guidance. Finally, students will learn the leadership skills necessary to implement the program and counseling services to meet needs of the community they are servicing. Practicum experience is required.

CED 610
Advanced Counseling Theories and Techniques
(Prerequisites: CED 604 or PED 604)
An examination of the major theories of individual counseling and their application for school counselors and school psychologists. The focus is on building the theoretical knowledge and practical skills required for expert counseling. Issues of social and cultural diversity in the context of helping relationships are addressed. Practicum Experience is required.

Course Descriptions

CED 611
Group Counseling
(Prerequisites: CED 610)
Application of basic knowledge of the roles, functions, and dynamics among group leaders and group participants: covers group process theory and the research pertaining to group process; students analyze the interaction within a group. Practicum experience is required.

CED 612
Career and Academic Counseling
(Prerequisite: CED 601)
This course provides a general examination of current career development / career education literature including theories and major concepts, career education programs and practices, resource materials, academic and career counseling skills, and the use of computerized career information systems. Practicum experience is required.

CED 613
Psycho-Educational Assessment
(Prerequisite: CED 604)
An overview of the counselor's role in the use and interpretation of individual and group assessment instruments and the implications of assessment results on instructional and support programs in schools. Diversity issues, limitations of standardized testing and alternatives to traditional assessment are explored.

CED 614
Legal and Ethical Practices for School Counselors
(Prerequisite: CED 604)
Provides an introduction to professional, ethical, legal , theoretical, and practical aspects of counseling. Students will examine the roles and responsibilities of counselors, professional organizations, and associations. Historical and social context along with emerging professional issues and directions are included. National Standards and ethical guidelines fro practice are examined.

CED 616
School Counseling Internship I
CED 617
School Counseling Internship II
CED 617
School Counseling Internship II
Students are placed in a school setting and expected to perform a variety of counseling related activities for a minimum of 600 hours.
(Prerequisites: a record of a passing score on the CBEST, completion of all program prerequisites, completion of ten (10) courses, 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist.

CED 620
Best Practices Seminars in School Counseling
(Prerequisites: students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor.)
Students will review the knowledge, skills, and standards of the graduate program in counseling in final preparation for their employment as professional counselors. Leadership opportunities within the counseling role are identified and developed. Students will prepare for the ETS Praxis examination, complete their program portfolios, and present their school project as part of this course.

CED 637
School Counseling Action Research
(Prerequisite: ILD 680)
This course is designed to provide the knowledge and skills required to understand, interpret, generate and evaluate research relevant to school counseling. The work of the school counselor will be emphasized throughout the course as students produce a major professional writing while remaining focused on the practical needs of educators who wish to join the larger professional community in their field of specialty. Maximum length of time is 12 months.
(Note. Grading is by H (honors), S (satisfactory), or U (unsatisfactory).

CED 694
Thesis
(Prerequisite: ILD 680)
Provides supervised experience culminating in the completion of a thesis project that was designed in ILD 680. Maximum length of time is 12 months. (Note. Grading is H (honors), S (satisfactory), or U (unsatisfactory). Class size is 5.

CEN – Construction Engineering

CEN 320
Surveying, Metrics and GIS
(Prerequisite: EGR 319)
Land and topographic surveying with global position systems and geographic information systems (GIS). Fundamentals of distance, leveling angles, theodolites, transverse surveys and computations. Hands-on with ArcView GIS to understand the basic GIS concepts and applications in land planning.

CEN 323
Structural Analysis
(Prerequisites: EGR 301 and EGR 304)
Introduction to analysis of wood, steel and concrete structures. Basic structural loads, forces and moments in beams, columns and trussed systems. Internal reactions and method of sections. Stress, sheer and deformation in beams and columns. Properties of soils and foundations. Basic design fundamentals.

CEN 410
Construction Materials and Methods
(Prerequisite: EGR 304)
An overview of the basic materials and methods utilized in construction projects. Wood, steel, masonry, glass, and concrete and other material are introduced along with their associated construction systems in foundations, framing, cladding, windows, doors, finishes and roofing.

CEN 413
Plans and Specifications
(Prerequisite: EGR 319)
Drawing and interpretation of plans, sections, details, symbols, notes and details in architectural, construction and shop drawings. Coordination and reference between drawings. Specification creation incorporating material properties, construction techniques and legal factors. Industry standards from AIA and CSI are presented.

CEN 416
Mechanical and Electrical Systems
(Prerequisite: EGR 313)
The impact of M/E systems on the design and construction process including energy considerations. Fundamentals of HVAC, plumbing, fire protection, electrical distribution, lighting, information systems, and vibrations in the building system.

CEN 419
Estimating, Scheduling and Control
(Prerequisites: CEN 410 and CEN 413)
Introduces the fundamentals of construction management, estimating, scheduling and control. Quantity takeoff estimations for material, time, equipment and overhead are presented. Activity durations, scheduling and project updating for control are covered.

CEN 422
Field Inspection and Safety
(Prerequisite: CEN 419)
Integration of safety and productivity into daily field operations through inspection and accountability. Examines accident costs and contributing factors and techniques for risk minimization. Presents the relationship between safety and quality and techniques for site, structure, general and mechanical and electrical system inspections.

CHD – Chemical Dependency

CHD 440
Drugs, Values and Society
An examination of the history of substance use and abuse in the United States. Examines individual and institutional values that underpin chemically dependent behavior as well as socio-cultural factors, including media images, consumer product advertising, myths and stereotypes and subculture/life-style issues. Provides an overview of the social services structure, including outreach, education, prevention and treatment models.

CHD 601
Drugs in American Society
A survey course intended for a general audience with diverse interests in the phenomenon of drug use and abuse. Topics include pharmacology, history, theories of drug abuse, treatment methods, special populations, education and prevention models and ethical, political, social and legal considerations. Open to any graduate students with approval of their school except those who have completed CD 640.

CHD 640
Addictions: Contexts and Treatment
A comprehensive study of the theories, etiology, assessment, diagnosis and treatment of addictions. Also covers medical and legal aspects, education and prevention strategies; and HIV/AIDS issues for chemically dependent clients and their families.

CIS – Information Systems

CIS 301
Management Information Systems
An overview of core concepts related to the emerging interconnections between technology, the organization and information management.

CIS 302
Data Mining
(Prerequisite: CIS 446)
An introduction to the concepts of data mining as it applies to the data warehouse system environment. Data mining models, methodologies, techniques and common operational issues will be covered.

CIS 404
Remote Access and Wireless Networking
(Prerequisites: CIS 443 and CIS 444)
The course provides an introduction to the fundamental concepts of remote access and wireless networking. The focus is on standard and proprietary wireless solutions including: 802.11, HiPER LAN and major proprietary technologies including Medium Access Control (MAC) Layer, Frequency Hopping Spread Spectrum (FHSS) Physical Layer, Direct Sequence Spread Spectrum (DSSS) Physical Layer, Infrared (IR) Physical Layer and Roaming Standards.

CIS 406
Multimedia Applications on the Internet
Presents different multimedia technologies and provides the students with basic skills to integrate various multimedia technologies into a website environment, as well as an introduction to HTML.

CIS 407

Website Management

(Prerequisite: CIS 406)

Focuses on two aspects of website management: technical and business aspects. An introduction to Web languages and technologies is made with some in-depth coverage of HTML and CSS. How to manage people, content and suppliers is covered in the business focus.

CIS 408

Java Coding for Internet

(Prerequisite: CIS 406)

An examination of JavaScript and the JAVA programming language. Development of Web-based applications using JavaScript and JAVA control structures, methods, arrays, graphics, graphical user interface components and multimedia applications.

CIS 409

Internet/Intranet Application Development for E-Commerce

(Prerequisites: CIS 407, CIS 408)

Provides students with the basic skills and understanding to build Internet and intranet Web-based applications for the electronic commerce environment.

CIS 414

Data Warehousing

(Prerequisites: CIS 302, CIS 446)

An in-depth exploration of data warehousing using Oracle 8, as well as technical instructions on how to select the appropriate hardware architecture, design the warehouse for optimum performance, techniques for distributing and mining data and building and running the database.

CIS 415

PL/SQL – Database Administration

(Prerequisites: CIS 302, CIS 446, CIS 414)

Offers students an extensive introduction to data server technology. The class covers the concepts of relational databases and the powerful SQL and PL/SQL programming languages. Students are taught to create and maintain database objects and to store, retrieve and manipulate data. In addition, students learn to create PL/SCL blocks of application code that can be shared by multiple forms, reports and data management applications.

CIS 416

Database Administration

(Prerequisites: CIS 302, CIS 446, CIS 414)

Designed to give the Oracle database administrator (DBA) a firm foundation in basic administrative tasks. Through instructor-led learning, structured hands-on practices and challenge-level exercise labs, the DBA will gain the necessary knowledge and skills to set up, maintain and troubleshoot an Oracle7 or Oracle8 database.

CIS 418

Database Network Administration

(Prerequisites: CIS 302, CIS 446, CIS 414)

Introduces students to the trends and problems associated with business networking and presents the various solutions required to tackle these problems. The class prepares participants to implement the solutions in a classroom environment, explains in detail the architecture of Net8 and describes the steps in which connections are established between peers. Students then implement a basic connection between a client and server node using various naming methods. As an integral part of this class, students configure and simulate middle-tier systems such as a names server and connection manager.

CIS 420A

Information Systems and Technology Project I

(Prerequisite: 80 percent of courses in the major, except CIS 420B)

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" (for Honors, "B" or better work), "S" (for Marginal, "C" level work, or "U" (for Unsatisfactory, "D" or below).

CIS 420B

Information Systems and Technology Project II

(Prerequisite: CIS 420A)

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 by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work, or "U" (for Unsatisfactory, "D" or below).

CIS 425

Programming for Information Technology Environment

An introduction to programming concepts in an integrated computing environment. Examines contemporary programming design techniques including event-oriented approaches. Students develop applications using Microsoft Visual Basic in a graphical user interface (GUI) environment.

CIS 443

Local Area Network Technologies

An introduction to emerging local area network (LAN) technologies. Includes topics such as integration of hardware and software elements, network architecture and protocols

CIS 444

Wide Area Networking Concepts and Services

(Prerequisite: CIS 443)

Review of the latest telecommunications technology developments, such as ATM, Gigabit, and Ethernet and Fiber Optic connections. Builds on LAN basics from IS 443, including how to implement LAN solutions such as FDDI, Fiber Channel and Gigabit Ethernet and WAN technology, such as Switched Multi-Megabit Data Service and Frame Relay. Also covers integrated high-performance router and switch technologies from Cisco, Bay and 3Com.

CIS 446

Data Modeling in Information Technology Environments

An introduction to the concepts of data modeling and relational databases. Covers the methodologies for building a logical model, techniques for organizing and designing relational databases and practical approaches to transform logical models to a stable relational database.

CIS 601

Information Systems Strategies, Policies and Ethics

An in-depth analysis of strategies, policies and ethical issues facing the Information Systems manager in today's business organization. This course also explores the merger of information Systems with legal, ethical, cultural, human resources, business philosophies and organizational structures. Through lectures, readings, case analysis and projects the student will learn the strategic role IS professionals play in the modern work-place environment. Through analysis, and projects the student will learn the strategic role telecommunications plays in the modern work place, networked environment.

CIS 602

Network Services and Protocols

(Prerequisite: CIS 601)

An in-depth study, from a managerial perspective, of the principles and applications of telecommunications in organizations. Examination of voice, data, analog and digital transmission in local area and wide area networks will be explored and the related existing and emerging communications protocols. Through lectures, readings, case analysis and projects the student will learn the strategic role telecommunications plays in the modern work place, networked environment.

CIS 603

Database Management for Decision Support Systems

(Prerequisite CIS 601, CST436, CIS 302)

An overview course in the development, deployment and management of decision support systems and its components. Topics covered will include relational database management systems, the planning, design, implementation, documentation and maintenance of DSSs following standard methodologies. Through lectures, readings, case analysis and projects the student will learn the strategic role decision support systems play as a pivotal tool in the modern work place for executive decision-making and strategic planning.

CIS 604

Organizational Management and Information Systems

(Prerequisite: CIS 601)

An in-depth study of organizational management, network infrastructures and information security in the modern organization. Topics covered will include information risk analysis, threats, vulnerabilities and protection methods in the business enterprise. Through lectures, readings, case analysis and projects the student will learn how to analyze a business enterprises information management security risks and vulnerabilities and prepare a comprehensive security plan for Intranet, Extranet and Internet infrastructures.

CIS 606

End User Information Systems

(Prerequisite: CIS 601)

An in-depth study of the end-user approach to systems analysis, addressing the links between information systems technology, people and organizational goals. The course provides a comprehensive, thoroughly up-to-date treatment of IS design, analysis and implementation, with a practical focus on shaping information systems to enhance employee performance and carry out "real-world" business strategies. There is a strong emphasis on workgroup (collaborative) technologies, knowledge management and change leadership.

CIS 607

Systems Integration and Client/Server Computing

(Prerequisite: CIS 601)

An in-depth study of information systems technology through systems integration and distributed computing, to maximize efficiencies to meet organizational goals. The course provides a comprehensive, thoroughly up-to-date treatment of IS design, analysis and implementation, with a practical focus on client server computing and the integration of legacy systems with newer applications to meet changing business needs.

CIS 608

Knowledge Management – Knowledge Based Systems

(Prerequisites: CIS 601, CIS 302, CIS 446)

An in-depth study of decision support systems, inclusive of knowledge based systems, expert systems and artificial intelligence and its practical application in the organization. The course provides a comprehensive, thoroughly up-to-date

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Course Descriptions

treatment of IS design, analysis and implementation, with a practical focus on shaping information systems to enhance executive decision making to meet the changing internal and external environment facing business's today. There is a strong emphasis on data mining, knowledge management and management decision tools and skills.

CIS 609
Automated Knowledge Management Systems
(Prerequisites: CIS 607 and CIS 608)
An in-depth study of knowledge management through project implementation. The course provides a comprehensive hands-on application of business systems analysis, database integration and creation of decision support systems. There is a strong emphasis on individual and team project development using the acquired knowledge and skills from previous courses. This class represents a cumulative effort of acquired learning.

CIS 620A
Master's Research Project I
(Prerequisite: Completion of all program core requirements with a GPA of 3.0 or better)
This course is the first part of the master's research project. It focuses on the research and selection of an appropriate topic related to information systems. Students develop the project in a three-to-five member group and utilize skills previously acquired in their respective core curriculum. This is a regular one-month course. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work), or "U" (Unsatisfactory, "D"D or below).

CIS 620B
Master's Research Project II
(Prerequisite: Completion of CIS 620A)
A continuation of CIS 620A. Students develop the project in a three-to-five member group. Students complete a detailed analysis and design of the project within the first two weeks of the course. After completing the project, students formally present their final product to a review panel for evaluation and grading. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work), or "U" (Unsatisfactory, "D" less than C level work).

CJA – Criminal Justice

CJA 427
Introduction to Criminal Justice
This course describes and introduces the basic concepts and components of the criminal justice systems in the United States; provides a general consensus and summary of the CJ system, including the factors of crime, judicial process, police perspectives, corrections, probation and parole.

CJA 431
Criminology
This course exposes the students to the basic tenets of criminal behavior, the causative and contributory factors of behavior. It explores the general personality, intellectual and social perspectives of criminal behavior.

CJA 434
Survey of Forensic Sciences
An introduction to the forensic sciences. Includes topics such as forensic photography, firearms and tool mark identification, the examination of questioned documents, hair and fiber analysis, serology, instrumental analysis, forensic pathology and odontology and forensic psychology.

CJA 437
The Juvenile Offender
A study of the nature and control of juvenile delinquency. Examines patterns of delinquent behavior, factors of causation, juvenile law and the juvenile

justice system. Students also learn policies and procedures in treatment and prevention.

CJA 441
Organized and White Collar Crime
This course will expose the students to elite and corporate deviance, the incidence and prevalence of white collar and organized crimes. The course explores the theoretical foundations of all types of occupational crimes, with a comparative, analytical global look at these crimes. It also exposes the students to the forms and causes of these crimes, the legal and law enforcement and societal responses to such crimes.

CJA 440
Corrections
An introduction to the field of corrections and the corrections continuum. Topics include contemporary theories of punishment, corrections and rehabilitation, local, state, federal and military confinement facilities and community alternatives to incarceration.

CJA 443
Current Issues in Law Enforcement
Using a seminar approach, this course focuses on current specific problems and issues within the law enforcement community. Topics may include police morale, the retention of sworn personnel and future trends in law enforcement.

CJA 446
Criminal Justice Management and Leadership
An analysis of the organization and management of criminal justice agencies. Discusses principles of supervision and motivation of personnel, management problems and solutions, decision-making and administration of policies and procedures.

CJA 448
Violence and Society
An exploration of methods, patterns and meanings of individual and collective violence. Focuses on gangs, terrorists and the assaultive individual. Students analyze the causes of violence, attitudes toward violence and methods of controlling violence as well as the impact of gun control.

CJA 449
Research Methods
An introduction to conducting research in criminal justice-related fields. Students learn how to identify current problems in criminal justice, develop a practical research question, formulate hypotheses, identify appropriate resources to answer the research question and describe an appropriate research method to answer the research question.

CJA 451
Court Systems and the Judicial Process
A study of concepts and theories regarding the utilization, organization and management of the judicial process. Critically reviews the issues of fair trial, speedy trial, free press, calendar control, judicial responsibility and new technology. Students analyze the roles of the legal actors, problems of lower, trial and appellate courts and the distribution of judicial powers.

CJA 452
Criminal Law and Procedure
A survey of jurisprudential philosophy and case study of common law and statutory crimes. Discusses historical development, theory, principles and functions of criminal law. Also covers elements of due process, rule of law and the role of the constitution in protecting rights.

CJA 456
Criminal Evidence
A study of the elements of criminal law as applied to various theories of criminal evidence to enhance

understanding of the various issues facing prosecutors, criminal justice practitioners and law enforcement agents. This course will explore the application of evidentiary issues and its relationship to investigations and criminal conduct.

CJA 457
Minorities, Crime and Social Justice
A review of the criminological literature and theoretical applications of the law and criminal justice as seen from a racial, gender specific, class and ethnic orientation.

CJA 460
Principles of Investigation
An introduction to the practices and procedures involved in conducting civil and criminal investigations. Topics include learning about crimes and their elements, modus operandi, major goals of investigations, primary functions and responsibilities of investigating officers/agents and the investigator's relationship with other individuals and agencies involved in an investigation.

CJA 464
Constitutional Law for Criminal Justice
A study of the fundamentals of the U.S. Constitution, the rights and protections of the accused; an exploration of the case law and the judicial system, the rights and responsibilities of the police and citizenry

CJA 465
Practicum in Criminal Justice
(1.5-9 quarter units)
A practicum designed for students seeking field experience in law enforcement. Students receive academic guidance from criminal justice faculty and supervision at the field placement site. Typically, the practicum requires students to work a minimum of 100-150 hours under supervision. At the completion of the practicum, students are required to write an in-depth research paper about their experiences during their placements with coordination and support from their faculty advisor and field supervisor. Units are arranged and determined based on assignment and number of hours prearranged at the placement site. Students are evaluated on a satisfactory/unsatisfactory basis by the faculty and placement supervisor.

CJA 467
International and Domestic Terrorism
This course exposes the students to the basics of terrorism and its global impact

CJA 470
Supervised Criminal Justice Senior Project
(Prerequisite: CJA 449)
Supervised senior project undertaken by students of criminal justice when they have completed all core courses in the program. Coordinated by full-time faculty and chaired by a criminal justice faculty member chosen by the student from previous courses taken within the program. Students select a committee and a viable topic in criminal justice to research and then meet with a committee member once a week for two months. Upon completion, students present their project to the committee, other faculty and peers in an open forum. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below). Accelerated study is not permitted with CJA 470. CJA 470 is two months in length. Students who do not complete the Senior Project within the two-month period are eligible, at the discretion of the instructor, to receive a grade of "K" with a maximum of a one-time, six-month extension. Students who do not complete the project at the end of the extension period will need to retake CJA 470. No grade of "I" can be given for this course.

CJA 490
Guided Study
(1.5-9 quarter units)
Individual study under direction of instructor.
Requires prior approval of appropriate academic
department.

CLD – Cross-cultural, Language and Academic Development (CLAD)

CLD 627
Methodology for Cross-Cultural Instruction
(CLAD Certificate Course only)
*(Prerequisites: Possession of a credential approved by
the California Commission on Teacher TED 621A or
TED 623)*
An examination of content-area instruction for
English language learners. Covers strategies that
foster English Language Development (ELD) les-
son development, adaptation, and delivery. Also
covers Specially Designed Academic Instruction in
English (SDAIE) and "instructional scaffolds" as
well as "instructional conversations" to support
ELD.

COM – Communications

COM 100
Introduction to Communications
An examination of the cultural, linguistic and insti-
tutional factors that shape even the most everyday
communications. Through readings and course
projects, introduces students to semiology, rhetori-
cal analysis and mass media theory.

COM 200
Effective Communication
An introduction to the principles and practices of
spoken communication, with special emphasis on
the skills needed to communicate effectively in the
workplace. Topics include platform techniques,
interpersonal communication strategies, cross-cul-
tural approaches and small group methods.

COM 360
Representation and Diversity in the Media
(Prerequisites: ENG 100/101)
An exploration of the ways in which popular
media represents our diverse and dynamic culture.
Focuses particularly on images and narratives of
race and gender on television, in the movies and in
popular culture. Also examines the cultural forces
that influence how such representations are pro-
duced and perceived, their political and behavioral
consequences and various methods for
analyzing and critiquing popular media.

COM 380
Democracy in the Information Age +
(Prerequisites: ENG 100/101)
A critical examination of the distribution of infor-
mation and power in modern democracies. Covers
the various theories of democratic participation
and media responsibility and how they are mea-
sured against contemporary practices around the
world. Explores the effect of such developments as
television "news," popular access to video and
electronic technologies and global electronic net-
work on contemporary political and cultural dis-
course.

COM 385
Tale, Text and Hypertext
(Prerequisites: ENG 100/101)
An introduction to the range of theories analyzing
the evolution of linguistic communication tech-
nologies, from oral to written to computer-based.
Examines the consequences of these developments
for culture, literature, science, politics, pedagogy
and identity. Pays particular attention to the uses
and effects of networked texts and hypertexts.
Includes a project where students prepare hyper-
texts that can be "published" on the Internet.

COM 422
Technical Writing and Presentation
(Prerequisite: ENG 334A)
An advanced workshop for technical writers, that
applies the principles covered in COM 200 and
ENG 334A specifically to technical presentations
for non-technical audiences. Focuses on writing
styles appropriate for user manuals as well as oral
presentations and offers training in platform skills,
audio-visual techniques and other strategies need-
ed to make technical information understood by
business managers, end-users and the public.

COM 490
Independent Study
(1.5-4.5 quarter units)
*(Prerequisite: Approval of Instructor and Department
Chair)*
Individual study under direction of instructor.
Requires prior approval of appropriate academic
department.

CSC – Computer Science

CSC 421A
Compiler Design
(Prerequisite: CST 330C)
An introduction to theory of programming lan-
guage processors focusing on lexical analysis, syn-
tax analysis and compile-time mechanics, includ-
ing code generation and optimization, execution of
interpretive representations and management of
data structures.

CSC 422C
Principles of Database Design
A survey of principles, structure, analysis and tech-
niques of database design and implementation.
Topics include physical and logical design, normal-
ization, database models, security and integrity.

CSC 425A
Computer Science Laboratory I
*(Prerequisite: All the computer science course require-
ments with a GPA of 2.5)*
A study of the software development life cycle.
Emphasizes logical organization of system and
communicating design through documentation
suitable for generating a concrete implementation.
Students construct an original project with practi-
cal applications applying software engineering
concepts. This project includes program specifica-
tions, test plans and user documentation. Grading
is by "H" (for Honors, "B" or better work), "S" (for
Marginal, "C" level work) or "U" (Unsatisfactory,
"D" or below).

CSC 425B
Computer Science Laboratory II
(Prerequisite: CSC 425A)
A continuation of the student project. Student
teams complete the internal specification and test
plan in this course. Grading is by H (for Honors, B
or better work), S (for Marginal, C level work) or U
(Unsatisfactory, D or below).

CSC 425C
Computer Science Laboratory III
(Prerequisite: CSC 425B)
A continuation of the student project. Student
teams complete the project in this phase. The pro-
ject is coded, module-tested, system-tested and all
documentation is completed. Grading is by "H"
(for Honors, "B" or better work), "S" (for Marginal,
"C" level work) or "U" (Unsatisfactory, "D" or
below).

CSC 610
Mathematical Foundations
A study of mathematical models of computation
and theoretical foundations of computer science.
Proof techniques, automata theory, Chomsky hier-
archy, decidability and computational complexity
are emphasized.

CSC 630
Operating Systems
A study of relation between architectures and sys-
tem software. Topics include process and memory
management issues, multiprogramming, timeshar-
ing, multiprocessing, inter-process communication,
synchronization, distributed systems and real time
systems. Resource allocation, computer security
and related problems are considered. Scope and
limitations of current Operating Systems.

CSC 640
Database Systems
Design and implementation of database and
knowledge based systems are studied using vari-
ous data models, principles, structures, analysis
and modern techniques. Topics include physical
and logical design, normalization, security, integri-
ty and models such as relational, entity-relation-
ship, object oriented and semi-structured models.
Scope and limitations of current database models.

CSC 650
Programming Languages
(Prerequisite: CSC 610 or permission of the instructor)
A study of programming language syntax, seman-
tics and pragmatics. Principles of data types and
structures are discussed. Programming language
design and implementation issues are emphasized
Scope and limitations of programming language
theories will be studied.

CSC 655
Compilers and Interpreters
(Prerequisite: CSC 610 or permission of the instructor.)
A study of design and development of program-
ming language translators. Study of lexical analy-
sis, syntax, semantics, code generation and opti-
mization. Scope and limitations of compiler theo-
ries will be studied.

CSC 660
Artificial Intelligence
(Prerequisite: CSC 610 or permission of the instructor)
A study of problem solving using modern artificial
intelligence techniques. Examines the role of
knowledge in problem solving. Concepts such as
agents, search, production systems and natural lan-
guage communication are studied. Experimental
artificial intelligence systems are developed. Scope
and limitations of artificial intelligence theories
will be studied.

CSC 670
User Interface Engineering
*(Prerequisite: CSC 610, SEN 620, CSC 630, CSC 650
or permission of the instructor)*
A study of techniques in design and implementa-
tion of user interfaces. Emphasis will be on effec-
tive human computer interaction strategies that
meet human cognitive capabilities and organiza-
tional practices and processes. .

CSC 686
Computer Science Project I
*(Prerequisite: Completion of all MSCS core courses or
permission of the instructor)*
A study of the software development practices.
Emphasizes logical organization of system and
communicating design through documentation
suitable for generating a concrete implementation.
Students construct an original project with practi-
cal applications utilizing software engineering con-
cepts. This project includes requirements engineer-
ing, design, test plans and user documentation.

203

Course Descriptions

Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work), or "U" (Unsatisfactory, "D" or below).

CSC 687
Computer Science Project II
(Prerequisite: CSC 686)
A continuation of the student project. Student teams complete the project in this phase. The project is coded, module-tested, system-tested and all documentation is completed. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work), or "U" (Unsatisfactory, "D"D or below).

CST – Computer Sciences and Technology

CST 205
Computer Applications I
An introduction to the use of microcomputers with the emphasis on word processing, spreadsheets, presentation and Internet browser software in the Windows operating system environment. This course offers a foundation for efficient use of microcomputer software in the business and educational environments.

CST 206B
Discrete Structures and Logic Design
(Prerequisite: MTH 215) (Cross-listed with MTH 325)
A theoretical foundation for computer science, including sets, counting techniques, functions, relations, ordering and equivalences, propositional logic, Boolean algebra and graph theory with application to trees.

CST 208B
Calculus for Computer Science
(Prerequisite: MTH 215) (Cross-listed with MTH 220)
Differential and integral calculus of one variable with applications. Topics include: origin and structure of the derivative, derivatives from first principles, standard differentiation including chain rule, exponential and log forms, graphing with derivatives, origin and structure of anti-derivative, indefinite integral, standard integration including substitution and parts, rectangle rule and numeric integration.

CST 242
Introduction to Programming Concepts and Methods
An introduction to modern programming design techniques. Examines problem decomposition, modern programming paradigms and methods.Emphasizes design methodologies, modular programming, software independence, abstract data types and fundamental control structures.

CST 317
Programming in C++
(Prerequisite: CST 242 or verifiable programming experience and permission of the instructor)
A developmental course in programming using the C++ language, including syntax and methodologies, program development, debugging functions, arrays structures and pointers.

CST 330C
Object Oriented Programming in C++
(Prerequisite: CST 317)
An introduction to the object-oriented programming (OOP) paradigm and advanced techniques of the C++ language. Provides an overview of object-oriented problem solving as well as OOP concepts such as abstract data types and classes, type hierarchies (subclasses), inheritance and polymorphism.

CST 335
Data Structures and Algorithms
(Prerequisite: CST 330C)
An overview of data structure concepts, arrays, stack, queues, trees and graphs. Discusses various implementations of these data objects, programming styles and run-time representations. Also examines algorithms, graphics, algorithmic analysis and implementation of advanced data structures primarily utilizing C++.

CST 341
Introduction to Computer Architecture
(Prerequisite: CST 206B or permission of the instructor)
A survey of modern digital computing.

CST 342
Computer Architecture
(Prerequisite: CST 341)
An examination of advanced hardware design, analysis and programming with emphasis on the structure and function of the computer.

CST 350
Computer Ethics
An analysis of the values, ethics and ideologies in computing and their applications to current issues in computer industry within the contemporary socio-cultural setting. Focuses on ethical decision-making in computing matters. Through lectures, case study, debate and readings, students are helped to develop an ethical outlook on a wide variety of workplace issues in computing.

CST 400
Operating System Theory and Design
(Prerequisite: CST 330C)
An introduction to operating system concepts including implementation, processes, deadlocks, communication, multi-processing, multilevel memory management, file systems, protection, resource allocation and scheduling.

CST 423
Graphic User Interface Design
(Prerequisite: CST 317)
A study of the fundamental techniques used in creating and manipulating computer images. Demonstrates the practical use of theories through several computer graphic applications projects.

CST 427
Programming in Java
Development of Java applications using control structures, graphical user interface components and multimedia applications.

CST 430
Programming Languages
(Prerequisites: CST 330C)
A comparative study of programming languages. Syntax, semantics and pragmatics are considered. Language features that support software engineering are emphasized. Recent trends in programming language design and type theories are studied.

CST 440
Advanced Programming in Java
(Prerequisite: CST 427)
A treatment of advanced programming techniques in Java using abstraction, encapsulation and inheritance. Development of applets and applications using client server technology, multithreading, event-driven programming techniques and multimedia.

CST 450
Artificial Intelligence
An introduction to problem solving using modern artificial intelligence techniques. Examines the role of heuristics in problem solving. Concepts such as agents, production systems and natural language communication are studied. Experimental artificial intelligence systems are developed.

CST 451
Artificial Intelligence Programming
A study of artificial intelligence programming techniques. The role of heuristic programming in pattern matching and search problems is examined. Introduction to intelligent agents, and decision game trees. Implementation strategies for computing systems underlying the concepts such as production systems, heuristic search and natural language communications are examined.

CST 452
Human-Computer Interaction
An introduction to human-computer interaction models. A study of the techniques used in human-computer interface systems. Graphical User Interface systems and natural language processing will be considered.

CUR – Curriculum and Instruction

CUR 604
Global Perspectives in Curriculum
A basic foundation in the development and implementation of global programs and activities. Includes an overview of the purpose, scope and approaches to global education and demonstrates how teachers can use current electronic communication technology to globalize existing curriculum and instructional materials.

CUR 606
Issues and Trends in Curriculum
Examines current curriculum practices from the point of view of an interdependent paradigm of global concerns, local needs and the development of the individual in a complex society. Curriculum is responsive to current issues in education and society, rather than of predetermined content.

DEN – Design Engineering

DEN 408
Computer Aided Engineering I: Simulation Modeling and Analysis
Prerequisite: EGR 319
Introduction to simulation modeling and analysis, model development, intermediate and detailed modeling, modeling issues and techniques.

DEN 411
Computer Aided Engineering II: ProEngineer Modeling Software
Prerequisite: EGR 319
Introduction to the powerful computer aided design package ProEngineer 2001 for mechanical design applications, modeling and analysis.

DEN 414
Computer Aided Engineering III: LabVIEW Graphical Programming
Prerequisite: EGR 319
Introduction to the LabVIEW essential techniques for designing virtual instrument configurations and controls.

DEN 417
Computer Aided Engineering IV: Graphics and GUI with MATLAB
Prerequisite: EGR 319
Introduction to the industry-standard engineering language provided by MATLAB latest versions for computation, analysis, and visualization, with emphasis on engineering graphics applications.

DEN 420
Computer Aided Engineering V: SolidWorks 3D Mechanical Design Tools
Prerequisite: EGR 319
Introduction to the three-dimensional parametric modeling tools, features and functions supported

by the latest version of the SolidWorks software with emphasis on mechanical design solutions, standards and techniques.

DEN 423
Human Factors in Engineering and Design
Consideration of human characteristics in the requirements for design of the systems, products and devices. Human-centered design with focus on human abilities, limitations and interface.

DEN 426
Reliability Engineering
Prerequisite: EGR 301
An introduction to reliability engineering with emphasis on practical applications and the mathematical concepts. Cover mechanical, electronic and software failure mechanisms, design and testing.

DEN 429
Product Design Optimization
Prerequisite: EGR 301
This course focuses on analytical and empirical tools that allow designers and manufacturing engineers to predict the manufacturing and assembly cost estimates for optimized design.

DEN 432
Concurrent Design of Products, Manufacturing Processes and Systems
Prerequisite: DEN 408
An introduction to the concepts, methodologies and practices of the concurrent engineering design environment for effective and efficient integration of products, systems and manufacturing processes.

DEN 435
Design and Analysis of Experiments
Introduction to the concepts of making the design and analysis of engineering experiments more effective and efficient. Coverage includes advanced techniques to analyze experimental results, Taguchi's robust design strategy, combination designs, and Qualitek-4 software for automatic experiment design and analysis.

ECD – Early Childhood Development

ECD 310
Child, Family, School, and Community
(Prerequisites: PSY 100 and 301)
The focus is on the interrelationship between home, society and culture and their influence on the typically and atypically developing child. Designed to develop an understanding of: the socialization process; the influence of family, school, media, and community; and the impact of poverty, violence, child abuse, and substance abuse on the young child's development and learning. The importance of nourishing home and family relationships and of involving the family and the community in the education of young children will be explored.

ECD 330
Early Cognition
(Prerequisite: PSY 301)
Explores the nature and tasks of early cognition including: the social, cultural, and biological foundations of early cognitive development (from prenatal through age five). Particular attention will be paid to recent brain research regarding individual differences, cultural representations, Piaget's stage theory, and Vygotsky's socio-cultural theory.

ECD 410
Language Acquisition
(Prerequisite: ECD 330)
An examination of the process of early language acquisition and development within the first four years of life. Study will focus on diverse contexts including: the influence of individual, cultural, linguistic, ethnic, social and cognitive differences, as well as abilities and disabilities.

ECD 415
Meaningful Curriculum: Creative and Integrative Arts
(Prerequisite: ECD 330)
Focuses on the role and value of the arts in classrooms for young children. Stresses the importance of high-quality, developmentally appropriate experiences in music, artistic media, movement and dramatic play.

ECD 420
Nature and Numbers
(Prerequisite: ECD 330)
Exploration and inquiry related to the young child's emerging notions of mathematical and scientific processes. Focus will be on experiential learning dealing with symbols, shapes and patterns. Encourages the development of questioning skills and finding answers.

ECD 430
Play: Early Social-Emotional Development
Designed to develop an understanding of the major theories of young children's social, emotional and moral/ethical development and how to plan play so as to facilitate young children's social, emotional and moral development.

ECD 440
Observation and Assessment of Young Children
(Prerequisites: PSY 301 and ECD 310)
Observe, record, and assess young children's development and learning for the purpose of planning appropriate programs, environment, interactions and adapting for individual differences including special needs within a multicultural setting. Use of formal and informal assessment instruments and strategies to diagnose and assess young children's learning and development, using the assessment information to plan developmentally appropriate experiences for young children and develop IEPs.

ECD 450
Seminar/Practicum in Early Childhood Development
(Prerequisites: Student must have successfully completed all core courses with an average
grade of "C" (2.0) or better and have approval from his/her faculty mentor.) A one-month course in which students participate in a collaborative experience at both a designated community site and in a University seminar. The seminar will meet twice a week for two-hour sessions for a period of four weeks while the collaborative experience will occur at the designated site for eight hours per week for a period of four weeks. Approved sites will be in a Head Start or a preschool setting. Specific activities will include, but are not limited to, onsite observations, behavioral assessments, lesson plan designs and implementation, parent conferences, and other professional responsibilities.

ECD 460
Administering Early Childhood Programs
Management and administration of Early Childhood Programs includes providing a quality program; working with parents, staff, volunteers, and the board; hiring, supervising and evaluating staff; designing staff development; planning for staffing, materials, equipment; developing a budget; and conducting and interpreting evaluations of the Early Childhood program.

ECD462
Volunteer and Financial Resource Management
(Prerequisite: ECD 460)
Focuses on effective strategies for recruiting, utilizing and retaining volunteers.

ECD 464
Legal and Ethical Issues in Early Childhood
(Prerequisite: HED 320)
Focuses on the legal and ethical practices in early childhood care. Local, state, and federal laws and regulations, National Health and Safety Standards, professional ethics and the National Association for the Education of Young Children's (NAEYC) Code of Ethics will be explored.

ECD 466
Planning the Physical Environment for the Young Child
Examines the planning, design, and organization of the physical environment in early childhood classroom. Field experiences and hands-on activities will familiarize the student with the physical environment of the young child. The student will lean how to design a well-protected environment for the safety and welfare of the children. This course will integrate four philosophical/theoretical frameworks and their impact on early childhood environments. The student will directly observe children at play and document their interactions in their physical environment.

ECO – Economics

ECO 203
Principles of Microeconomics
A study of price systems and market Structures, this course includes public policy, income distribution, the theory of the firm, forms of competition, and efficient resource allocation.

ECO 204
Principles of Macroeconomics
(Prerequisite: ECO 203)
This course is an examination of the scope and method of economic analysis. It includes economic resources, monetary system, income determination, and economic growth and stability.

ECO 401
Market Process Economics I
This course is designed to provide a basic understanding of market process economics. Students will learn about the nature and importance of economics, capitalism, wealth and its role in human life, natural resources and the environment, the division of labor and production, the dependence of the division of labor on capitalism, the price system, and economic coordination, price controls, socialism, the institutions of private property, economic inequality, economic competition, and monopoly and the freedom of competition.

ECO 402
Market Process Economics II
This course is a continuation of ECO 401 and is designed to provide students further understanding of market process economics. Students will learn about the concept of productive activity, the productive role of businessmen and capitalists, money and spending, productionism and unemployment, the productivity theory of wages, alternative approaches to aggregate economic accounting, the role of saving in spending, Keynesian economics, and inflation.

ECO 415
Labor Economics
Students will engage in a detailed study of the labor market. Students will learn about the relation of the labor market to other markets. Students will study the demand for and supply of labor, the causes of unemployment, labor market discrimination, what influences the productivity of labor, the effects of labor unions, and the determinants of wages, among other topics.

Course Descriptions

ECO 420
International Economics
Students will apply what they have learned in previous economics courses to analyze the global economic environment. They will learn and apply the law of comparative advantage to understand how all people can gain from international trade. Trade agreements, such as GATT and NAFTA will be discussed and analyzed. Students will learn about the currency markets and the different types of monetary systems.

ECO 430
Economics & Philosophy
Students will learn about the relationship between philosophy and economics. They will study the philosophic foundations of market process economics, as well as other economic ideas. They will learn about the link between ethics and economics, as well as about the important role businesses play in the economy. Students will study topics such as why businessmen should be honest, the nature of antitrust laws, the virtue of integrity, the nature of government and rights, among others.

ECO 447
Money & Banking
Students will study the U.S. monetary & financial systems. They will learn about the important role these systems play in facilitating the production of wealth in the economy. This class covers the principles of money; the Federal Reserve System; the determinants of interest rates, bond prices, and stock prices; the different types of financial institutions; monetary theory; and monetary policy.

ECO 490
Guided Study
This is individual study under direction of the instructor. It requires prior approval of appropriate academic department.

ECO 607
Economics for Managerial Decision-Making
(Prerequisite: ECO 203)
An overview of the fundamental concepts in microeconomics as they apply to managers in a global environment, this course covers the use of quantitative and computer applications to determine optimal levels of output, resource usage and capacity planning, application of appropriate decision-making models, and mathematical tools for optimal business decisions.

ECO 630
Global Economic Geography
(Prerequisite: ECO 203)
A survey of the global economy, this course Examines how organizations identifying and inventorying resources in terms of manpower (demographics), industrial organization and development, sources of raw materials, and the current means of connectivity (e.g., language as well as telecommunication and transportation infrastructures). It includes exposure to various sources of global economic information, such as the "Country and Industry Report," U.S. government reports, online computer information, and various private sources such as banks and credit card bureaus. Students compile reports that focus on country, region, and industry analysis of opportunity and prospects.

ECO 631
Global Trade Policy and Procedure
(Prerequisite: ECO 630)
An examination of the development and current status of U.S. and foreign trade policies and procedures, this course focuses on GATT, NAFTA, European Integration, and other emerging regional trading blocks. Examines the impact of trade and foreign operations caused by national and regional antitrust laws. It surveys the procedures necessary for government approval of importing and export-

ing, including the legal options available to facilitate and overcome difficulties and disputes in foreign trade.

EDA – Educational Administration

EDA 607
Induction Seminar
This is the initial course in the professional administrative services credential program. Students meet in a group setting and individually with the instructor. The group setting consists of four seminars of 4.5 hours per seminar. Individualized meetings will be with the candidate's mentor at the candidate's site. The major focus of the course is the development of the candidate's individualized professional development plan which will guide the choice of activities and content for the remainder of the program. Candidates design and begin a field based project which is to be based on the total curriculum of the program. Candidates are also introduced to the mentoring process and choose mentors for the program. In addition, the course reviews the key competencies of the preliminary administrative services credential; provides an overview of the issues facing administrators in today's schools; and integrates advanced knowledge regarding business, the superintendency, facilities, and technology into contemporary school administration.

EDA 608
Professional Development Seminar
This is the professional development course in the professional administrative services credential program. Students meet in a group setting once a month for 4.5 hours per seminar over a four month period and individually with the instructor. Students report on their progress in implementing the professional development of public policy; organizational and cultural environment; and management of information systems, and human and fiscal resources. A discussion of related ethical issues is included in each seminar.

EDA 609
Assessment Seminar
This is the capstone course for the professional administrative services credential program. It is a summative experience which will be conducted in group and individualized settings. The project designed in the induction seminar will be reviewed. Activities developed during the Professional Development Seminar will be summarized and presented. Projects developed throughout the program will be presented and the course work will be integrated into the context of contemporary problem solving administrative work. There will be an emphasis on applying the knowledge and experience gained in the program to the future challenges facing education.

EDA 614A
Theories, Assessment and Application of Educational Leadership
A survey of theories, principles and concepts related to leadership, administration and management and ways to apply them to the field of education. Emphasizes application and implications for the educational leader/manager.

EDA 615A
School-Community Relations in a Diverse Society
An analysis of the various social and political forces that impact effective school-community relations with an emphasis on diversity. Covers methods of implementing educational change by mobilizing community support. Also covers cultural pluralism and its effect on school-community dynamics.

EDA 616A
Management of Educational Personnel: Social, Political and Policy Issues
An examination of the total operation of personnel and school management functions and staff development. Provides knowledge and understanding of personnel management and administration, personnel relations, personnel laws and procedures and collective bargaining.

EDA 617
Philosophy, Theory and Governance of Educational Leadership
An overview of educational philosophies and theories as they relate to instructional leadership, effective schools and the curriculum. Surveys the history of public education in the United States, the organizational structure of public schools and current issues and trends in public education.

EDA 618A
Legal Aspects of Education
An introductory, overview course in educational law designed for those seeking the preliminary administrative services credential. The course focuses on those areas of school law most likely to be used by beginning school administrators.

EDA 619A
Financial Aspects of Education
Examines the financial policies and practices used in schools and districts. Emphasizes federal, state and local revenue sources as well as district and school budgeting and financial management procedures.

EDA 620A
Seminar in Educational Leadership
Addresses organizational development, the benefits of mobilizing human and fiscal resources, restructuring, creating a school environment that identifies institutional needs for diversity and the administrative tasks uniquely the domain of a vice-principal or principal. Students participate in consensus building and evaluate, analyze and develop new school programs and paradigms originating from the belief that organizations are political systems focusing on the improvement of instruction. Student must complete at least two courses in the preliminary administrative services credential prior to this seminar.

EDA 620B
Preliminary Administrative Field Experience
Supervised application of theoretical concepts in practical settings. Candidates complete a portfolio of administrative activities demonstrating competency in those areas of school administration required by the Commission on Teacher Credentialing for awarding of the preliminary administrative services credential. Stresses day-to-day administrative functions as well as policy analysis and implementation.

EDA 620C
Field Experience
A required field-experience course for candidates who are seeking only the MS in Educational Administration. Concentrates on eight educational categories and functions as an independent study. Note: This course does not meet the requirements for the preliminary administrative services credential in California. Candidates for the credential must take EDA 620B. Grading is on a satisfactory/unsatisfactory basis.

EDA 620I
Intern Induction Seminar
Students in the preliminary Tier I Administrative Services Credential program take this course in place of EDA 620B, the practicum/field work required in the regular preliminary administrative services credential program. Interns register once for this course, at the beginning of their work in the intern program.

EDA 624A

Supervision of Instruction: Curricula, Evaluation and Staff Development

An examination of how to improve educational programs in diverse classrooms. A study of human development as it relates to the curriculum. Covers basic concepts of curriculum development and measurement as well as policies of inclusion, examining the effects of culture and cultural contact. Discusses various methods of evaluating instruction and pedagogical approaches as well as interrelationships among curricula, school organization and society. Also discusses administrative skills that promote equal learning opportunities in the classroom, including effective approaches to working with faculty, staff, parents and students who are culturally, ethnically and socio-economically diverse.

EDA 637

Educational Administration Action Research

(Prerequisite: ILD 680)

A supervised experience culminating in the completion of an educational administration research project that was designed in ILD 680. This course is designed to provide the knowledge and skills required to understand, interpret, generate and evaluate research relevant to various areas of educational administration.

EDA 670C

Leadership, Technology and Its Applications

An administrative perspective on instructional technology. Surveys methods of using technology to improve administrative functions, funding sources for educational technology, knowledge and sensitivity of cultural pluralism as it impacts technological considerations and legal and ethical issues surrounding educational technology.

EDA 690

Guided Study

(1.5-9 quarter units)

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

EDA 694

Thesis

This course is a supervised experience culminating in the completion of a thesis that was designed in ILD 680. Maximum length of time is 12 months. Note: Grading is by H (for honors), S (for satisfactory work), or U (unsatisfactory work). Class size 5.

EDA 695

Educational Project

(1.5-9 quarter units)

An opportunity for students to gain practical experience in designing, implementing and evaluating programs in an area of interest pertinent to their professional development.

EDT – Educational Technology

EDT 602

Human Learning and Individual Differences

Focuses on the domain of learning and individual differences. Designed as a graduate course, involves extended discussion of the textbook and additional materials. Emphasizes critical reading, analysis and synthesis of the reading material as a means of understanding the interrelationship as well as the impact of individual differences on thinking and learning.

EDT 605

Technology and Educational Theories and Practices

This course provides a comprehensive view of curricular issues facing the K-12 teacher as the role of technology stimulates change in teaching methodology within the classroom. Topics focus on using technology to support constructivist learning, building technology-supported learning communities on the Internet, student-directed research projects, collaborative communication both among students and between students and their mentors, and constructing personal hypermedia tools and resources.

EDT 606

Effective Instructional Design Strategies

This course introduces students to effective strategies of instructional design for a wide range of audiences, including K-12, higher education and business. Students survey careers and roles within the diverse field of instructional design. Instructional design principles are covered, including learning theories, needs assessment, analysis of subject matter content, development of goals and objectives, design of instructional strategies, selection of media-based delivery systems, design of print and multimedia instruction, and evaluation strategies. Students also explore current issues, trends, and opportunities in instructional technology and instructional design.

EDT 608

Computer-Based Technology in the Classroom

A comprehensive overview of the use of computer-based technology in the educational environment and integration of computer-based applications into instruction in the classroom. Includes study and hands-on experience of such topics as the computer as a tool, tutor and tutee. Addresses the impact of the different computer modalities used in education, terminology, classroom technology management, introduction to the Internet and integration issues of educational technology. Also includes hands-on practice of productivity tools for word processing, spreadsheet and database management.

EDT 610

Teaching Online

This comprehensive course covers principles and strategies for conducting online lessons in a variety of online teaching environments, including hybrid courses, with a primary focus on how teaching strategies have evolved in order to fit the new medium of online learning. Students survey theories and applications of online learning and teaching. Special focus is given on the use of the Internet for implementing distance education systems for adult learners. The course covers hands-on tools such as web page design authoring tools and videoconferencing technology. Career paths in the arena of online teaching will also be investigated.

EDT 612

Creating Meaningful Learning With Technology

This course focuses on ways to integrate technology as a tool for communication, inquiry, and construction for meaningful learning in K-16 and corporate classrooms. Students apply traditional learning theories to new technology-based methods and techniques, including lesson-based Web projects, chat sessions, and virtual learning communities. Students attain a working knowledge of how to evaluate and operate selected software, design web pages and WebQuests, download files, use listservs, manage school servers, and utilize firewalls. Students wrestle with contemporary issues involving the protection of children on the Internet, copyright law, netiquette, censorship, and the future of the Internet.

EDT 614

The Effect of the Internet on the Meaning of Schooling

In this course students explore the paradigm shift in the definition of education as the Internet makes information, teachers and other students available across time and space. Learning theories are defined and the ways that the Internet supports and challenges these theories are explored. The course explores the changing role of the teacher as well as of the educational institution, in both K-12 and higher education. E-schools, virtual schools, online instruction, web-supported class room instruction, and other technology-supported models are defined and are explored. Challenges to society are explored and current models and current examples of online instruction is researched.

EDT 616

Motivating Learners Through Gaming and Simulation

Introduces students to the use of video games, simulations and computer games in educational and training environments. The primary focus is to increase students' "games literacy" and demonstrate, through hands-on exploration, how games and simulations can be highly-effective learning tools. Students will play and analyze a variety of different games, examine games in relation to traditional learning and motivational theories, investigate the various issues surrounding games and look to see what is in store for games in education in the future. Students will also learn how to build games to use in their classroom as well use software that helps their students understand new concepts by creating games themselves.

EDT 617

Technical Writing for Grants and Technology Plans

A course which teaches strategies for clear, effective technical writing, with a focus on how to use it for writing successful grants and technology plans. Students will investigate technical writing principles, develop strategies for locating and pursuing grants, and culminate the course by creating a grant proposal and a technology plan.

EDT 618

Introduction to Technologies for Information Specialists

This course introduces students to technologies used in the library sciences. Students will learn how to transfer, maintain, retrieve and share information using various library technologies including various electronic databases, microfiche, microfilm, CD-Roms, video, and general computer maintenance, while investigating the evolving field of digital librarianship—the roles of the librarians and other information specialists in the digital age.

EDT 619

Technologies for Information Specialists in Business

This course delves into the policies and procedures of managing information in a corporate setting, while providing advanced database searching skills and a survey of databases relevant to various businesses. Students will also investigate issues relevant to managing information for businesses, such as the management of databases, budgets, permissions policies, copyright law, and ethics.

EDT 621

Technologies for Information Specialists in K-16 Education

This course investigates information technologies used in the K-16 arena, with a particular focus on methods and ways to successfully teach learners how to access information. Students will practice methods of instruction, and design dynamic lessons that particularly engage students to utilize information technologies in meaningful ways. Ethical issues including copyright law, licensing agreements, and child Internet protection legislation will be investigated. The course focuses on the changing roles and responsibilities of the effective and proactive school library media specialist.

Course Descriptions

EDT 637
Action Research
(Prerequisite: ILD 680)
This course is designed to provide the knowledge and skills required to understand, interpret, generate and evaluate research relevant to various areas of professional education. The work of the educator, from various areas, will be emphasized throughout the course as students produce a major action research and writing project. This course will include relevant aspects of professional writing while remaining focused on the practical needs of `educators who wish to join the larger professional community in their field of specialty. Maximum class size 15.

EDT 640
Network System Design and Funding Strategies
An examination of the theory and application of effective networking schemes for use in the educational environment. Studies local- (LAN) and wide-area (WAN) networking methodologies, as well as practical methods for designing an effective school computer lab. Additional topics include technology grants and small networking systems.

EDT 655
Issues and Trends in Educational Technology
A survey of a wide range of state-of-the-art issues and trends that have an impact on the field of educational technology at local, state, national and international levels. Also addresses the basic principles of professional behavior and ethics with respect to students, peers, administrators and teachers from other disciplines, as well as parents and families.

EDT 660
Multimedia and Interactive Technologies
An overview of the use of multimedia and interactive technologies in the educational environment, this course focuses on the design and production of multimedia products, with an emphasis on the appropriate application of learning theories to the designing process. Students will develop media literacy via exposure to video conferencing, art programs, PowerPoint, Dreamweaver MX, image scanning and editing, as well as video and sound digitization. Students will also gain competence in desktop publishing skills and teacher efficiency tools like Excel for grade sheets and web pages to enhancing parent-teacher communication.

EDT 671
Curriculum Design for Online Learning
(Prerequisite: ILD 680)
A comprehensive view providing the student with information designing curriculum that will be implemented in an online teaching environment. Specific online learner methodologies will be discussed. Online course authoring systems for use in K-16 and corporate education will be surveyed. Students also get hands-on experience with web design software, productivity software and data collection tools. Issues in online curriculum design will be explored, such as Internet resource citing, technology trends in learning environments, Internet resources for exceptional children, professional development skills, and popular uses for technology in various subject areas.

EDT 694
Thesis
(Prerequisite: ILD 680)
This course is a supervised experience culminating in the completion of a thesis or other major project initially designed in IL 680. The maximum length of time to complete the capstone is 12 months. Note: Grading is by H (for honors), S (for satisfactory work), or U (for unsatisfactory work). Maximum class size 5. (Must be taken as one of last three classes)

EGR – Engineering

EGR 301
Engineering Mathematics
Prerequisite: CST 208B
An examination of the major mathematical tools for engineers and scientists.

EGR 304
Statics and Strength of Materials
Prerequisite: EGR 301
Introduction to the key topics in strength of materials with focus on applications, problem solving and design of structural members, mechanical devices, and engineering systems.

EGR 307
Introduction to Software, Engineering and Ethics
This is an introductory course for students enrolled in a bachelor's degree program in the School of Engineering and Technology. Students are introduced to the important aspects of engineering, computer hardware and software and ethics. Team skills and the scientific approach to problem solving through analysis and design are presented. Computer tools and programming are introduced.

EGR 310
Engineering Economics
Prerequisite: MTH 210
Economic Analysis for decision making with emphasis on rate of return, net present value, benefit-cost and multi-objective evaluation methods. Cost estimation and alternative analysis.

EGR 313
Electrical Circuits and Systems
Prerequisite: SCI 104 and SCI 104A
A study of fundamentals of direct and alternating current, basic circuit theory, three-phase circuits, transformers, electrical generators, and motors.

EGR 316
Legal Aspects of Engineering
Course focuses on basic principles and new developments in the legal aspects of architectural, engineering and construction processes. Coverage includes contractor licensing, professional design services, liability, intellectual property, and competitive bidding.

EGR 319
Introduction to Engineering Graphics and Auto CAD
Prerequisite: EGR 301
Introduction to the latest version of Auto CAD software for two- and three-dimensional modeling, engineering graphics and technical drawings.

EGR 440
Project Management Fundamentals
Prerequisite: MTH 210
This course focuses on project management concepts and definitions, network scheduling techniques, strategic planning, risk management, cost control, and project implementation.

EGR 486A
Engineering Senior Project I
Prerequisite: Completion of 12 BSCE or 14 BSDE core courses
A culminating experience for BSDE and BSCE majors involving a substantive project that demonstrates a synthesis of learning accumulated in each major. This is the first part of a two-part Engineering Senior Project sequence. Students will be working in teams of two to four students and doing research leading to preliminary development of the final project product.

EGR 486B
Engineering Senior Project II
Prerequisite: EGR 486A
A continuation of EGR 486A. In this second part of the Engineering Senior Project, students finalize the project, prepare the final project paper and present project results to faculty and outside experts.

ELB – Electronic Business

ELB 620
ELB 620S-Spanish Version
Principles of Electronic Business
Introduction and overview of Internet enabled business transactions from a managerial perspective. The course serves as foundation for the E-Business program and addresses E-Business strategies, Cyberlaw, Internet marketing, Internet infrastructure and security, E-Business applications and highly relevant emerging Internet business models.

ELB 621
E-Strategies and Business Models
(Prerequisite: ELB 620)
This course provides an in-depth analysis of Internet Business Models and E-Business Strategies. The course enables students to analyze the value and components of E-Business Models and the concept of strategic planning within the context of E-Business.

ELB 622
E-Business Systems Development
(Prerequisite: ELB 620)
The course discusses the business and computing issues and activities essential to developing successful e-Business systems from a combination of user, business and computing viewpoints to identify the range of commerce and computing issues that need to be resolved together to ensure a successful result. The course provides ample guidance on applying this approach within organizations.

ELB 623
Advanced Web Design
(Prerequisite: ELB 620, ELB 622)
This course introduces current principles of Internet Application Development beyond visually appealing user-interfaces. Specific design concepts will be applied to an advanced web-design or web-conceptualization during a class project. The course focuses on the principles of HTML, JAVA and XML application programming. Practical exercises will be conducted throughout the course.

ELB 624
Internet Marketing
(Prerequisite: ELB 620)
The course represents an in-depth analysis of marketing and advertising components of E-Business, strategic marketing decisions in the digital age and a study of successful marketing models. During the course, students create a strategic marketing plan for an Internet business.

ELB 625
Electronic Payment Systems and Internet Security
(Prerequisite: ELB 620)
The course introduces the various concepts of digital money and alternative electronic payment systems. Students explore the role of the banking system and the global monetary system from a managerial perspective. The course includes studies of security methods and systems including access control, firewalls, encryption, public key infrastructure, digital signatures, authentication and non-repudiation.

ELB 635
E-Logistic and Supply-Chain-Management
(Prerequisite: ELB 620)
The course offers a thorough introduction to private and public E-Marketplaces, demand chain structures and Supply Chain Management, procurement and fulfillment. Student will explore the associated digital infrastructure from an E-Business perspective. A special focus will be on current industry applications in this field. The course will offer processes and strategies for evaluation, design and implementation of those highly complex applications.

ELB 638
ELB 638S – Spanish Version
E-Business Information and Knowledge Systems
(Prerequisite: ELB 620)
The course introduces the data-information-knowledge-intelligence chain and its relevance to E-Business profitability and growth. It includes a study of the role and deployment of data models, database systems, data warehouses and business intelligence.

ELB 640
Emerging Communication Technologies in E-Business
(Prerequisite: ELB 620)
The course provides a study of telecommunications networks that support the digital global economy and E-Business. Networks are evaluated as enablers of strategy, growth and financial success. The course will also examine the impact of wireless communications and other emergent technologies on business management, operations and planning.

ELB 650A
Master's Research Project I
(Prerequisite: Completion of all program core course requirements with a GPA of 3.0 or better.)
This course is the first part of the master's research project. It focuses on the research and selection of an appropriate topic on one of the research or applications of electronic business. Students develop the project in a three- to five-member group and utilize skills previously acquired in their respective core curriculum. This is a regular one-month course. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

ELB 650B
Master's Research Project II
(Prerequisite: ELB 650A)
A continuation of ELB 650A. Students develop the project in a three- to five-member group. Students complete a detailed analysis and design of the project within the first two weeks of the course. After completing the project, students formally present their final product to a review panel for evaluation and grading. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

ELB 656
Cyberlaw and E-Legal Issues
(Prerequisite: ELB 620)
The course focuses on the global level and regulatory framework in which E-Business operates. It provides a study of current and proposed laws and regulations and their impact on E-Business. Emphasis is put on current legal issues relevant to start and operate various E-Businesses. Further emphasis lies on legal case studies from a business prospective.

EMB 671
Global Business Simulation
This course provides the student with the opportunity to apply concepts and theories learned in their life experiences and academic program to virtual organizations and competitive environments. Students make strategic and functional decisions for virtual organizations that change the internal and external business environments and performance results of the companies. Students are able to "see" the effects of alternative selections in executive decision making.

EMB 672
EMB 672S – Spanish Version
International Risk Management
This course presents theories of risk management in international business and situations that will allow students to apply these concepts and integrate them with their own experiences and those of classmates. In developing alternative potential action plans, the student is encouraged to analyze a wide range of risk related situations and to evaluate short-term and long-term ramifications of decisions in risk management.

EMB 673
International Strategic Alliances
This course examines new market opportunities, competitive threats and diffusion of business models associated with international business. Students develop the ability to evaluate the strategic use of alliances within broad competitive strategies. The formation of strategic alliances as a tool among multinational and international organizations are discussed in order to maximize the efficient and effective allocation of resources in pursuit of competitive advantage.

EMB 674
EMB 674S – Spanish Version
Global Competitive Strategies
This course uses economic and strategy theories to analyze the competitive behavior of organizations. It is intended to enable the student to assess the strategic choices made by organizations in the dynamic competitive environment of international business. The course examines the impacts that business choices have on the survival and profitability of an organization. The competitive environment is analyzed in terms of cultural, economic, societal, political-legal, and technological factors.

EMB 682
EMB 682S - Spanish Version
Accounting for Managers
This focus of this course is on the content, analysis, and interpretation of the financial and managerial accounting information used by managers in making the strategic decisions necessary to achieve organizational goals. The course also includes international accounting issues and the ethical impacts of such issues.

EMB 683
EMB 683S - Spanish Version
International Economic Strategies
This course introduces students to the conceptual framework within which the key financial decisions of multinational corporations can be analyzed. It covers the international balance of payments, foreign exchange rate determination, exchange risk, hedging, and interest arbitrage, international money and capital markets, international financing, and international portfolio management.

EMB 684
EMB 684S - Spanish Version
Executive Issues in Marketing and Ethics
Executive Issues in Marketing and Ethics uses a mixture of cases, textbook assignments, and

Internet research to highlight the multidisciplinary impacts of issues faced by executives in developing international marketing strategies within the context of an ethical business model. The material will develop an understanding of market assessment and market entry issues. The course addresses the constructs and theories of business ethics and marketing to provide students with the ability to make ethical business decisions.

EMB 686
Data and Research Analysis for Decision-Making
This course focuses on applied statistics, research methodology, and problem-solving through the integration of computer technology with quantitative techniques. The course is taught using lectures, case studies, and statistical computer packages.

EMB 689
EMB 689S – Spanish Version
Leadership and Negotiation
This course examines the nature and process of leadership and developing negotiation strategies in executive environments. It surveys theories of leadership, negotiations, bargaining and conflict resolution. The course emphasizes case studies and problem solving employing ethical business models.

EMB 696
EMB 696S – Spanish Version
EMBA_Project
Working in teams or as individuals under the guidance of their assigned faculty advisor, students clarify research topics and identify sources from which data is gathered in preparation for the project. Students then gather data and present their research in written form to the client organization, if applicable, and to the instructor.

ENE 601
Environmental Engineering Laboratory
(Prerequisites SCI 101 or SCI 101A)
This course is dedicated to exploring the contemporary Environmental Engineering experience. An in-depth study of standard methods for analysis of water and wastewater, sampling techniques and preservation of samples, and interpretation of analytical data related to biosolids, nitrogen and phosphorous treatments. Through lectures, demonstrations, readings, student will also learn the strategic role of the environmental lab in the modern workplace.

ENE 602
Environmental Microbiology and Biological Treatment
(Prerequisites SCI 330 or SCI 335)
This course provides a comprehensive introduction to the design, analysis and implementation of microbiology and biological treatment. There is strong emphasis on biology of microorganisms and general bacteriology, microbiology of aerobic and anaerobic bacteria as well as physical and chemical properties of water.

ENE 603
Unit Processes of Environmental Engineering
(Prerequisites MNS 205 or CST 208A)
This course emphasizes the application of physical and chemical methods applied for water and wastewater treatment, filtration and sedimentation, options, absorption, ion exchange, aeration, softening and disinfecting as combined with review of atmospheric science aspects such as water, air and soil.

Course Descriptions

ENE 604
Engineering Aspects of Environmental Engineering Quality Control
This course introduces application of environmental science and engineering toward remediation of environmental pollution, analysis of water, air and land pollution, including hazardous waste and engineering of mitigation measures as well as water and wastewater pollution prevention. It addresses the current pollution prevention procedures outlined by the EPA for industry that include source reduction, recycling/reuse treatment, ultimate disposal and combinations of these preventive measures.

ENE 605
Foundation of Air Pollution Engineering and Equipment Design
This course provides an overview of the field of air quality management with an emphasis on the sources of air pollution and how they affect the environment, including the effects on humankind, plants and animals. Students will study federal, state and local regulatory requirements and air pollution law, including the California and federal clean air acts, ambient air quality standards and government policies on pollution prevention. This course includes an introduction to air pollution meteorology, climatology, chemistry, atmospheric pollutants, air quality and emissions assessment, control of emissions from stationary sources, prevention and control measures and design.

ENE 606
Principles of Water and Wastewater Engineering and Treatment
(Prerequisites MNS 205 or CST208A)
This course focuses on the concept of water quality standards, physical, chemical and biological treatment processes of water and wastewater; transportation, storage and distribution of water systems; wastewater collection; sanitary sewers and Governmental Regulatory Water Act; storm drain and advanced water and wastewater treatment. Effect of Federal Regulation on water treatment plant design, design and application of potable water and wastewater systems, chemical conditioning for water softening and corrosion control.

ENE 607
Toxic and Hazardous Waste Remediation Analysis and Solid Waste Recovery
(Prerequisites SCI 101 or SCI 101A)
The intent of this course is to give students an understanding of solid waste; its characterization, production, storage, collection and transportation. The student will also review statutes and regulations for the management of hazardous material/waste; its identification, transportation, monitoring, storage, minimization, treatment and disposal. This course introduces and explores Toxicology from multiple functional levels, measuring toxicity and assessing risk, respiratory toxicology, ecological toxicology and toxic wastes and remediation technologies. Statuary and regulatory basis for toxic and hazardous waste remediation, identification, transportation, monitoring, storage, treatment and disposal.

ENE 608
Site Assessment and Environmental Remediation Methodologies
(Prerequisites SCI 330 or SCI 335)
This course introduces the issues relevant to the investigation and management of contaminated sites, emphasizing problem diagnosis/characterization and the development of site restoration/corrective action clean up programs. This includes methods for the development site restoration tasks, methods for evaluating the progress of corrective action programs and application of risk assessment methods as a decision-making tool. The focus of this course is to synthesize technically sound principles and techniques that can be applied globally

to contaminated sites in different regions of the world.

ENE 609A
Applied Research Project #1
(Prerequisites: Completion of all program core course requirements with a GPA of 3.0 or better.)
This course is the first part of the master's research project. It focuses on the research and selection of an appropriate topic on one of the research or applications of environmental engineering. Students develop the project and utilize skills previously acquired in their respective core curriculum. This is a regular one-month course. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

ENE 609B
Applied Research Project #2
(Prerequisites: ENE 609A)
This is a continuation of ENE 609A. Students complete a detailed analysis and design of the project. This course is a two-month, one session per week course. After completing the project, students formally present their final product to a review panel for evaluation and grading. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

ENG – English

ENG 013
Strategies for Writing
This course provides the tools and practice students need to write successful college-level essays. It emphasizes the development of clear and logical writing through a focus on the basics of sentences, paragraphs, and essays. S/U grading. (This course is considered developmental in nature and does not award collegiate credit)

ENG 100
Effective College English I
(3 quarter units) (45 class hours of instruction)
(Prerequisite: Satisfactory performance on Accuplacer)
The first of a two-course sequence designed to provide incoming students with the expository and argumentative writing and critical thinking skills required for college course work. Emphasizing essay-length compositions, the course covers critical reading and analysis, thesis formation and essay organization and basic research and revision techniques.

ENG 101
Effective College English II
(3 quarter units) (45 class hours of instruction)
(Prerequisite: ENG 100)
The second of a two-course sequence designed to provide incoming students with expository and argumentative writing skills.

ENG 240
Advanced Composition
(Prerequisites: ENG 100/101)
An advanced course in expository and argumentative writing that continues the work of Effective College English. While Effective College English I and II focus on essay formulation and research, Advanced Composition emphasizes textual analysis. Students continue to practice the construction of arguments based on analytical reasoning, critical thinking and research skills.

ENG 300
English Practicum and Portfolio
A practicum that exposes students to a variety of experiences in English and language classrooms. Through such experience, students are able to analyze the importance of their academic studies in lit-

erature, composition, language and linguistics. Students observe a full range of activities common to English classrooms in public middle schools or high schools. In addition, the course gives instruction in the requirements of the English portfolio. Grading is on a Satisfactory/Unsatisfactory basis.

ENG 333
Written Business Communication
(Prerequisites: ENG 100/101)
A continuation of the kinds of expository writing that began in ENG 100/101. This more advanced course stresses applications and models in business communications: letters, memos, sales, research and marketing reports.

ENG 334A
Technical Writing
(Prerequisites: ENG 100/101)
A workshop to help students whose careers will involve communicating technical information clearly. Students are encouraged to practice on professional models in their own disciplines while learning those attributes common to all effective technical writing.

ENG 350
Fundamentals of Linguistics
(Prerequisites: ENG 100/101)
An introduction to contemporary linguistics. Covers the phonology, morphology and syntax of the English language with an emphasis on language acquisition as related to the developmental stages of childhood. The course is especially designed for students intending to teach elementary school students.

ENG 352
Origins of English
Examines the origins of language both within a person and within culture. Covers language acquisition and the history of the English language through its own developmental stages, including the evolution of standard American English and its major dialect communities.

ENG 365
Creative Writing
(Prerequisites: ENG 100/101)
An advanced course for students who want to explore more sophisticated writing genres. The course surveys techniques in writing one or more genres, at the discretion of the instructor: short fiction, drama, poetry and screen writing.

ENG 375
Nature Writing
(Prerequisites: ENG 100/101)
An advanced course for students interested in using writing as a means of exploring the natural world. This course surveys nature writing in its various forms (essays, articles, poetry, journals, etc.) as well as effective nature writing strategies. Examines the ways that individuals, as thinkers and writers, interact with their local and global environments.

ENG 432
Report and Research Paper Writing
(Prerequisites: ENG 100/101)
An advanced, cross-discipline workshop that focuses on the requirements of effective report and research paper writing. Emphasizes effective organization, clear writing, critical thinking, appropriate source citation and both library and Internet research. Introduces students to all of the major citation formats, including MLA, APA, CBE and Chicago Manual. Techniques learned are appropriate to any academic discipline or vocation that requires reports or research papers.

ENG 490
Guided Study
(1.5-4.5 quarter units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

ENG 600
Seminar in Literary Theory
This graduate level course examines historical and current issues in literary criticism and theory with particular attention to the developments of the last fifty years. Through an examination of the historical and theoretical background of contemporary literary criticism, students learn to identify and evaluate assumptions about how we read and understand literature. The course emphasizes both reading and writing literary criticism in order to develop the vocabulary and skills necessary to participate in scholarly literary debate.

ENG 610
Seminar in Multicultural Literature of North America
This graduate level course examines the core concepts of race, ethnicity, culture, and multiculturalism from the standpoint of recent developments in American literary canon formation. Students will analyze these concepts and trace their application in a variety of American literatures such as Asian American, African American, Latino American, and Native American. Students will synthesize current multicultural literary theories with a corpus of significant literary texts.

ENG 620A
Seminar in a Literary Period or Movement I
An advanced, historically oriented study of a literary period, such as the English Renaissance, or of a movement such as Romanticism or Postmodernism. Variable topic selected by the instructor. (May not duplicate content of ENG 620B.)

ENG 620B
Seminar in a Literary Period or Movement II
An advanced, historically oriented study of a literary period, such as the English Renaissance, or of a movement such as Romanticism or Postmodernism. Variable topic selected by the instructor. (May not duplicate content of ENG 620A.)

ENG 640
Seminar in Poetry
An advanced study of the history and practice of poetry through an understanding of poetic forms such as the sonnet, villanelle, haiku, ballad, etc. The focus is on defining the genre through close reading of a rich selection of both traditional and contemporary exemplars of the various forms, including free verse

ENG 660
Seminar in Literary Hypermedia
This graduate level course examines the history and current practice of literary hypermedia. Through the close reading of primary stand-alone and Web-based hypermedia installations, the course examines hypermedia as a specific literary genre but also contextualizes the practice of hypermedia in relation to work in related fields, such as print media, graphic design, film, and performance art. The course also examines the historical antecedents to computer-based literary forms, surveying pre-digital experiments in visual-textual hybrids from the Middle Ages to Modernity.

ENG 665
Film Theory
An overview of film theory designed to give students the critical tools necessary to describe and evaluate various aspects of cinema art. This course introduces concepts from a wide range of approaches, including Deconstruction, Existentialism, Marxism, Post-Theory, phenomenology, psychoanalysis, transcendentalism; focussing on such thinkers as Althusser, Bazin, Deleuze, Derrida, Sobchack, and Truffaut. (Essays are included as a part of the MFA digital portfolio.)

ENG 666
Film History: The Silents
A survey of films produced before the advent of recorded sound, this course focuses on the early national cinemas of French, Germany, the Soviet Union and the United States; attention is directed to concepts of visual narratology, montage and the conventions of acting, set design, lighting and movement.

ENG 667
Film History: American Film
A study of the development of cinema in the United States, this course is a broad overview of American film making; topics include genre, the relationship of film to art, politics, religion and society and the treatment of ethnic groups, women and class by Hollywood.

ENG 668
Film Genre Studies
A course in a specific genre of film in an international or American historical context, including the western, the epic, the Biblical epic, film noir, the crime story, science-fiction adventure, agitprop, or other film genres; an intensive study of the conventions, artists, styles associated with specific genres and the historical conjuncture and circumstances in which the genre appeared.

ENG 669
World Film
A study of the film tradition of a specific nation or group of nations other than the United States, this course is an intensive study of contrasting visual styles of filmmaking, directors, artists and themes prominent in that tradition; a survey of the elements of film making and theory as developed with one country; discussion of transcultural and transcendental film categories, universals, values and the essence of film art.

ENG 670
Seminar in Comparative Literary Studies
This graduate level course examines the history and practice of comparative literary studies. Students analyze literary texts across national and linguistic as well as temporal, cultural, and disciplinary lines. The course juxtaposes texts and cultural artifacts, both literary and nonliterary, of different cultures, disciplines, and genres in a variety of ways in order to develop new perspectives on themes, forms, and contexts. The first part of the course focuses on comparisons across languages and cultures; the second part focuses on comparisons across genres and disciplines.

ENG 680A
Seminar in a Theme I
Study of a literary motif or theme over time and/or across cultures. Variable topic chosen by the instructor. Examples of themes might be: exile and return, human maturation and aging, utopia/distopia, or self-reflexivity in literature. (May not duplicate content of ENG 680B.)

ENG 680B
Seminar in a Theme II
Study of a literary motif or theme over time and/or across cultures. Variable topic chosen by the instructor. Examples of themes might be: exile and return, human maturation and aging, utopia/distopia, or self-reflexivity in literature. (May not duplicate content of ENG 680A.)

ENG 690A
Seminar in a Major Author I
A critical study of the work of a single author, such as Shakespeare, Cervantes, Whitman, Dostoyevsky, Neruda, Morrison. Variable topic selected by the instructor. Special attention will be given to biography, culture, and literary context. (May not duplicate content of ENG 690B.)

ENG 690B
Seminar in a Major Author II
A critical study of the work of a single author, such as Shakespeare, Cervantes, Whitman, Dostoyevsky, Neruda, Morrison. Variable topic selected by the instructor. Special attention will be given to biography, culture, and literary context. (May not duplicate content of ENG 690A.)

ENG 699
English Capstone Course:
The capstone project consists of a critical essay publishable quality that will serve as the Master's thesis. Proposals must be approved by the capstone advisor with whom the degree candidate will be working as well as by the program director. Program assessment also takes place during this course. Assessment consists of an exit exam and submission of a portfolio of student essays, to include projects from the modular courses (ENG 620A or 620B; ENG 680A or 680B, and ENG 690A or ENG 690B). Students will take ENG 699 as the last course in the M.A. in English program. Exceptions may be made if the student is within two courses of program completion, with the approval of the program director. (S/U grading)

ENM – Engineering Management

ENM 600
Introduction to Engineering Management
This practical course is designed to equip the students with all the skills and management related topics covered in a graduate course in engineering management. This course which offers its graduate engineers management skills, presenting them with the most recent management concepts and covering such issues as management of quality, materials and new product development, human resource management and communication, project management and critical path networks and management of the supply system and inventory control.

ENM 601
Engineering Project Management
This course focuses on the fundamentals of engineering project management and tools, in particular, Microsoft Project and provides guidelines for what project managers need to have in order to succeed. The emphasis is on project/team management techniques and hands-on training on using MS Project to manage various tasks in a typical project. This course provides an introduction to project negotiation, project manager selection and project auditing and terminating. In addition, this course also provides technical expertise of how to manage projects on the web. In addition, several software packages available commercially for the management of projects will be discussed. This course will be conducted as a computer laboratory course.

ENM 602
Management of Risk, Contracts, and Legal Issues
This course focuses on risks, contracts and legal issues related to engineering management. This course provides an understanding of basic principles of contract law. In addition, this course summarizes a survey of contracts, sales, agencies, personal property, commercial paper, and associated topics. The course also covers materials on the theories and principles of risk management. In addition, it explores a range of issues including cost estimation, pricing competitive bids, risk allocation, and incentive contract design, evaluation of threats and opportunities, buffer management in a supply chain, investment appraisal, portfolio management and safety formula.

Course Descriptions

ENM 603
Managing Projects in Operation Management
This course examines the design and management of internal capacity as it applies to all organizations. It examines the principles and techniques for designing, analyzing, and managing operations processes. It addresses how all operations and behavior components fit together and how to identify and resolve the right problem. Topics include statistical process control, supply chain management, safety and security issues, and total quality management. This course also reinforces the concept of project management engineering within operation settings. Topics covered would include: overview of operations management, problem identification and resolution, process design, development, and management, applications of technology and knowledge management, integration and application and evaluation.

ENM 604
Quality Management
This course focuses on quality aspects related to project management, operations and other aspects of engineering. The course covers materials on the theories and principles of total quality management required for a successful organization. In addition, key global trends, strengths and weaknesses of U.S. companies in the global marketplace, costs of poor quality, and ethical dilemmas will be discussed. In addition, concepts related to six sigma, benchmarking, SPC, quality tools, and ISO 9000-2000 will be discussed.

ENM 607A
Engineering Management Capstone Course I
ENM 607B
Engineering Management Capstone Course II
These project courses focus on the application of engineering process learned through this program. The students are to select research topics under the guidance of the instructor and conduct research and write a detailed report. Working in teams or as individuals under the guidance of their assigned faculty advisor, students clarify research topics and identify sources from which data is gathered in preparation for the project. This project may require detailed implementation of computer tools such as Microsoft Project 2002. Students then gather data and present their research in both written and oral form to the client organization, if applicable, and to other students and faculty. The duration of each project course is one month.

ESM – Elementary Subject Matter

ESM 302
Pre-professional Practicum and General Studies Portfolio Project
A pre-professional practicum that acquaints candidates with the activities of the public elementary school teacher and familiarizes candidates with the assessment portfolio. To meet the first objective, students volunteer thirty hours in a public elementary school classroom and attend a school meeting. Candidates analyze, evaluate and compare their field experiences with their peers. To meet the second objective, students plan the production of their assessment portfolio and begin to draft a "Well-Educated Teacher" essay, which is required of the portfolio. (Note: The observation may not be waived. It must be started and finished during the period of enrollment in the class and must take place in a school selected or approved by the instructor. Candidates spend 31.5 hours in observation during school hours; night class meets three times; day class meets four times.) Grading is on a satisfactory/ unsatisfactory basis.

EXC – Special Education

EXC 602A
Field Experience: Special Education
(3 quarter units)
A special education field experience that orients students to all types of exceptionalities and service delivery options in the field of special education. Emphasizes the role of the special education teacher and parent involvement. Students must take the field experience concurrently with their first and second classes. Note: Grading is on a satisfactory/unsatisfactory basis.

EXC 602B
Field Experience: Inclusive Settings
(3 quarter units)
A field experience that orients students to all types of exceptionalities and service delivery options for special needs students served in general education settings. Emphasizes the roles of general education and special education teachers and parent involvement. Students must take the field experience concurrently with their third and fourth classes. Note: Grading is on a satisfactory/unsatisfactory basis.

EXC 603
Typical and Atypical Development in Young Children
An overview of typical and atypical development pathways from birth to five including major theories, principles, concepts, and current research and practice dealing with the impact of delays, disabilities or chronic health impairments on the young child's growth and development are examined. Implications of atypical development on play and learning within an ecological framework are addressed.

EXC 603A
Student Training Seminar
Integrates theory and practical approaches to real-life situations experienced by candidates during student teaching. Content areas include portfolio preparation, reflection, collaboration and legal and ethical issues related to the teaching profession.

EXC 604
Exceptionality and Diversity in the Classroom
A survey of the history and definition of special education, theoretical orientations and developmental characteristics of special needs students who manifest various types of disabilities, including mild/moderate and moderate/severe disabilities. Examines the history of racial and ethnic groups in the U.S. In addition to exceptionality, explores cultural and linguistic factors along with issues that impact academic success, critical topics of cross-cultural understanding and awareness, policies of inclusion and the effects of culture and culture contact.

EXC 605
Assessment in Young Children
This course is designed to develop a student's familiarity with a wide variety of assessment techniques and instruments for infants, toddlers, and young children with special needs. Instruments include formal and informal assessments, curriculum-based instruments, observation and data collection methods, evaluations of preschool and infant/ toddler environments and family interviewing techniques. Students complete several screening and assessment projects. Issues related to cultural linguistic diversity and the family's role in assessment and evaluation are addressed.

EXC 606
Family Systems & Partnerships
Families and family-centered practice in early intervention is explored from a family systems theory model, with a focus on strategies for promoting parent/ professional partnerships in service coordination. Culturally responsive practice, the influence of disability on the family, family-to-family support, and the appreciation of families as a dynamic unit with a wide range of strengths, concerns, and aspirations beyond their need for specialized health and developmental services and support.

EXC 607
IFSP Process: Collaboration & Consultation
Student will develop skills in writing Individualized Family Service Plans. This course introduces relevant special education legislation, laws and policies. Students will develop skills in matching intervention strategies to the strengths and needs of young children with disabilities and their families. Students will acquire skills in the development and implementation of Individualized Family Service Plan in a variety of settings.

EXC 608
Interventions for Young Children with Disabilities
This course focuses on the development of teacher competencies as related to design, management, and implementation of ECSE environments and interventions appropriate for young children with special needs. The students will explore, plan, and implement developmentally supportive activities with infants and toddlers and their families. This course takes a family-centered perspective and emphasizes the role of collaborative planning with families and caregivers in preparing developmentally supportive environments maximizing interactions with nondisabled peers

EXC 609
Field Experience
This Field Experience is designed as a culminating experience in the Early Childhood Special Education Certificate Program. Specifically, students will be required to assess, plan, teach and evaluate the progress of young children with disabilities. Each candidate will have at least two in-depth experiences, one in a program for infants and toddlers and their families and one in a preschool program that includes children with disabilities. Students must complete a total of 100 clock hours.

EXC 615
Technology for the Disabled Person with Disabilities
(Prerequisite: Completion of Generic Core Requirements)
An investigation of the current technologies that can empower disabled individuals to access their total environment throughout life. Focuses on technology applications in the school, home, community and workplace.

EXC 615A
Field Study: Technology for the Disabled Person with Disabilities
(1.5 quarter units)
(Prerequisite: Completion of Generic Core Requirements)
Practical field activities designed to promote and supplement the course goals and outcomes of EXC 615. Students are encouraged to take the field study concurrently with EXC 615. Note: Grading is on a satisfactory/unsatisfactory basis.

EXC 620
Supporting Positive Behavior
An examination of behavioral, psychodynamic, biophysical and environmental theories of behavior management. Emphasizes practical approaches and strategies useful for managing student behavior in educational settings.

EXC 625
Exceptional Children in the Classroom
An examination of four major types of learners: special education, multicultural, gifted/talented and students at risk. Explores how those groups of learners can be best served in general education using effective instructional and behavior management strategies.

EXC 630
Assessment and Instructional Planning for Special Needs Students
An overview of informal assessment, curriculum-based assessment and a variety of diagnostic tests related to academic performance. Provides procedures for developing the IEP and methods for implementing programs to meet the objectives specified in the IEP case study. Note: This course meets one night per week during a two-month period.

EXC 637
Action Research
(Prerequisite: ILD 680)
This course is designed to provide the knowledge and skills required to understand, interpret, generate and evaluate research relevant to various areas of professional education. The work of the educator, from various areas, will be emphasized throughout the course as students produce a major action research and writing project. This course will include relevant aspects of professional writing while remaining focused on the practical needs of educators who wish to join the larger professional community in their field of specialty.

EXC 644
Reading Methods for Special Education
(Prerequisite: Completion of Generic Core Requirements)
A survey of theories about teaching reading and the language arts to the disabled student. Discusses various assessment instruments relevant to the language arts, selection and administration of instruments and the interpretation and communication of results. Through the use of case studies, students learn how to develop, implement and evaluate prescriptive plans based on diagnostic procedures. Class will meet one night per week for two months.

EXC 644A
Field Study: Reading and Language Arts Methods for Special Education
(1.5 quarter units)
(Prerequisite: Completion of Generic Core Requirements)
Practical field activities designed to promote and supplement the course goals and outcomes of EXC 644. Students are encouraged to take this field study concurrently with EXC 644. Note: Grading is on a satisfactory/unsatisfactory basis. Class will meet the first and last class session of a two-month format.

EXC 650
Consultation and Collaboration for Special Education
A discussion of the spectrum of interpersonal and interactive learning skills required of the special education teacher. Emphasizes counseling with parents to enhance the parent-professional partnership. Stresses the sharing of knowledge and mutual efforts between professionals and parents to meet the special needs of exceptional students.

EXC 655A
Professional Induction Seminar
(3 quarter units)
The first course in the Level II program. An Individual Induction Plan, an action research project, an electronic portfolio and approved non-university professional development activities initiated.

EXC 655B
Exit Seminar
(1.5 quarter units)
The last course in the Level II program. Student presentation of electronic portfolio to University Supervisor and District Support Provider.

EXC 655I
Professional Induction Seminar for the Internship Program
This is a required course for credential students participating in an approved Internship program. An Individual Induction Plan, an action research project, and a portfolio are developed as part of this course.

EXC 656
Best Practices for Special Needs Students
Development of an understanding of the philosophical, political, legal and fiscal variables that impact contemporary issues, trends and practices in the field of special education. Basic principles of professional behavior with respect to pupils, peers, administrators, teachers, parents, families and community agencies.

EXC 657
Community Resources and Transition
A comprehensive course designed to equip educators with the ability to plan and implement successful transitional life experiences for students with disabilities. Emphasis on collaboration with other educational and community agencies involved in the transition process.

EXC 658
Advanced Specialization in Mild/Moderate Disabilities
An advanced course in skills needed for effective collaboration, curriculum design and modification and assessment processes for students with mild/moderate disabilities.

EXC 659
Advanced Specialization in Moderate/Severe Disabilities
Advanced methodology designed to ensure that candidates are instructional leaders. Effective communication skills and transdisciplinary relationships with families, caregivers and paraprofessionals stressed.

EXC 660
Instruction of Learners with Mild/Moderate Disabilities
(Prerequisite: Completion of Generic Core Program)
Overview of the characteristics of mild/moderate disabilities. Discusses the planning and evaluation of curriculum, methods, techniques, basic strategies, materials and media used for teaching students who manifest mild/moderate disabilities across the content areas. Addresses positive behavior support. Emphasizes learning strategies, study skills, critical-thinking skills, educational assessment, interactive teaming and parent involvement as they relate to IEP development and evaluation of instruction.

EXC 660A
Field Study: Instruction of Learners with Mild/Moderate Disabilities
(1.5 quarter units)
(Prerequisite: Generic Core Requirements)
Practical field activities designed to promote and supplement the course goals and outcomes of EXC 660. Students are encouraged to take this field study concurrently with EXC 660. Note: Grading is on a satisfactory/unsatisfactory basis.

EXC 665
Instruction of Learners with Moderate/Severe Disabilities
(Prerequisite: Completion of Generic Core Requirements)
An overview of the characteristics of moderate/severe disabilities. Discusses the planning and evaluation of curriculum, methods, techniques, basic strategies, materials and media used for teaching students who manifest moderate/severe disabilities. Addresses positive behavior support, communication and social networks, as well as movement, mobility, sensory and specialized health care. Stresses linkages to educational assessment as well as interactive teaming and parent involvement as they relate to IEP development and evaluation of instruction.

EXC 665A
Field Study: Instruction of Learners with Moderate/Severe Disabilities
(1.5 quarter units)
(Prerequisite: Generic Core Requirements)
Practical field activities designed to promote and supplement the course goals and outcomes of EXC 665. Students are encouraged to take this field study concurrently with EXC 665. Note: Grading is on a satisfactory/unsatisfactory basis.

EXC 685A
Student Teaching - Mild/Moderate Disabilities
(Prerequisite: All other course work in the Level I Mild/Moderate credential program)
The first month of the full day, full-time supervised student teaching experience with mildly and moderately disabled students. Candidates work with certified master teachers providing special education services to students with mild/moderate disabilities. Consists of a minimum of 100 hours. Note: Grading is on a satisfactory/unsatisfactory basis.

EXC 685B
Student Teaching -Mild/Moderate Disabilities
(Prerequisite: All other course work in the Level I Mild/Moderate credential program)
The second month of a full-day, full-time supervised student teaching and experience with mildly and moderately disabled students. Candidates work with certified master teachers providing special education services to students with mild/moderate disabilities. Consists of 100 hours. Note: Grading is on a satisfactory/unsatisfactory basis.

EXC 690A
Student Teaching - Moderate/Severe Disabilities
(Prerequisite: All other course work in the Level I Moderate/Severe credential program)
The first month of the full-day, full-time supervised teaching experience with moderately/severely disabled students. Candidates work with certified master teachers providing special education services to students with moderate/severe disabilities. Consists of a minimum of 100 hours. Note: Grading is on a satisfactory/unsatisfactory basis.

EXC 690B
Student Teaching - Moderate/Severe Disabilities
(Prerequisite: All other course work in the Level I Moderate/Severe credential program)
The second month of the full-day, full-time student teaching experience with moderately/ severely disabled students. Candidates work with certified master teachers providing special education services to students with moderate/severe disabilities. Consists of a minimum of 100 hours. Note: Grading is on a satisfactory/unsatisfactory basis.

EXC 694
Thesis
(Prerequisite: ILD 680)
This course is a supervised experience culminating in the completion of a thesis. Maximum length of

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Course Descriptions

time is 12 months. Note: Grading is by H (for honors), S (for satisfactory work), or U (unsatisfactory work). Class size 5.

FIN – Finance

FIN 310
Business Finance
(Prerequisites: ACC 201 and ACC 202)
This course is a survey of the basic principles and concepts used in the financial management of a business enterprise addressed from both theoretical and practical standpoints. Topics include money and capital markets, financial management of working capital, capital budgeting and fixed asset management, cost of capital, and short-term and long-term financing by means of debt and equity capital.

FIN 440
Financial Institutions
(Prerequisite: FIN 310)
An examination of the nature and role of financial institutions in the economy, topics include money markets and capital markets, the Federal Reserve System and monetary policy, the commercial banking system, thrift institutions, insurance companies, pension funds, investment companies, and other major financial institutions.

FIN 442
Investments
(Prerequisites: FIN 310 and FIN 440)
A survey of principles and practices in the field of investments, the course covers the valuation of corporate securities of multinational and domestic corporations, portfolio theory, and the measurement of portfolio performance. Emphasizes the role of return and risk in valuing stocks, bonds, options, and in constructing portfolios.

FIN 443
Working Capital Management
(Prerequisites: FIN 310 and FIN 440)
A course emphasizing the management of current assets and current liabilities, it covers planning a firm's overall level of liquidity, stressing cash management and credit policies. Also discussed are selected topics such as bank relations, factoring, and secured inventory financing.

FIN 444
Risk Management and Insurance
(Prerequisites: FIN 310 and FIN 440)
An analysis of the risk management problems in the business enterprise, the course emphasizes methodology for risk analysis, insurance principles and practices, techniques for risk and loss control, insurance underwriting, and rating. It also includes product liability, property damage, and bodily injury in business situations.

FIN 446
International Financial Management
(Prerequisites: FIN 310 and FIN 440)
An examination of the international aspects of corporate finance and investing, the course covers balance of payments, foreign exchange with emphasis on exchange rate determination, exchange risk, hedging, and interest arbitrage, international money and capital markets, international financing, and international banking.

FIN 447
Financial Planning
(Prerequisites: FIN 319, FIN 440 and FIN 442)
The course is an overview of the broad spectrum of financial planning, including activities such as producing a comprehensive plan to meet the client's needs and goals for sound financial management, gathering of client information, analyzing client objectives, and using communication skills essential to obtaining quantitative and qualitative client

data. It also acquaints students with the importance of retirement and estate planning and tax management.

FIN 448
Seminar in Finance
(Prerequisites: FIN 310, FIN 440, FIN 442, FIN 443 and FIN 446)
This is a capstone course for students specializing in the area of finance. It exposes students to a wide range of finance related topics, including issues affecting the current financial environment of business firms. The course integrates material from previous courses taken in the finance concentration and introduces the topics of capital budgeting and the process of obtaining long-term funds.

FIN 449
Analysis of Financial Statements
(Prerequisite: FIN 310)
An examination of U.S. accounting principles, the course emphasizes the analysis and interpretation of financial statements for management and investment purposes. Students evaluate financial statements of actual publicly traded firms. Course material is applicable to credit policy, investment analysis, and other operating and financial policy decisions.

FIN 600
Finance for Non-Financial Managers
This course examines the financial reports that aid managers in making business decisions. In doing so, this course covers issues such as long- and short-term budgeting, key financial statements, the role of the outside auditor, reporting financial information, and valuation of assets and equities.

FIN 609A
Seminar in Financial Management
A study of corporate financial management, through case studies and / or term projects, this course covers issues such as sources of long-term financing, cost of capital, capital budgeting, dividend policy, mergers and acquisitions, bankruptcy and reorganization, the globalization of finance, ethical standards, information technology, and financial strategy.

FIN 630
Financial Institutions
(Prerequisite: FIN 609A)
This course is an examination of the financial policies and practices of commercial banks, savings and loan associations, pension funds, insurance companies, and other major financial management institutions. It discusses sources and uses of funds, their cost and return, and government regulation of the financial sector.

FIN 631
Security Analysis and Portfolio Management
(Prerequisite: FIN 609A)
This course is an analysis leading to the appraisal and pricing of securities. It discusses the income generating ability of securities, forecasts of trends in the stock and bond markets, fundamental and technical analysis, application of Modern Portfolio Theory (MPT), analysis of active and passive investment strategies, and measurement of portfolio performance.

FIN 632
Managing Financial Resources
(Prerequisite: FIN 609A)
An instruction on how to deploy available capital resources to gain maximum advantage, students study capital budgeting policies and procedures, formulation of growth and diversification policies, appraisal of income and risk, and establishment of decision-making guidelines.

FIN 633
Financing Capital Requirements
(Prerequisite: FIN 609A)
A discussion of how to establish capital structure policies and determine the best methods for raising required capital, the course covers formulation of debt, dividend and equity policies, selection of appropriate financing vehicle, and selection of capital market.

FIN 635
International Finance
(Prerequisite: FIN 609A)
An examination of the international aspects of corporate finance and investing, this course covers the international balance of payments and foreign exchange. It emphasizes exchange rate determination, exchange risk, hedging, and interest arbitrage, international money and capital markets, international financing, and international portfolio management.

FIN 641
Advanced Security Analysis and Portfolio Management
(Prerequisites: FIN 631 and FIN 609A)
An in-depth look at several of the advanced topics surveyed in FIN 631, this course includes bond portfolio management strategies, bond betas and their portfolio impact, option valuation models and hedging, practical use of portfolio insurance and hedging, problems with model-dependent hedging, and the use of futures contracts and their objectives. It covers problems faced by corporate and professional investment managers in their effort to hedge portfolio risks and improve portfolio returns.

FIN 650
Global Financing for Trade
An examination of the basic financial problems facing an internationally oriented company, this course includes the structure and operations of the international financial system, foreign exchange rates, foreign exchange risks and their management, international sources of funds, international cash management, and basic instruments of international financial transactions (e.g., letters of credit, foreign currency contracts, foreign currency accounts, and banking facilities). Note: Students specializing in financial management may not take this course.

FIN 651
Commercial Bank Management
This course is a detailed analysis of the functional areas of banking including the management of deposits, cash, loans, and other asset accounts. Current problem areas in banking such as liquidity, capital adequacy, and problem loans are explored, as well as bank investment accounts and their relationship to profitability and liquidity.

FIN 652
Real Estate Finance
This course presents Real Estate Finance and Investment issues from a portfolio perspective. It provides a complete analysis of real estate partnerships, secondary mortgage markets, adjustable rate mortgages. It also includes the applied topics of corporate real estate, including lease versus own analysis, sale and leaseback decisions, and the role of real estate in corporate restructuring.

FIN 653
Financial Engineering and Derivatives
This course provides an introduction to futures and options markets and outlines the different ways in which they can be used. It covers futures and forward contracts, pricing of forward and futures, hedging techniques, swaps, options markets, trading strategies, option pricing models, volatility smiles, and a detailed treatment of hedge parameters such as delta, gamma, and vega. Also

discussed is portfolio insurance, value-at-risk measure, multistep binomial trees to value American options, interest rate options, and other exotic options.

FIN 654
Cases in Financial Studies
Reflecting the fact the Finance has gone through dramatic changes in the last 20 years, this case study course will expose students to the revolutionary transformation in markets and organization we have seen the financial industry milieu.

FIN 655
Research Project
Students, under the guidance of their assigned faculty advisor, clarify topics, identify sources from which data will be gathered, and complete and present their research in written form.

FIN 690
Guided Study
(Prerequisite: FIN 609A)
This course is individual study under direction of the instructor. It requires prior approval of appropriate academic department.

FSC – Forensic Sciences

FSC 620
Advanced Criminalistics
A survey of trace evidence, physiological fluid evidence (blood, semen, etc.), impression evidence (shoe, tire, etc.), question documents, firearms, tool marks, and toxicological evidence with an introduction to the operation of a forensic science laboratory; principles of chain of custody; and requisite qualifications and preparation of the expert witness for the courtroom.

FSC 621
Electronic Crime Scene Investigation: Computer Forensics
A study of investigative techniques that are utilized in processing digital evidence. Students in the course will study cases related to expert testimony, chain-of-custody issues, and methods for proper procedures of seizing, imaging, and examining digital computer evidence.

FSC 622
Constitution and Criminal Procedure
An introduction to the foundation for understanding Constitutional laws, the guarantees of the Constitution to citizens of their civil right and civil liberties, and how the Constitution and its amendments influence the criminal justice system. This course covers the constitutional rules, established by Supreme Court, for collecting evidence at crime scene, questioning witnesses/suspects, arresting suspects, and seizing evidence as well as the constitutional rights of the accused at trial.

FSC 623
Advanced Fingerprint Analysis
As introduction to basic principles and techniques of fingerprints as applied to crime scenes, forensic evidence, identification, and court presentation. Emphasis is on the science of fingerprints, history, pattern recognition, and the application of the Henry Classification System. Additional subjects explored include the proper method of collecting both known and latent prints.

FSC 630
Principles of Forensic Medicine
A study in forensic terminology, anatomy and physiology of the human body. Emphasizes the underlying pathology of traumatic and sudden unexpected deaths encountered in forensics. Also discusses bone growth and repair as it relates to child abuse, structure and functions of the heart relating to sudden deaths and anatomic areas of the brain prone to hemorrhagic lesions following trauma.

FSC 631
Major Case Investigation
A study of investigative techniques that are utilized in felony crimes of violence and crimes against property, including homicide, rape, arson, assault and battery, robbery, burglary and grand theft. Examines the completion of such cases from initial crime scene through investigation and adjunction.

FSC 641
Physical Aspects of Forensic Science
Survey of forensic physical sciences, fingerprints and other patterned evidence, such as tire marks and shoe prints, firearms and tool marks. Covers document examination and examinations of trace evidence, such as the following: soil, paint, glass, wood, hairs and fibers, grease, cosmetics, arson and explosive residues, blood-pattern analysis, qualifications and preparation of expert witnesses and operation and functioning of a forensic science laboratory.

FSC 642
Forensic Pathology (Medico-legal Investigation of Death)
Survey of the scientific techniques used in medico-legal investigations, time, cause and manner of death (homicide, suicide and accidental deaths), injury and death, firearm injuries, transportation injuries, physical injuries, trauma and disease, battered baby syndrome (child abuse) and shaken baby syndrome, sexual assault, asphyxial deaths, drowning, infanticide, medical malpractice and medical ethics. Also discusses forensic evidence and records for court.

FSC 643
Forensic Psychology, Psychiatry and the Law
An examination of the nomenclature of mental disorders, diminished capacity and insanity defenses, involuntary commitment, mental competency to stand trial, mentally disordered sex offenders, psychological and psychiatric testing and assessment of criminal offenders, psychodynamic formulation, organic brain dysfunction and forensic neuropathology.

FSC 644
Forensic Toxicology and Drug Analysis
A comprehensive study of the general principles and fundamentals of forensic toxicology, poisons, action, toxicity, postmortem characteristics, samples required for toxicological analysis and methods of collection, methods of collection, methods of preservation and analysis. Discusses chemical, toxicological and pathological characteristics of commonly abused drugs, including the following: ethanol, barbiturates, narcotics, stimulants and hallucinogens. Details the methods used for analysis, such as color test, micro diffusion, chromatography (GC, GLC, HPLC), mass spectrometry (MS), GC-MS and radioimmunoassay (RIA). Covers the toxicologist as expert witness.

FSC 645
Forensic Serology and DNA
A study of the principles of forensic identification, analysis and comparison of biological evidentiary samples such as blood, semen, saliva and all other biological samples and tissues. Examines electrophoresis, Isoelectric focusing, DNA extraction procedures, polymerase chain reaction (PCR), DNA typing, sex and race determination and methods of genetics and DNA analysis and detection (i.e., immunofixation and immunoblotting). Covers forensic applications of enzyme-linked immunosorbent assay (ELISA) as well as laboratory safety, quality assurance and quality control. Includes case work training and internship. Students obtain hands-on experience.

FSC 647
Crime Scene Investigation
Designed to help students understand techniques and procedures used for approaching and protecting the crime scene. Covers crime scene survey and documentation, collection of fragile and easily destroyed evidence, detailed search of the scene, packaging of initial evidence collected, processing the scene for latent prints, maintenance of the chain of custody and transportation or mail evidence.

FSC 648
Forensic and Crime Scene Photography
An examination of the basic principles and fundamentals of using photography, video and other visual procedures in forensics with the legal aspects and photographic presentations in court or trial.

FSC 651
Selected Topics in Forensic Sciences
A project-based course where students work under close faculty guidance and supervision on particular topics of interest. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

FSC 652
Personal Identification/Forensic Anthropology
A study of the methods of personal identification based on sketches, tattooing, personal effects, occupational marks, birth marks, scars, photo superimposition, finger prints, voice prints, odontology, radiographs and facial reconstruction. Also studies skeletal remains (physical and biological anthropology) including species, sex, age, race, stature, congenital abnormality, trauma, cause, manner and time of death.

FSC 654
Criminal Investigation Analysis: Profiling
Designed to help students acquire skills and knowledge in criminal investigation analysis. Students are introduced to various techniques used by criminologists and behavioral scientists to profile individuals that typically commit violent crimes. Includes study of victimology and crime scene analysis.

FSC 661
Internship in Forensic Sciences
(1.5-9 quarter units)
An internship for students looking for field experience in the law enforcement field. Students receive academic guidance from forensic science faculty and supervision at the field placement site. The internship requires students to work a minimum of 300 hours under faculty and field supervision. Students must write an in-depth research paper on their experiences during the placement. This paper is coordinated and supported by the students' faculty advisor and field supervisor. Units are arranged and determined based on assignment and the number of hours at the placement site. Grading is by H (for Honors, B or better work), S (for Marginal, C level work) or U (Unsatisfactory, D or below).

FSC 662
Supervised Graduate Research Project
Forensic science students can undertake a research project once they have completed all courses in the program. The project is coordinated by full-time faculty and chaired by a FS faculty member chosen by the student from previous courses taken within the program. Students select a committee and a viable forensic science topic to research. Students meet once a week for two months with a committee member. Upon completion, students present the projects to the committee in an open forum that is open to peers. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

Course Descriptions

Students who do not complete the Research Project within the two-month period are eligible, at the discretion of the instructor, to receive a grade of "K" with a maximum of a one-time six month extension. Students who do not complete the project at the end of the extension period will need to retake FS 662. No grade of "I" (Incomplete) can be given for this course.

FSC 690
Guided Study
(1.5-9 quarter units)
Individual study under direction of the instructor. Requires prior approval of appropriate academic department.

GLS – Global Studies

GLS 310
Global Communications and Information Technology
(Prerequisite: ENG 240)
An analysis of the history, growth, use and future development of global communications and information systems. Examines the technological, social, political and economic forces that impact the evolution of electronic communications and information technology across the world (global) and around the world (regional and local).

GLS 320
Technologies of Culture
(Prerequisite: ENG 240)
An examination of the international U.S. culture industry, which includes —the increasingly prevalent positioning of American culture abroad, from Hollywood films and television programs to the stuff of the great American lifestyle (toys, clothes, cars, food, images, attitudes, dreams and desires). The course is organized around several examples of international cross-pollination between the U.S. and other cultures in the film industry, the television media, and/or the computer gaming software industry.

GLS 330
Film in an International Context
(Prerequisite: ENG 240)
An examination of how the international cinema portrays various aspects of the societies and cultures represented in film. Emphasizes the film industries of a variety of countries outside the U.S. For example, representative films of Asia, Africa, Europe, Latin America, Australia and Oceania and Canada may be studied.

GLS 331
American Film in an International Context
(Prerequisite: ENG 240)
Discusses the role of American film within a global perspective. Deals with questions in American society that place it in an international context and with specific American attitudes towards those questions as expressed and reflected in American films: the relationship of the sexes, war, labor, nuclear holocaust and marriage and divorce. Emphasis in this discussion is placed not only on transnational concerns of sex, race, nationality and class, but also on universal human experiences and ideological and ethical values.

GLS 410
Gender Studies: Gender Identity in a Global Context
(Prerequisite: ENG 240)
An investigation into how the formation of gender identity is the building block for family life, social roles, political and economic participation and a host of other factors that influence any group's participation in a global community. Topics include the distinction between sex and gender, the ways in which gender impacts education and work, the representation of gender in the media and the arts, struggles for equality between the sexes and the historical transformations of gender related to global political and economic factors.

GLS 420
Ecological Revolutions: Economics, Technology and the Global Environment
(Prerequisite: ENG 240)
This course places contemporary ecological concerns in a global and historical context revealing how humans have fundamentally altered their relationship to the natural environment in the last 500 years. Topics include cultural conceptions of nature and non-human species, the value and use of resources in different societies, the consequences of various kinds of economic organization (particularly capitalism) on the environment and the impact of technological revolutions on the world's ecology.

GLS 430
The Global Economy
(Prerequisite: ENG 240)
Since World War II, the nature of international economic exchanges has changed significantly. Enormous changes in technology, urbanization, finance, markets, lending, the internationalization of both production and multidivisional firms, the organization of work, power relations between nations and world cultures are currently going by the name "globalization." This course examines the nature of those changes and the theories that try to explain them. Also looks at the consequences of and popular responses to, the new global economy.

GLS 440
Study Abroad
(Prerequisite: HIS 320)
During this one month elective course, students will travel as a class and spend two weeks studying in a foreign country. While the course topics will vary depending upon the country of destination and the instructor, the course offers focused study so students develop a genuine appreciation of another culture. Through exercises, readings, and field trips, the course invites learners to take an active role not only in their own preparation for the study abroad experience, but for their personal, academic, and professional growth. This course demands from them a critical exploration of their beliefs, goals, and behaviors. The course covers personal development, learning about one's own culture, learning about another culture, professional development, and the rudiments of learning a foreign language. Each strand of development is addressed at the three crucial phases of the experience: before, during and after the sojourn abroad. The course lasts one month. It is the student's responsibility to find out about any additional fees, waivers, passports, immunizations and other requirements that may need to be fulfilled depending on the destination.

GLS 450
Global Studies Seminar and Portfolio Project
(Capstone course. To be taken as the final course in the major.)
A seminar course that puts students in close contact with key faculty and with each other in forging connections between global culture, business economics and technology. Seminar topics vary. Students need to save all graded essays from required courses in the major for possible inclusion in their portfolio. The portfolio project is the capstone for the Global Studies major and should be of such quality that it can be shown to prospective employers or clients. Students can enroll only if they have completed more than half of their degree requirements.

HCA – Health Care

HCA 609A
Health Care Law, Policy, Politics and Ethics
An examination of current health care public policy and politics in the United States. Studies the role of federal, state and county government in the development of health care public policy and its impact upon health care facilities. An analysis of current legal issues that affect health care providers, administrators and other health care personnel. Reviews contract law as it relates to health care facilities.

HCA 620A
Health Care Management
An overview of health care management, including current issues in health care and theoretical basis for these current issues. Discussions of health care administration emphasizing organization, management, planning, communication, directing and controlling the practice of health care management.

HCA 629
Health Care Finance, Budget and Managed Care
A study of effective management of the limited financial resources in health care industry. Focuses on the basic concepts and techniques of cost accounting, financial reporting, reimbursement, budgeting and financial controls and strategic financial planning. Also includes an examination of managed care structures including Health Maintenance Organizations (HMOs), Preferred Provider Organizations (PPOs) and Independent Practice Associations (IPAs).

HCA 634
Program Planning, Strategic Planning and Evaluation
A survey of basic program planning from the conception of an idea to the implementation of the program. Explores the various program evaluation techniques. Emphasizes the value of teamwork in the learning process, as specific individuals will have responsibility for development of specific aspects of an actual program plan for a health care program in an organization.

HCA 636
Ambulatory Care Continuum
A study of various ambulatory care service components. With a shift from inpatient to outpatient services, this is the fastest growing component of the present non-integrated health care systems. Focuses on standards of accreditation and the issues involved in monitoring these proliferating services.

HCA 640
Biostatistics and Research
An introduction to the use of statistical analysis in health care management. Provides an understanding of the basic methods and underlying concepts of statistics and research that are used in management decision-making. Among topics explored are descriptive statistics, probability, sampling, hypothesis testing and non-parametric statistics. Applications in health-related management and research are featured.

HCA 641
Eldercare – Issues into Practice
The aging of America continues to be an issue in the delivery of health care. This course is designed to explore the issues of eldercare, gerontology, legal implications (including patient's rights), systems delivery and ambulatory care management. Discusses the role of administration in eldercare. An exploration into the physical, psychological and sociological aspects of caring for the elderly. This course is designed to provide the student with the option to sit for the State of California Licensing Examination for Administrators.

HCA 691A, B
Internship or Research Practicum
Module A: Internship
Module A includes a two-day seminar covering the preceptor role, the internship handbook, resume writing and other pertinent information to help the student be successful in their internship placement. Students will then be under contract with a University approved preceptor for their field health care management experience. The hours of these experiences vary depending on the needs and career focus of the student. Students will present a written report on their internships. At the end of the internship, the preceptor completes formal written evaluation of the students as defined in the preceptor's manual. Grading is by "H" for honors, "S" for satisfactory, or "U" for unsatisfactory.

Module B: Research Practicum
Module B includes a two-day seminar reviewing the research process, APA style and other pertinent information to help the student be successful in their research practicum. The student, with faculty advice, will select a topic of current issue in the health care field. The research practicum may be qualitative, quantitative, or both. Students will present both a formal written and oral presentation on their topic. Grading is by "H" for honors, "S" for satisfactory, or "U" for unsatisfactory.

HCM – Hospitality Management

HCM 400
Principles of Hospitality and Casino Accounting
This course encompasses financial reporting systems, internal controls, managerial reporting and federal and state regulations that impact the accounting in a hotel, resort or casino environment. Students will gain hands-on experience in complying with GAAP and legal requirements of financial reporting in the hospitality and casino industries.

HCM 410
Hospitality and Gaming Law
This course will examine the role that differing state and federal laws and regulations will play in the operation of hotels, resorts and casinos. The limitations and exceptions to these laws they apply to Tribal Lands will be assessed. It provides the essential information that managers need to comply with the law and to develop preventative tactics to avoid lawsuits.

HCM 420
Hospitality and Casino Marketing
(Prerequisite: MKT 402A)
This course will examine the application of the traditional marketing functions to the areas of the hospitality and casino industries. Students will develop plans for the use of convention and promotional events as marketing tools.

HCM 430
Principles of Hospitality and Casino Staffing
This course addresses the planning for the management of personnel, including the recruitment, selection, and evaluation of employees in the hospitality industry. Job analyses and descriptions developed and government regulations examined.

HCM 440
Cultural Diversity and Hospitality Management
This course is designed to discuss the importance of cultural awareness and sensitivity in effective human resources management practices in the hospitality industry. The course examines the increasing cultural diversity found in both the consumer and employee populations and how managers can address different cultural needs of the relevant populations.

HCM 450
Native American Tribal Community Development
This course is an introduction to the issues and concepts of the Native American community and economic development. Discussion of the positive and negative impacts of casinos on the lives of tribal members, as well as on the community relations with the non-tribal community will be examined.

HED – Health Education

HED 320
Health, Nutrition and Safety
(Prerequisites: PSY 100 and PSY 301)
Focuses on the eight components for coordinated health for young children in out-of-home care. Health and physical education, health services, nutrition services, health promotion for the staff, counseling and psychological services, a safe healthy environment, and family/community involvement, children with special needs and legal and ethical issues will be explored.

HED 502
Health Education Across the Curriculum
An exploration of the new California state framework for health education. Provides an integrated curricula approach to health by infusing the components of nutrition, sexually-transmitted diseases and substance abuse (including alcohol, drugs, tobacco and narcotics) into the general curriculum. Emphasizes promoting an overall healthy life style that encourages life-long practices in students. Satisfies the CTC requirements for a clear credential. Does not grant graduate credit and cannot be used as an elective in a graduate program.

HED 620
Comprehensive School Health Programs
An advanced health education course focusing on coordinated school health, comprehensive school health programs, and how to plan, implement, coordinate, and evaluate a health education curriculum within a comprehensive school health system. A comprehensive school health system includes health and physical education, health services, nutrition services, psychological and counseling services, a safe and healthy environment, and health promotion for staff, parents, and community. Meets the CCTC requirements for advanced health education for the professional clear credential.

HIS – History

HIS 220A
History of the United States I +
(Prerequisites: ENG 100/101)
A survey of American historical development from pre-colonial times through Reconstruction. Explores the wide variety of economic, political, social and cultural factors that shaped the origins of the nation, including the Revolution, the Constitution and the Civil War. Special attention is paid to issues of race, class, gender and ethnicity. Includes study of the Constitution.

HIS 220B
History of the United States II +
(Prerequisites: ENG 100/101)
A survey of American historical development from the Reconstruction era to the present. Explores the wide variety of economic, political, social and cultural factors that shaped the development of the nation, including industrialization, America's emergence as a world power and the challenges of the late 20th century. Pays special attention to issues of race, class, gender and ethnicity. May involve work in oral history.

HIS 233
World Civilizations I
(Prerequisites: ENG 100/101)
A discussion of how the distinctive cultures, economies and societies of the world developed from prehistoric times up to the European conquest of the Americas (ca. 1500 C.E.). Explores issues of gender, class, personal identity, love, war, imperialism, sexuality, citizenship, religion, urban life and ecology as they pertain to the ancient civilizations, classic civilizations and post-classical (medieval) civilizations in Asia, Africa, the Americas and Europe.

HIS 234
World Civilizations II
(Prerequisites: ENG 100/101)
An explanation of how the cultures, economies and societies of the world developed through the interaction of diverse peoples and civilizations since 1500 C.E. Examines the era of the European Renaissance and such civilizations as Ming China, Mughal India, Ottoman Turkey and Aztec Mexico. Explores issues of class and class conflict, personal and cultural identity, race, work, industrial development, colonialism, ecology and political and economic life to explain the development of the modern world.

HIS 300
Foundations of Western Civilization
(Prerequisites: ENG 100/101)
Explores the important social, material, cultural, and intellectual bases of European civilization and situates them in relation to other major Afro-Eurasian civilizations. Examines hunting-gathering and early agricultural societies, Mesopotamian and Egyptian civilizations, the Hebrew, Greek and Roman worlds, the origins and spread of Christianity, the nomadic invasions of Europe, Europe's Byzantine and Islamic legacies, and the medieval European synthesis of Greco-Roman and Germanic heritages.

HIS 320
Culture, Capitalism and Technology in Modern World History
(Prerequisites: ENG 100/101)
Places contemporary cultural, economic and technological issues in a global and historical perspective. Shows how major issues that concern us today are rooted in the experiences of world civilizations since 1500. These issues include the rise of capitalism, industrialization and commodity production and their diffusion over the world; the pace and nature of technological change; the role of culture in directing economic and technological change; and the impact of capitalism on working life, the natural world, cultural diversity and cultural identity. Examines the ways that capitalism, culture and technology have interacted over the past 500 years to shape the places, peoples and societies that have come to exist in the modern world.

HIS 325
Peoples and Places:Migration in Modern World History
(Prerequisites: ENG 100/101)
Human migration is the story of individual lives enmeshed in larger historical issues of identity, culture, work, social institutions and various forms of coercion. Explores how work and migration have intersected in the last 500 years to shape the world in which we live today.

HIS 341
History Through Theater
(Prerequisites: ENG 100/101)
An exploration of history through the complex medium of theater. Focuses on a variety of dramatic and theatrical techniques, including readers' theater, role-playing debates, improvisation and for-

Course Descriptions

mal dramatizations. Scripts historical literature into performance. Studies various plays in order to gain a broader understanding of key historical issues in diverse cultures.

HIS 345
Latin American Studies +
(Prerequisites: ENG 100/101)
An introduction to important issues in Latin American history and culture focusing on the diversity of Latin American societies and their multicultural heritage. Topics may include the impact of colonialism on indigenous societies, the growth of plantation and mining economies, the capture and enslavement of Africans, the struggle for independence, the distribution of political power, the recurrence of popular rebellion and the creativity of artistic and cultural life.

HIS 348
Asian Studies +
(Prerequisites: ENG 100/101)
A critical overview of contemporary Asian history and culture focusing on the diversity of Asian societies. Emphasis is determined by the instructor and will include an in-depth examination of one of the following countries or areas: China, Japan, India, Korea, Taiwan, Southeast Asia, Thailand, Tibet and the Philippines, among others. Topics may include the distribution of political power throughout the regions, ideological and structural stratification between the east and the west, the impact of "Orientalism" in a global context, the impact of Imperialism on indigenous communities, the effects of sexual and religious stratification, the impact of sex tourism and the repression of ethnic, political and religious differences throughout and within different regions of Asia.

HIS 349
African Studies +
(Prerequisites: ENG 100/101)
A critical introduction to the study of African society, culture and history. Explains the sources of African culture, politics and intellectual development, as well as modernization and social change in contemporary African societies. Examines social, economic and intellectual movements including issues of colonialism, post-colonial independence, underdevelopment, genocide, gender inequality, AIDS and the politics of international relief agencies, as well as new cultural forms of art and literature. Provides an overview of Africa both as a geographic location and as a Western idea, with additional emphasis on regional variations and multicultural differences within the continent.

HIS 350
Cultural Diversity +
(Prerequisites: ENG 100/101)
An examination of race, gender, ethnicity and class in 20th century American society. Introduces students to methods for studying the changing nature of our society and explores ways in which our increasingly urbanized and technological culture affects all aspects of professional and unskilled work. May involve work in oral history.

HIS 360
The American Colonial Experience, 1584-1783
(Prerequisites: English 100/101 and History 220A)
This upper-division course examines the various peoples and the economic, environmental, cultural, and political forces that shaped American development from the period before Europeans settled through the American Revolution. It evaluates key ecological changes after 1500 and the shaping of North American colonial society by mercantilism, merchant capitalism, and the slave trade. In addition, the course analyses the results of the encounter between peoples of the old and new worlds, the regional patterns and cultures of colonial society, and their implications for the future American nation. It identifies sources of conflict

and change throughout the colonial era and explores the economic and political problems that contributed to rebellion and the drive for independence. Major emphasis will be given to the recurrent movement of people as a defining characteristic of American experience.

HIS 361
The Making and Sundering of the United States, 1783-1865
(Prerequisites: English 100/101 and History 220A)
This upper-division course considers the development of American society from the early national period through the Civil War. It will begin with an analysis of the problems of creating a national government and the relationship between economics and politics in framing the United States Constitution. It will explore the process and logic of westward expansion to the Pacific and the conflicts that occurred as affected peoples and societies responded in a defense of their cultures. A prominent element will be an examination of U.S. economic development and its meaning for the growth of sectional identities and distinctiveness. It will also explore the growth of the plantation system and slavery and the corresponding political empowerment of planter capitalists. It will evaluate the social, political, and military problems faced by the contending sides in the Civil War.

HIS 362
The Remaking of America, 1865-1920
(Prerequisite: English 100/101 and History 220B)
This upper-division course investigates the transformation and expansion of America and American influence from the end of the Civil War through World War I. The issues evaluated include the problems of postwar reconstruction; demographic and economic expansion into the western territories; the process of industrialization and the attendant consequences for labor and social relations; mass immigration; the growth of American imperialism; the socialist, populist and progressive movements; and World War I and Wilsonianism. It includes an evaluation of the strains upon *laissez faire* capitalism with the growth of economies of scale and the resultant expansion of international financial and market networks

HIS 363
The United States Since 1920
(Prerequisites: English 100/101 and History 220B)
This upper-division course explores the social, economic, cultural and political contours of modern America from 1920 to the present. Major attention is given to the factors and developments contributing to economic disorder, cultural shift, and social transformation. These include the crisis, collapse, and restructuring of the capitalist order in the 1930s, the social fluidity that accompanied mobilization for World War II, the affluence and anxieties of the early postwar period, the civil rights and protest movements of the 1960s, and the international and domestic challenges the U.S. faced as it attempted to structure a new global political economy in the 1970s and after. The course includes an evaluation of the role of American interest and power in establishing an international system in the aftermath of Cold War bi-polarism.

HIS 370
Cultures and History of the American Southwest
(Prerequisites: ENG 100/101)
An examination of what has attracted people to the Southwestern United States over the last thousand years and how people have changed and enriched the region with their diverse cultural, social and economic contributions. Places race relations, immigration issues and environmental concerns, resource use, cultural beliefs, gender roles, public order and working life into historical perspective. May involve work in oral history.

HIS 400
History and Historians: Theories & Methods
(Prerequisite: ENG 240)
This course investigates the important methodologies and theories of history that buttress contemporary historical scholarship. Instead of being a general introduction to historiography, the course focuses on the philosophical foundations of historical practice today. We will read historians who reflect critically on their historical assumptions and the historical framework of their interpretations. In the process of reading these historians, this seminar will examine four major theoretical frames that powerfully influence contemporary historical scholarship.

HIS 410
The California Experience +
(Prerequisite: ENG 100/101)
Through an historical and literary approach, this course examines the interaction of the hopes and dreams of the peoples of California from the arrival of the first peoples to the post-World War II boom. May involve work in oral history.

HIS 420
The Civil War
(Prerequisite: ENG 100/101)
An examination of the dynamic convergence of economic, geopolitical and racial factors that contributed to the most explosive conflict in U.S. history. Focuses on the consequences of the war for subsequent American historical development.

HIS 431
The Ancient World
(Prerequisite: English 100/101 and History 233)
This upper-division course investigates major issues in ancient world history from roughly 5000 B.C.E. to roughly 500 B.C.E. Topics examined include the Neolithic revolution; the rise of settled agriculture; complex societies and organized states in Mesopotamia, the Nile Valley, the Indus Valley, the Yellow River Valley, the highlands and lowlands of Mesoamerica, and the Andes; the Indo-European and Bantu migrations; the rise and decline of great powers in North Africa, Southwest Asia, and East Asia; and the formation of Aegean civilization in Greece. Examining these topics, the course will stress issues of gender, class, religion, as well as urban life and rural social relations in Asia, Europe, Africa, and the Americas. One of the chief emphases of the course will be the interpretation of primary sources.

HIS 432
The Classical World
(Prerequisites: English 100/101 and History 233)
This upper-division course focuses on important issues in world history from roughly 500 B.C.E. to roughly 500 C.E., a seminal period called the Classical Age. Topics examined include Classical Greek culture and influence; the Hellenistic world ecumene; religious and philosophical innovation (Socrates, Confucius, Buddha, Zoroaster, Christ); the unification of the Mediterranean world under the Roman Empire; the unification of China under the Qin and Han dynasties; the unification of India under the Mauryan Empire; the culture of Roman, Han and Mauryan societies; the decay and fall of the Roman, Han, and Mauryan empires; and the rise of important regional states like Meroe and Aksum in northeast Africa, Angkor in Cambodia, and Teotihuacán and the classical Maya city-states in Mesoamerica. Major emphases of the course will be the seminal nature of classical civilizations and the construction of historical interpretation through the analysis of primary sources.

HIS 433
The Post-Classical World
(Prerequisite: English 100/101 and History 233)
The post-classical world (ca. 500 C.E. to ca. 1500 C.E.) laid the foundations for our modern world.

A list of those foundations include the expansion and subsequent collapse of Byzantium; the nomadic invasions of western Europe and the development of feudalism; the rise of a militant Christianity under Charlemagne and the later Crusades; the rapid geographic dispersion of a militant Islam; the diffusion of Indian classical culture to Persia and Southeast Asia; the reunification of China under the Sui and Tang dynasties, the commercial revolution of the Sung dynasty, and the cultural revival of the Ming dynasty; the warfare and territorial organization that characterized Japanese feudalism; the development of states in eastern and southern Africa; the urban civilizations of Mesoamerica; and the settlement of the Polynesian peoples throughout the Pacific. Examining these topics, the course will stress issues of gender, class, religion, and social change in Asia, Europe, Africa, the Americas and Oceana. The course will explore the historiography of the era in depth.

HIS 434
The Modern World, 1500 to the Present
(Prerequisite: English 100/101 and History 234)
The world has changed remarkably since 1500. In this course we will explore some of the more important transformations. They include the colonial expansion of Europe from 1500 to 1750; the transformation of Europe and the Atlantic world from 1500 to 1770 under the impact of the slave trade and the later triangular trade; the rise and fall of Islamic empires of South and Southwest Asia; the emergence of new regional powers in Eurasia (Russia and Japan); the political and social revolutions in the Atlantic world from 1770 to 1825; the industrial revolution and the creation of a new imperial order around the globe after 1825; political and social revolutions in Eurasia and Latin America from 1900 to 1949; global wars and their political, social and economic consequences; national liberation movements and the decolonization of Africa and Asia; the rise and fall of a bipolar world; and the crises and realignments of the post-Cold War world. The course will highlight questions of race, class, and gender in these transformations and it will emphasize the integration of primary sources into an interpretive framework created by students.

HIS 490
Guided Study
(1.5-4.5 quarter units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

HIS 499
Capstone Research Project
(Prerequisite: ENG 240 or equivalent and completion of all other courses in the major)
This seminar is the capstone course for the history major. The objective of the capstone course is to produce a paper or creative project that is exemplified by extensive research, critical thought, and intellectual engagement. The project should excite students and deepen their historical understanding. As a "senior project," it will combine primary sources with secondary interpretations in an original and interesting way.

HRM – Human Resources Management

HRM 409B
Survey in Human Resources Management and Organization Development
The course provides an overview of human resources management and organizational development activities including employment, interviewing, career systems, compensation, benefits, training, organizational change, performance evaluation, discipline and employee assistance, labor relations, affirmative action and equal employment opportunity considerations, and health and safety.

HRM 432
Recruiting, Selection, Promotion, and Retention
(Prerequisite: HRM 409B)
This course is designed to explore all aspects of reviewing the strategic direction of an organization and how it relates to assessing and filling jobs, from initial hiring through subsequent placement, promotion, and retention. It will include techniques for determining staffing needs, recruiting, screening, assigning, evaluating, assessing, and promoting. An exploration of options for employee development and retention in changing economy is provided. Also reviewed are special concerns regarding regulations, employee attitudes, and union representation.

HRM 433
Pay and Benefit Administration, and HR Technology
(Prerequisite: HRM 409B)
This course reviews the fundamentals of wage and salary programs, including the development of job descriptions, performing job evaluations, conducting salary surveys, adjusting pay structures, considering are differentials, and relating pay to performance. Benefit programs and related employee incentive and service programs are also covered. Ways to link performance to both monetary and non-monetary rewards will be reviewed, including profit sharing, bonus plans, stock options, awards and special rewards for managerial personnel. Legislative restraints and tax treatments are discussed and behavioral theories are highlighted as they apply in this area. The incorporation of technology as it relates to Human Resource Management Systems that increases efficiency in pay, benefits administration, and aligning HR with organizational activities are also covered. The synthesis of pay, benefits administration and HR technology integrates the selection, development and administration of practical programs and systems for attracting, motivating, and retaining human resources.

HRM 439
Legal, Regulatory, and Labor Relation Concerns in HRM
(Prerequisite: HRM 409B)
An introduction to the wide spectrum of legal and regulatory concerns that human resources managers face in the workplace (EEO laws, affirmative action, compliance requirements, prevention of employment-related liability). The course ties in the development, aims, structure and function of labor and employer organizations, examines the relationship of labor and management, and bargaining and resolution of employer-employee issues.

HRM 630
Legal, Ethical, and Safety Issues in Human Resource Management
A comprehensive analysis of the laws and regulations, both federal and state, that impact human resources management. The course emphasizes equal employment opportunity affirmative action, health and safety, privacy of information and methods of liability prevention in employment matters. Integrated into the course are aspects of ethical considerations as related to Human Resources Management, including employer use of power, organizational business practices, and safety concerns.

HRM 633A
Seminar in Employee Relations, Labor Relations and Union Management
The course provides students with both the day-to-day realm of common and complex issues related to human behavior in the workplace as it relates to employee relations, and an examination of relationships among unions, workers, management an the government. The course assesses legal restraints (i.e., negotiation, contract administration, decertification) and preparations and techniques for dealing with negotiations, strikes, and lock outs, as well as grievance handling and arbitration.

HRM 637
Workforce Planning, Development and Outsourcing
A comparison and evaluation of planning, organizing, directing and monitoring of human resources planning processes, including recruiting, selecting, placing and integrating individuals within organizations. A key aspect of the course is the selection process (testing and assessment of skills and traits that influence work performance), employee orientation and integration (employee development and career planning), and aspects of performance management. The course also covers current trends in employee outsourcing.

HRM 660
Theory and Practice of Human Resource Management
A comprehensive management/practitioner-level overview and appraisal of current practices, trends, and applied theory in the era of strategic alignment between employees, jobs, systems, technology, policies, procedures, training, and organizational development. Students will evaluate and analyze theory as it relates to practical application in the workplace.

HRM 667
Compensation and Benefits
This course provides an overview of the latest technology as it applies to the human resources function and its impact of human resource management administration and organizational development. The course also integrates and assesses fundamental aspects of wage, salary, benefit administration, and employee rewards and incentives as they are becoming increasingly supported by automated systems.

HRM 669
Research Seminar in Human Resource Management Corporate Strategy
This course is focused on a selected combination of published empirical research and current topics in corporate strategy and human resource management. Articles for evaluation, comparison, and analysis will be drawn from journals and popular press in several fields, including economics, the behavioral sciences, management science, business administration, and elsewhere as they relate to the field of Human Resource Management. Faculty will guide students through written review of research and current practices, and seminar discussions in order assist the HRM Professional serve as a consultant to company management.

HRM 670
Project/Thesis
The project course offers an opportunity to work individually or with a team under the guidance of an assigned faculty member. Students clarify research topics and identify data sources in preparation for the project. Students gather data and present their research in both written and oral form to faculty and classmates. This course lasts two months and encompasses integrating critical components and learning experience into a deliverable that meets academic guidelines for program completion and may be applicable to the workplace to build a student's portfolio.

Course Descriptions

HUB – Human Behavior

HUB 301
Behavioral Science
(Prerequisites: ENG 100/101 and PSY 100)
A study of the application of human behavior and behavioral science principles to the practice of management.

HUB 400
Group Structure and Dynamics
(Prerequisites: ENG 100/101 and PSY 100)
An analysis of behavior, perspectives and practices as applied to group dynamics. Focus on approaches and skills in group dynamics as they relate to performance and enhancement of cooperative/collaborative effectiveness. Uses practice through role-playing of effective techniques in dealing with a variety of cooperative/collaborative situations.

HUB 401
Conflict Resolution
(Prerequisites: ENG 100/101 and PSY 100)
A focus on the process of negotiation and conflict resolution. Gives special attention to conflict within and between persons in organizations and industry. Emphasizes application of techniques to conflict resolution situations via role-playing.

HUB 420
Human Communication
(Prerequisites: ENG 100/101 and PSY 100)
A study of the theoretical and practical aspects of interpersonal and group communication.

HUB 440
Organizational Development
(Prerequisites: ENG 100/101 and PSY 100)
A study of human relations and its relationship to organizational effectiveness through planned change and technological development.

HUB 441
Analysis of Research
(Prerequisites: ENG 100/101 and PSY 100)
An evaluation of research in psychology and the behavioral sciences. Includes work on research design, statistical interpretation and research methodology.

HUB 480
Senior Project in Organizational Behavior
(Two-month, 4.5 quarter unit course)
(Prerequisites: ENG 100/101, PSY 100, HUB 441)
Designed as a capstone, integrative project, in the BSOB program (previously numbered as HUB 402). Each student develops a major project (agreed upon by the student and the course instructor) that integrates several areas in organizational behavior. The project may take many forms including, but not limited to, an empirical research study, a comprehensive review of the literature, a program evaluation, or a position/policy paper. Specific course requirements will vary depending upon the instructor, but the student should expect to produce a 20-30 page paper (APA style) that will be evaluated on clarity, thoroughness, style, format, and creativity. An oral presentation of the student's work is also expected. Students meet in a seminar format to present work in progress. The project is conducted for a two-month period, and the student may take other courses concurrently if approved by the Committee for the Application of Standards (CAS). This course may not be taken as an independent study.

HUB 490
Guided Study
(1.5-4.5 quarter units)
Individual study under the direction of an instructor. Requires prior approval of appropriate academic department.

HUB 500
Cross-Cultural Dynamics of Human Behavior
(Prerequisites: ENG 100/101 and PSY 100)
A curriculum-wide elective that studies the psycho-socio-cultural aspects of human differences and the enhancement of interpersonal/ intercultural communication skills. Increases the knowledge and understanding of differences in people and perspectives, enhances learning and performance in multicultural environments and fosters interactive diversity as a socio-cultural imperative and behavioral norm.

HUB 601A
Organizational Behavior
An in-depth study of various types of organizational structures, both formal and informal, with special emphasis on behavior of people within those structures.

HUB 601B
Communication for Managers
An analysis of interpersonal communications as related to organizational effectiveness. Covers the practical application of communication theory to work-related situations.

HUB 601D
Creative Leadership
A study of the qualities of leadership required today and in the future. Emphasizes historical as well as contemporary leaders.

HUB 639
Contemporary Issues in Sexuality
An examination of the personal, interpersonal and social dimensions of human sexuality. Covers topics such as anatomy and physiology of human sexuality, contemporary American sexual behavior, sexual myths, sex-role socialization, sexual dysfunctions and sexual-social issues.

HUB 641
Stages of Adult Development
An examination of the adult stages of human biological, psychological and social development. Discusses classical as well as contemporary theories.

HUB 642
Theories of Behavior Change
A survey of social psychological theories of behavior change and resistance to change.

HUB 646
Personal and Professional Ethics
A study of normative judgments as applied to contemporary human problems such as the uses of power, business practices and the right to live and to die. Examines varied ethical systems using a case study format.

HUB 648
Personal Growth and Communication
An examination of the meaning and importance of personal growth and human communication in human life and relationships. Development of critical communication skills, self-awareness and self-understanding to enhance personal and professional relationships. Presents a variety of models and methodologies in the exploration of physical, mental, emotional, social and spiritual growth.

HUB 650
Foundations of Behavioral Research
Behavioral research is a way to examine and understand individual and social behavior through measurement and interpretation. This course investigates the theoretical principles that underlie behavioral research and the application of current research techniques. The course forms the foundation for practical application of behavioral science and continued study in the human behavior and is essential to completing the capstone course in the program (Integrative Project in Human Behavior, HUB 680).

HUB 660
Organizational Assessment
(Prerequisite: HUB 650)
As study of the organizational assessments of human attributes (abilities, personality and vocational interests) and their role in behavioral determinants in school, work and interpersonal settings. Methodological issues encountered in the assessment of psychological traits (construct validity) and the developmental etiology will be covered. The course reviews the literature in organizational assessment, career development and personnel psychology applied to work. Topics include job analysis, performance appraisal, testing and assessment, employee selection, equal opportunity guidelines, development and evaluation of training programs.

HUB 680
Integrative Project in Human Behavior
(Prerequisite: HUB 650)
The course is the capstone project for the MAHB program. Each student conducts a major project that integrates a topic of special interest. The project will analyze and synthesize theoretical and applied concepts from a specialized area selected by the student. Specific course requirements will vary depending upon the instructor, but the student should expect to produce a 20–30 page paper (APA style) that will be evaluated on clarity, thoroughness, style, format and creativity. An oral presentation of the student's work is also expected. Literature reviews and empirically-based studies are the norm, but other formats are acceptable with the approval of the instructor. The project is conducted for a two-month period and the student may take other courses concurrently if approved by the Committee for the Application of Standards (CAS). The student will normally be required to develop a project proposal during HUB 650 (Foundations of Behavioral Research) or HUB 660 (Organizational Assessment) that can then be completed during the capstone course. This course may not be taken as an independent study. Students must earn a grade of B or better or must repeat the course.

HUB 690
Guided Study
(1.5-4.5 quarter units)
An individual study under direction of the instructor. Requires prior approval of appropriate academic department.

HUM – Humanities

HUM 490
Guided Study
(1.5-4.5 quarter units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

HUM 499
Portfolio Project
(Prerequisite: Completion of other major requirements)
In the portfolio project, students submit work from all courses within and related to their major, as well as a final creative and/or scholarly project developed with the approval of a faculty advisor. Students enroll in the Portfolio Project after completing all other requirements for the major.

HUM 501
Civic Culture and Global Awareness
(Prerequisite: ENG100/101)
Covers the relationship between knowledge and the interdependence of people and focuses on such concepts as citizenship, change and the challenges of migration/immigration patterns, cultural shifts

and transnational positioning in our global economy. Also covers the major trends shaping our emerging future and explores the role of citizenship education in perpetuating the value systems that provide the requisite knowledge, skills, attitudes and behaviors for a civil global society. Addresses the needs of the future workplace and marketplace demands and provides a framework for dealing with global citizenship issues and the collaborative enterprise of community-building, economic development, social responsibility and service.

IEM – Industrial Engineering

IEM 601
Engineering Economy
Economic decisions making for engineering projects and capital expenditure proposals. Concepts of time, value of money, cash flow, and capital rationing. Basic comparative models for evaluation alternatives, sensitivity and probability analysis, depreciation and tax consequences, replacement studies, consideration of intangibles. Economic analysis under conditions of risk and uncertainty with particular emphasis on econometric models applied to engineering systems.

IEM 602
Managing Production Planning and Control
Analysis of research literature for topics including scheduling capacity planning and lot sizing applied to manufacturing and production. Advanced quality assurance and control topics including multivariate quality control methods, machine control, flexible communications networks, forecasting to develop master production schedules, coordinate inventory ordering policies, periodic review, sequencing and scheduling methods of flow and job shops, principles and methods of analyzing and solving production problems.

IEM 603
Managing Facilities Planning Layout
Systematic plant layout methods, analytical and computer-aided approaches for the layout program, location models and analysis, material handling concepts, models, and equipment, warehousing and storage principles and models-automation in facilities design, study of facilities location, structure, and planning for efficient layout and material handling systems. Planning and designing facilities, layouts, and material handling system.

IEM 604
Ergonomics and Occupational Safety
Overview and introduction to ergonomics; introduction to physiology; man and the environment; biomechanics; occupational and industrial psychology; introduction to occupational medicine; human attention, vigilance and error; introduction to anthropometry; presentation and display of information; mental workload; respiratory protection; survival in extreme conditions introduction to occupational hygiene; introduction to epidemiology; analyzing work and work station design; manual handling; upper limb and back disorders.

IEM 605
Engineering Applications of Operations Research
Application of linear programming and non-linear programming queuing theory, development and application of planning and inventory models, networks, and graph techniques, stochastic processes, waiting lines, simulation, and sequencing and scheduling algorithms to problems encountered in industry and business.

ILD – Instructional Leadership

ILD 603
Curriculum Alignment and Evaluation for School Administrators
School administrator's perspective of instructional theory, curriculum development and methods for aligning course content to articulated goals and evaluation procedures. Student understanding of course content will be developed through class discussions, curriculum projects, presentations and reflective analysis.

ILD 680
Research in Education
Designed to provide knowledge and skills required for students to plan and complete a thesis proposal. This course requires that students utilize a high level of library skills and computer technology to locate relevant research and literature. Students must design a project related to one of the "core" courses, justify the problem statement(s), provide literature review and map out the methodology to implement the project utilizing APA format.

ILR – Information Literacy

ILR 260
Information Literacy and Report Writing
(Prerequisite: ENG 100/101)
A cross-disciplinary course that teaches effective report and research paper writing through the use of key computer technologies. The course includes Internet research, MLA and APA style formats, computer technologies, spreadsheets and the application of multimedia software and graphics for report presentation. ILR 260 offers refinement in the use of the microcomputer for effective report writing and presentation.

IOP – Industrial Organization

IOP 610
Industrial and Work Psychology
Students will examine and analyze the literature, methods and practice of industrial and work psychology. Personnel assessment, recruitment, selection, assignment, performance evaluation, training, career development, motivation, compensation, job analysis, labor relations, and the legal constraints on personnel practices will be covered.

IOP 620
Organizational Psychology
This course introduces the student to graduate study in the field of Organizational Psychology. It provides an overview of several domains central to Organizational Psychology. It covers Productivity, Organization Theory, Attitudes and Job satisfaction, Work Motivation, Leadership, Group Theory and Processes, Organizational Culture, and Organizational Change and Development.

IOP 630
Research and Statistics I
(Prerequisites: If taken after the sixth course in the program, the Prelim Exam must have been passed.)
A study of the methods, procedures, and techniques used in the conduct of empirical research on phenomena of interest in Industrial, Organization and Work Psychology or Ergonomics. Design of research will be covered including philosophy of science, forming research questions, ethics in psychological research, psychological constructs, operational definitions, and strategies for experimental, quasi-experimental, and survey research. Descriptive and inferential statistics will be covered including hypothesis testing, sampling distributions, confidence interval estimates, nonparametric statistics, and correlation and regression.

IOP 631
Research and Statistics II
(Prerequisite: IOP 630)
A continuation of the study of the methods, procedures, and techniques used in the conduct of empirical research on phenomena of interest in Industrial, Organization and Work Psychology or Ergonomics. Design of research will be covered including consideration of threats to internal and external validity and qualitative analysis. Emphases will be given to the use of SPSS in multiple regression, analysis of variance, factor analysis, and testing models of mediation and moderation. Statistical approaches to meta-analysis, causal modeling, and measuring change will be covered.

IOP 635
Psychological Measurement
(Prerequisite: IOP 631)
This course provides graduate students in psychology and human behavior with an understanding of and ability to evaluate various psychometric theories and methods and apply them in practical situations. In addition, the student will be able to analyze, integrate and evaluate the classic articles in psychological measurement and apply them to dealing with current issues related to measurement in psychology.

IOP 640
Work Motivation
(Prerequisite: IOP 620)
This course provides the student the initial background necessary to begin dealing with the issues of motivation and behavior at work. It covers both contemporary and classic theories of work motivation including need, cognitive, and reinforcement theories. It examines the sources and consequences of job satisfaction. It also analyzes and evaluates goal setting, VIE theories, job enrichment, reward systems and worker participation. Finally, it evaluates current applications of motivational principles in business and industry and compares research approaches to the study of motivation in the workplace.

IOP 645
Training in Organizations
(Prerequisites: IOP 610 or IOP 620)
A study of the theory and techniques used to design, conduct, and evaluate instructional programs. The basic phenomena of learning such as modern learning theory, principles of adult learning, and conditioning as well as the different approaches to training such as computer assisted instruction, simulation, behavior modification will be covered. Training in a multicultural context and training evaluation will be emphasized.

IOP 650
Organizational Development
(Prerequisite: IOP 620)
This course encompasses theory and research about facilitating change in individuals, groups, and organizations to improve their effectiveness (e.g., productivity, quality, service, employee satisfaction). The course focuses on understanding OD, how to diagnose an organization and then create an intervention to improve it. The course covers many organizational development theories, diagnostic techniques, and consulting skills needed to use the information to create change. Specific interventions will be examined in detail including structural interventions (e.g., organizational design, job design), interpersonal process interventions (e.g., process consultation, team building), and human resource interventions (e.g., performance management, career development). The course builds knowledge and provides practical application in the some of the techniques.

Course Descriptions

IOP 655
Attitude Theory and Measurement
(Prerequisite: IOP 635)
This course focuses on the attitudes, opinions, and beliefs important in organizational settings. Principles of questionnaire and rating scale development for attitude and opinion measurement will be covered. The determinants, consequences, and measurement of job satisfaction and related constructs such as involvement and commitment are included. The practical skills of designing, administering, analyzing, and reporting survey results of employee attitudes and behavior will be also covered.

IOP 665
Performance Appraisal and Feedback
(Prerequisites: IOP 635 and IOP 610)
This course centers on the methods of measuring and evaluating individuals as they perform organizational tasks and on taking action (administrative and/or developmental) with individuals based on such appraisals. The course focuses on both knowledge and skills. The knowledge base includes a thorough understanding of rating scale construction and use, as well as understanding of the relative advantages of different rating sources (e.g., supervisory vs. peer). Also relevant are the areas of measurement theory, data analysis, criterion theory and development, motivation theory, and the factors that underlie interpersonal perception and judgment. The skill base includes procedures for communicating performance evaluations to job incumbents and counseling them in appropriate means of improving their performance. Also, skill in designing a complete performance appraisal and feedback system that meets organizational needs while maintaining and/or enhancing worker motivation and/or performance is addressed.

IOP 690
Advanced Seminar in I/O Psychology
This seminar will address various advanced topics in I-O Psychology consistent with student interest and faculty availability. Topics may include Consumer Behavior, Compensation and Benefits, Industrial and Labor Relations, and Employment Regulation. As a seminar the instructor and students will select the most current research and application literature material on the topic and will then analyze and critically evaluate it for potential research and application. Students may also take courses in the Human Factors/Ergonomics program to meet this requirement.

IOP 695
Field Placement in I/O Psychology
(Prerequisites: Completion of Prelim and Competency Exams)
The student will be actively engaged in projects under the supervision of a qualified supervisor at the site and of an assigned faculty member. The projects will be aimed at fulfilling specific training objectives mutually agreed to by the student, supervisor, and faculty member with special emphasis given to the acquisition and application of skills. The student will accumulate 200 hours of applied experience in I-O Psychology over a period of from 2 to 6 months. During the period that the Field Placement is active the student will meet for 3 hours per month in group supervision experience with a faculty member. This group supervision will deal with ethical problems encountered by the student and will give the student an opportunity to report on the activities of the placement and discuss the knowledge, skill, and abilities being acquired within the placement assignment. At the end of the placement the student presents a written report on the placement.

ITC – Instructional Technology

ITC 600
Instructional Design
An overview of the instructional design process. Topics include learning theories, needs assessment, analysis of subject matter content, development of goals and objectives, classification and sequencing of objectives, design of instructional strategies, selection and integration of media-based delivery systems, design of print and multimedia instruction and formative evaluation strategies.

ITC 601
Advanced Instructional Design
(Prerequisite: ITC 600)
A graduate seminar/practicum focusing on four aspects of the instructional design process: (1) establishing and maintaining effective relationships with clients and subject-matter experts; (2) analyzing an education/ training problem and developing potential instructional solutions; (3) developing effective strategies and materials to implement an instructional solution; and (4) examining theories and practical issues involving instruction, information, cognition and technologies as they relate to the instructional design process.

ITC 610
Multimedia in Instruction
(Prerequisite: ITC 601)
A comprehensive exploration of current techniques for designing multimedia instructional packages. Topics include pattern languages, object-oriented programming, user-task analysis, visualization, 3D modeling, interaction design, multimedia project management and style guides.

ITC 615
Distance Learning
(Prerequisite: ITC 610)
An exploration of the central issues involved in distance education from print-based correspondence courses to more contemporary, digital approaches. Focuses primarily on the use of Internet e-mail, the World Wide Web, electronic bulletin boards and conferencing systems and video teleconferencing to provide educational opportunities that are time- and place-independent.

ITC 620
Web-based Instruction
(Prerequisite: ITC 615)
An examination of the most current approaches to using the World Wide Web as a platform for instruction. Review of existing Web-based courses/programs as well as hands-on experience with current design/editing systems including HTML, VRML, Java and CGI scripts.

ITC 625
Simulations and Virtual Reality
(Prerequisite: ITC 620)
Introduction to the use of simulated environments as a component of education/training programs. Topics include a historical review of simulation, instructional design principles applied to virtual reality as a tool for instruction, current constraints in both stand-alone and networked systems and future possibilities for simulated learning environments.

ITC 634
Seminar in Performance Technology
(Prerequisite: ITC 625)
An examination of performance technology as a tool for improving organizational effectiveness and applying educational interventions. Reviews literature on performance technology models, approaches to organizational needs analysis, theories and change strategies from the organizational development (OD), human resource development (HRD), human resource management (HRM), environmental engineering (ENG) and electronic performance support systems (EPSS).

ITC 641
Evaluating and Improving Instructional Programs
(Prerequisite: ITC 634)
An exploration of alternative theories and strategies for evaluating the effectiveness of instructional programs. Introduces qualitative and quantitative approaches to student outcome assessment, portfolio evaluation and continuous quality improvement strategies as they apply to the design and improvement of instructional systems.

ITC 645
Current Issues in Instructional Technology
(Prerequisites: ITC 641)
A topical seminar exploring the most current issues in instructional technology design. Topics might include new developments in CD- or Web-based authoring tools, privacy and/or copyright issues, international standards or emerging training/educational approaches based on enhanced information technologies (e.g., voice or visual pattern recognition, intelligent agents, improved compression algorithms).

ITC 650
Instructional Technology Project
(Prerequisites: All other courses in the program)
The final required component of the MS in Instructional Technology. In this course, students complete an instructional design/multimedia capstone project under the supervision of a faculty member. The scope of the project must be such that students work a minimum of 40 hours. Students meet weekly with a faculty supervisor to make a progress report and discuss issues or problems related to their project.

ITC 690
Guided Study
(1.5-4.5 quarter units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

ITM – Information Technology Management

ITM 310
Introduction to Information Technology
An introduction to information technology infrastructure concepts and applications in an integrated information system environment. Focuses on understanding the importance of IT for various types of IT applications within an organization. Topics will include: overview of hardware, software, data resources, telecommunications and networks. The course provides an overview of "what" Information Technology is and how to apply IT in various organizations.

ITM 320
Information Technology Management
(Prerequisite: ITM 310)
An integrated perspective on how to manage, plan and integrate information technology resources. Provides an overview of the concepts of managing information technologies and covers the topics of information technologies planning, information forecasting and information processing. Project management concepts and processes are also reviewed and applied to specific information technology initiatives and tasks related to (1) Desktop technology, processing and administration, (2) network information technology, processing and

administration and (3) database systems technology, processing and administration.

ITM 330
Desktop Applications and Information Technology Processing

This course provides the solid framework into the concepts and actual implementation of Window 2000/XP. Topics include understanding of the desktop processing of information to support organizational decision-making and strategic planning. Introduces the client server architecture and focuses on the desktop role as the client connected to database systems and network systems that are required to meet and support the real-world projects and various IT initiatives. Hands-on labs are included.

ITM 340
Information Technology Desktop Support
(Prerequisite: ITM 330)

As a follow-up to ITM 330, this course will introduce the critical role of desktop administration, application installation and desktop support. Topics include security, file backup and recovery, information sharing, user authentication, an introduction to website programming concepts using tools such as Microsoft Systems Management Software. The emphasis of this course is on installing, monitoring and the administration of desktop technologies within the client / server architecture for organizational use. Hands-on labs are included.

ITM 410
Computer Network Technologies Overview

Emphasizes the network operational concepts and implementation. Provides a basic understanding of network basics and emerging local area network technologies. Includes topics such as integration of hardware and software components, network architecture, protocols, interconnection of networks using bridges and routers, network links using cable modems and DSL and IEEE 802 network access standards. TCP/IP will also be reviewed within the context of networking protocols.

ITM 420
Data Communications, Internet, and Local Area Networks

This course covers the network management principles, practices and technologies for managing networks, systems, applications and services. Review of the latest computer network technologies, such as ATM, Gigabit, Ethernet and Fiber Optic connections. Build on LAN basics from ITM 410, including how to implement LAN solutions such as FDDI, Fiber Channel and Gigabit Ethernet and WAN technology, such as Switched Multi-Megabit Data Service and Frame Relay. Also covers integrated high-performance router and switch technologies.

ITM 430
Network Management and Security
(Prerequisite: ITM 410 and ITM 420)

An overview of the management tools necessary to understand the LAN hardware and software for client server architecture technology. Focuses on the installation and management of the LAN and the connectivity to other systems and networks. The emphasis of this course is on Hands-on learning "how to install, configure and implement the network.

ITM 440
Database Systems Concepts and Data Modeling

An introduction to the concepts of data modeling and relational databases. Covers the methodologies for building a logical model, techniques for organizing and designing relational databases and practical approaches to transform logical models to a stable relational database. Introduces fundamental database and application development concepts and techniques. Given database design and appli-

cation requirements, students design, construct and test a personal computer database and associated application components.

ITM 450
Database Processing and Administration
(Prerequisite: ITM 440)

This course will provide students with the knowledge and skills necessary to install configure and administer Database Management Systems. Topics included in this course are conceptual understanding of data storage architecture, creation and management of files, groups, databases, tables, queries, locking options, indexes and data views.

ITM 490 A
Information Technology Project I
(Prerequisite: 9 of the 10 ITM courses must be successfully completed)

A capstone project for information technology application. Students work on an original and significant project that integrates concepts, principles and tools that are taught throughout the program. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work, or "U" (for Unsatisfactory, "D" or below).

ITM 490 B
Information Technology Project II
(Prerequisite: ITM 490A)

A capstone project for information technology application. Students complete their projects and present their original and significant projects to a panel of academic and business professionals. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work, or "U" (for Unsatisfactory, "D" or below).

LAS – Language Arts

LAS 100
Spanish I

An introduction to elementary Spanish conversation, reading and writing in a comfortable environment. Gives students insight into the Spanish-speaking world, including the United States.

LAS 101
Spanish for Native Speakers I

The first of a two-course sequence. Spanish for Native Speakers is designed for bilingual students seeking to become bi-literate. Reading and writing skills are stressed with special emphasis on improvement of written expression, vocabulary development and problems of grammar and orthography. This course seeks to prepare native speakers with little or no formal training in Spanish for more advanced courses.

LAS 200
Spanish II
(Prerequisite: LAS 100)

A presentation of intermediate Spanish conversation, reading and writing in a comfortable environment. Gives students insight into the Spanish-speaking world, including the United States.

LAS 201
Spanish for Native Speakers II

Spanish for Native Speakers II is the second of a two-course sequence designed for bilingual students seeking to become bi-literate. Reading, writing and critical thinking skills are stressed with special emphasis on improvement of written expression, vocabulary development and problems of grammar and orthography. This course seeks to prepare native speakers for college-level communication, comprehension and written expression.

LAS 300
Spanish III
(Prerequisite: LAS 200)

A presentation of advanced Spanish conversation,

reading and writing in a cultural studies context. Gives students information about Spanish-speaking cultures in the Americas, particularly the United States. Topics may include history of local communities, labor and educational issues and issues of identity.

LAS 340A
Spanish in the Professional Work Place for English Speakers +

An introduction to Spanish grammar structures, vocabulary and information in cultural interaction. Gives English-speaking students an effective tool for communication with Spanish speakers in the work place.

LAS 341
Applications of Cross-cultural Communication in the Work Place +

An examination of the basic cultural differences generally encountered in the workplace. Gives students strong experience and clear perspectives on cross-cultural communication in the work place. Covers modes of teaching including theatrical representation, lectures, videos, guest speakers and oral presentation.

LAS 490
Guided Study in Spanish
(1.5-4.5 quarter units)

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

LAW – Law

LAW 304
Legal Aspects of Business I

A survey of contracts, sales, agencies, personal property, commercial paper and associated topics. Emphasizes prevention of litigation and liability arising from business operations.

LAW 305
Legal Aspects of Business II
(Prerequisite: LAW 304. A sequential course to LAW 304.)

A survey of business organizations (partnerships, corporations, government regulations), property (real property and leasing, estates, community property), business torts, business crimes and associated topics. Emphasizes prevention of litigation and liability arising from business operations.

LAW 310
Litigation

A broad-based overview of the various stages of the civil/criminal litigation process. Covers the complete litigation process starting from the initial filing of the criminal information and/or civil complaint, progressing through the client interview, motion and trial phase. Explores the process of court pleading and discovery, including interrogations, depositions and the voir dire process. Also covers heavy strategies and the role of the law office assistant. Students must demonstrate their legal knowledge and understanding of the material through the drafting of a civil complaint, accompanying forms, summons and depositions.

LAW 311
Legal Research and Writing

A comprehensive overview of legal research using primary/secondary, federal and state legal authorities. Emphasizes use of both manual and computer-assisted legal research strategies for actual problem-solving applications. Introduces legal writing skills through class instruction and practical exercises to develop a systematic approach to concise legal writing.

Course Descriptions

LAW 400
Current Legal Issues
A study in the use of our legal system to resolve societal and individual problems. Reviews contemporary issues including minority rights, abortion, free speech and criminal justice.

LAW 402
The Art of Negotiation
A workshop course for pre-legal and pre-professional students to develop the verbal and analytical skills needed to be effective negotiators in the practice of law and business. Examines general negotiating principles and uses practical student exercises.

LAW 410
Introduction to Law and Legal Analysis
An introduction to case brief writing and legal problem analysis. The classroom discussions employs the Socratic method used in law school classes.

LAW 420
Advocacy
A capstone course that requires students to participate in a mock trial. Students write trial briefs, create pre-trial discovery strategies, give oral arguments and examine witnesses in a simulated civil case.

LED – Organizational Leadership

LED 601
Theories, Practices, and Ethics of Leadership
In this course, students construct an understanding of the theories and practices of ethical leadership. Students assess their own leadership philosophy and analyze the relationship between their leadership style and selected theories of leadership.

LED 602
Developing and Implementing Groups and Teams
This course compares and contrasts strategies for group formation and development through leadership. Team communication styles and roles within teams are examined. Strategies that foster creativity in groups are used in case studies. The impact of technology on teams and communication styles is evaluated. Students learn experientially about groups and teams and the impact of diverse ethical perspectives by participating in group activities and observing leadership in small groups.

LED 603
Organizational Leadership
The role of organizations and organizational leadership in a society characterized by technological integration, geographic decentralization, and instant communication are compared. Topics to be covered include situational leadership and organizational change. The course takes into account organizations within the private and public sectors, varied levels of society, and draws upon diverse perspectives and ethical points of view.

LED 604
Change and Adaptation within Organizations
This course analyzes today's business environment and the pervasiveness of change. Course topics focus on continuous and discontinuous change, organizational redesign, and the essential skills necessary for leaders to initiate corporate and organization transformations, mergers and acquisitions. Students strengthen the skills and strategies necessary to initiate and implement change within organizations.

LED 605
Negotiation, Bargaining, and Conflict Resolution
This course focuses on the knowledge, skills, and abilities required to design, conduct, and evaluate effective conflict resolution practices. Course topics include interpersonal and intra-group conflict resolution; persuasion, problem solving techniques and decision-making in conflict resolution; overcoming bias, anger, and retaliation. Students examine conflicts in diverse organizations and develop specific plans that could be used to address those conflicts.

LED 606
Information Management for Leaders
This course focuses on the strategic role of information technology in today's learning organizations. Emphasis is placed on the application of information technology strategies to strategic planning, client/customer analysis, rapid decision-making, and problem solving. Topics include the use of information as an organizational resource; integration of information into the vision, mission, goals, and assessment practices of organizations; the use of advanced information technologies to implement change; and analysis of information to achieve competitive advantage. Emphasis is placed on the technical skills needed in storing, updating, and retrieving information; building and using Web-based applications and business forecasting. Students participate in a classroom/laboratory environment to facilitate application of theory to real world situations.

LED 608
Seminars in Leadership
This course is an in-depth, integrative study of four topics from a leadership perspective: (1) Negotiation and conflict management; (2) human resource policies and procedures (3) project management; and (4) performance management. Students develop two research papers of at least ten pages in length demonstrating mastery of two of the four topics and the ability to effectively integrate knowledge of key business disciplines. In addition, students give a short presentation of approximately 10 minutes on one of their research paper topics utilizing the appropriate technology.

LED 609
Capstone Project Course
(Prerequisite: completion of 6 of the preceding core courses)
The fundamental prerequisite of this course is MNS 601 Nevertheless, students should be aware that the school considers the project course to be a capstone experience and therefore students should complete the course after they have completed a minimum of six of the other nine core courses, and they may take it concurrently with other core courses or with elective courses. Each student works closely with a faculty member, who will act as the supervisor of the project. LED609 is three months in length. Grading is by "H" (for Honors, "B" or better work), "S" (for Satisfactory, "C" work), or "U" (Unsatisfactory, "D" or below).

LIT – Literature

LIT 100
Introduction to Literature +
(Prerequisites: ENG 100/101)
An overview of the main genres of literature, including fiction, poetry and drama. Examines literary language and different approaches to literary criticism designed to increase student confidence when responding to literature.

LIT 337
American Literature +
(Prerequisites: ENG 100/101)
An examination of literary heritage of the United States. Includes study of major works and movements in a variety of genres.

LIT 338
Shakespeare
(Prerequisites: LIT 100)
An examination of major works of William Shakespeare.

LIT 342
World Literature +
(Prerequisites: ENG 100/101)
An introduction to the literary arts of Africa, the Middle East, Asia, Latin America, the Caribbean and Native North America. Presents a variety of genres, as well as both classical and contemporary works.

LIT 345
Mythology
(Prerequisites: ENG 100/101)
An examination of mythology. This course recognizes that myth-making is a creative activity central to all cultures, including our own society. Students analyze and compare mythological narratives from a variety of cultures.

LIT 360
Literary Theory
(Prerequisite: ENG 101)
A survey of major classical and contemporary arguments about the nature of literature, literary expression, and literary experience.

LIT 430
Children's Literature and Literacy
(Prerequisites: ENG 101, LIT 100, ENG 350, PSY 301)
Provides students with the foundations necessary for teaching children to read and learn through reading. It emphasizes the role of literature in literacy development and learning across the curriculum from K-8. Students learn to identify the stages in reading development, to select appropriate literary texts for diverse learners at each stage, analyze children's literary texts and assess the developing literacy and language development of young learners.

LIT 443
World of the Short Story
(Prerequisites: ENG 100/101)
A look at short stories. The reading list includes varieties of form and style in short fiction drawn from world literature and focuses on contemporary writing.

LIT 446
Studies in Poetry
(Prerequisite: LIT100)
An examination of the formal and thematic concerns of representative works of poetry of the Renaissance, Romantic, and Modern eras.

LIT 450
Studies in the Novel
(Prerequisites: ENG 100/101)
A look at the novel as a dominant literary form in the 18th, 19th and 20th centuries in both the English and non-English traditions. Examines varieties of plot construction and character portrayal.

LIT 456
Studies in Drama
(Prerequisite: ENG 101)
An examination of the conventions and varieties of dramatic texts and performance, focusing on drama of the 20th century. Includes discussion of both Western and non-Western traditions.

LIT 460
Gender and Literature
(Prerequisites: ENG 100/101)
A study of the representations of gender in literature to better understand changing literary aesthetics. Discusses assumptions about the ways gender permeates language and discourse.

MAT – Teaching

MAT 640
Applications of Research for the Art of Teaching
This course is designed to provide classroom educators with the knowledge and skills required to understand, interpret, generate and evaluate research relevant to their lives as professional educators. The work of the classroom educator will be emphasized throughout the course as students produce a major educational writing project. This course will include relevant aspects of professional writing, while remaining focused on the practical needs of the classroom educator who wishes to join the larger professional community in their field of specialty. Must be taken as the last course in the MAT program.

MAT 641
Cultural Democracy: Contemporary, Local and Global Issues
The course content examines the ways in which individuals in institutional roles operate on culturally democratic policies and practices, including how formal and informal political forces influence culturally democratic programs and culturally relevant curriculum development and implementation. The course emphasizes successes in systemic multicultural competency development and examines the observable and hidden evidence of organizational transformation.

MAT 642
Program Design: Curriculum Theory, Design and Assessment
This course examines the underlying principles that have shaped outcome based learning; content based standards, accountability and need for education reform. The course will emphasize evaluation of school programs, student assessment and program design using the California Coordinated Compliance Review guidelines.

MAT 643
Models of Teaching, Theories, Applications and Practice
This course explores how a variety of teaching models and learning theories are applied in instructional contexts. Specific application of some models and theories will be discussed in class and presented in student-designed curriculum projects.

MAT 644
Foundations and Principles of Curriculum
This course surveys the field of curriculum with specific emphasis on foundations, principles and issues for public educators in California's linguistically and culturally diverse society. The course identifies various approaches to curriculum and the development, design, implementation and evaluation of curriculum. Application of curriculum approaches is provided through student-designed analyses of curriculum.

MAT 645
Developing Fluency in Reading
Provides a research-based analysis of the phonology, morphology and orthography of English, with attention to teaching students at all grade levels to become proficient readers through recognizing sound-print relationships. Candidates will incorporate current approaches to phonemic awareness, explicit phonics instruction, recognition of high-frequency words and spelling patterns for both English language speakers and English language learners.

MAT 646
Comprehension Strategies and Procedures
An investigation of meaning-making at both the local (discourse) and global (general knowledge) levels. Covers research-based models of discourse processing and representation construction. Introduces strategies to promote guided reading, independent reading and study skills in all content areas, using the concepts of connecting background experience and applying self-monitoring strategies.

MAT 647A and B
Language Arts Assessment and Instruction I and II
(Prerequisites: MAT 645, MAT 646)
A two-course series that develops the ability to assess the strengths and needs of students in reading, writing and oral expression through multiple measures. Includes classroom-based formal and informal, group and individual assessment. Also emphasizes assessment–based instruction, particularly early intervention strategies using flexible grouping, small groups and one-on-one tutoring. Candidates must complete a field experience requiring assessment and instruction of students, including non-readers and English language learners. Grades will be assigned at the end of the second course.

MAT 650
Teaching English Language Learners
The course focuses on and applies current theories, research, and strategies in language structure and use, as well as in ESL teaching and learning. Factors such as social, political, cultural, legal, psychological, and pedagogical are addressed within the context of elementary, middle and secondary schools.

MAT 670
The Theory of Research-Based Best Practice Instruction: An Overview
Covers theories and research on Best Practices in education. Best Practice research on effective schools emphasizes: classroom instructional practices, classroom management, school organization and planning, strategies for linguistically and culturally diverse students to access the core curriculum, instructional leadership, teaching environment, teaching strategies, peer assistance, peer review process and parent and community support.

MAT 671
Applied Best Practice Strategies in Classroom Instruction
Upon completion of this course, participants will possess the knowledge, skills and abilities identified in the California Standards for the Teaching Profession. The emphasis is on developing a repertoire of Best Practice Teaching Strategies that can be applied to classroom instruction and assessment of diverse learners.

MAT 672
Integrating Multimedia Interactive Technology in Best Practice Instruction
Students in this course will learn how to integrate, differentiate, align and individualze instruction using technology and multimedia technologies.

MAT 673
Differentiated Instruction and Target Teaching
Participants in this course learn how to increase student achievement by improving the match between the learner's unique characteristics and various curriculum components; how differentiation involves changes in the depth or breadth of student learning; and how differentiation is enhanced through the use of appropriate classroom management, pre-testing, flexible small groups, tiered assignments, target teaching and the availability of appropriate resources.

MCW – Creative Writing

MCW 630
Seminar in Fiction
Students will write and critique each other's original work in this advanced fiction workshop. In a workshop-style format, students will explicate and critique how the elements of fiction - details, action, structure, theme, language, setting, rhythm, narration and style - are utilized in published and student-generated works. Through reading and critical analysis, students will further define the genre, examine its many forms, and analyze the trends and patterns in literary fiction.

MCW 630A
Advanced Workshop in Fiction
In this intensive writing workshop, students will work closely with an established writer to further their development as a creative writer and critical thinker. Students will read classic and contemporary works of fiction in order to more fully understand concepts such as narrative structure, character development, point of view, tone, and theme. Students will submit original manuscripts, critique the manuscripts of peers, and will submit revised work for peer and faculty review. (May not duplicate content of MCW630B)

MCW 630B
Advanced Workshop in Fiction
In this intensive writing workshop, students will work closely with an established writer to further their development as a creative writer and critical thinker. Students will read classic and contemporary works of fiction in order to more fully understand concepts such as narrative structure, character development, point of view, tone, and theme. Students will submit original manuscripts, critique the manuscripts of peers, and will submit revised work for peer and faculty review. (May not duplicate content of MCW630A)

MCW 640A
Advanced Workshop in Poetry
This intensive workshop on the practice of poetry includes reading a selection of contemporary poems, doing exercises to generate original poems, critiquing each other's writing in a workshop setting, and creating a portfolio of original poetry. (May not duplicate content of MCW640B)

MCW 640B
Advanced Workshop in Poetry
This intensive writing workshop on the practice of poetry includes reading a selection of contemporary poems, doing exercises to generate original poems, critiquing each other's writing in a workshop setting, and creating a portfolio of original poetry. (May not duplicate content of MCW640A)

MCW 650
Seminar in Creative Nonfiction
An advanced study of the forms of creative nonfiction, such as memoir, autobiography, nature writing, literary journalism, and the personal essay. Through reading, critical analysis and writing in a workshop-style format, students will further their understanding of the features of creative nonfiction, will strengthen their own writing in all genres, and will broaden their understanding of literature and various modes of literary writing.

MCW 650A
Advanced Workshop in Literary Nonfiction
This intensive writing workshop will explore the artist's quest for truth and address the question: how do we as writers in a post-modern age where memory, image and testimony are all suspect, know what we know? This course includes reading a selection of classic and contemporary literary nonfiction with selections from memoir, personal essay, travel writing, and literary journalism. Students will submit original manuscripts, critique the manuscripts of peers, and will submit revised work for peer and faculty review.

Course Descriptions

(May not duplicate content of MCW50B)

MCW 650B
Advanced Workshop in Literary Nonfiction
This intensive writing workshop will explore the artist's quest for truth and address the question: how do we as writers in a post-modern age where memory, image and testimony are all suspect, know what we know? This course includes reading a selection of classic and contemporary literary nonfiction with selections from memoir, personal essay, travel writing, and literary journalism. Students will submit original manuscripts, critique the manuscripts of peers, and will submit revised work for peer and faculty review. (May not duplicate content of MCW650A)

MCW 680A
Advanced Workshop in Screenwriting
This intensive writing workshop is designed for students to use professional screenwriting techniques in the creation of their own original screenplay. Building on skills learned in MCW680, students will take one of their own ideas and expand it into a short treatment, a detailed scene outline and, at minimum, 60 pages (one-half) of a full-length screenplay. Course assignments, readings and online discussions of both classic and contemporary films are devised to reinforce students' knowledge of three-act structure and provide them with new ways to best tell the idea of their choice. Peer review of works-in-progress will be used to provide writers a mode of creative support. Instructor feedback will offer new strategies on how to surmount possible stumbling blocks in the creative process. (May not duplicate content of MCW 680B)

MCW 680B
Advanced Workshop in Screenwriting
This intensive writing workshop is designed for students to use professional screenwriting techniques in the creation of their own original screenplay. Building on skills learned in MCW 680, students will take one of their own ideas and expand it into a short treatment, a detailed scene outline and, at minimum, 60 pages (one-half) of a full-length screenplay. Course assignments, readings and online discussions of both classic and contemporary films are devised to reinforce students' knowledge of three-act structure and provide them with new ways to best tell the idea of their choice. Peer review of works-in-progress will be used to provide writers a mode of creative support. Instructor feedback will offer new strategies on how to surmount possible stumbling blocks in the creative process. (May not duplicate content of MCW680A)

MDC -Digital Cinema

MDC 650
Digital Film Production
This one-month online course explores the four stages of film production: development, pre-production, production, and postproduction. This overview of the digital and traditional components of film production provides students with the critical tools and terminology necessary to navigate the complexities inherent in the collaborative process of filmmaking. (Documents produced in this course are included as a part of the MFA-DC digital portfolio.)

MDC 651
Digital Cinematography
(Prerequisite: MDC 650)
This two-month online course examines the history of film and digital cinematography, the comparative technical differences of the two methods, and the aesthetic aspects of cinematic practices. Students examine and evaluate cinemagraphic techniques by watching select films and engaging in critical discourse on topics such as lighting, camera movement, camera angles, continuity, cutting, close-ups, and composition. Using digital and 35 mm. still cameras, students also apply cinemagraphic and lighting techniques in controlled studies of digital and film image capabilities. (The results of studies are included as a part of the MFA-DC digital portfolio.)

MDC 652
Digital Video Editing
(Prerequisite: MDC 651)
This is a two-month online course that examines the history, aesthetics and theories of motion picture editing and the technical aspects of digital video editing. Students examine and evaluate editing techniques by watching select films and engaging in critical discourse on topics such as linkage, montage, rhythm, timing and continuity. Using still photographic images, students also apply editing techniques using digital video software to constructing short videos. (Video shorts are included as a part of the MFA-DC digital portfolio.)

MDC 680
Screenwriting
MDC 680 is an intensive writing workshop designed to enable students to complete the first 30 pages of a full-length feature screenplay. It will provide advanced study of the theory and practice of writing fiction material for production on film. (The screenplay excerpt is included as a part of the MFA-DC digital portfolio.)

MDC 683
Directing and Production Management
(Prerequisites: MDC 650, MDC 651, MDC 652, MDC 680)
Directing and Production Management is an onsite course where students receive practical production experience working in production teams. This one-month course is held at a National University Learning Center and must be taken concurrently with MDC 688 and 689. During the month students work in a collaborative environment using professional equipment to gain relevant production skills necessary to direct a digital motion picture. The course covers the pre-production and production aspects of directing as well as the necessary planning and logistical requirements of production management. Documents produced for this course are included as a part of the MFA digital portfolio. (An equipment rental fee applies to this course. For onsite residency details see the program catalog description.)

MDC 688
Digital Cinematography and Production
(Prerequisites: MDC 650, MDC 651, MDC 652, MDC 680)
This intensive, onsite course is a pre-thesis practicum in the art and techniques of digital cinematography. This two-week course is held at a National University Learning Center and must be taken concurrently with MDC 683. Students work in production teams with digital cameras and lighting equipment in a variety of studio and exterior settings. During this course students apply such cinemagraphic techniques as camera movement, camera angles, continuity, and composition to shoot raw footage and make sound recordings that will be edited in the subsequent MDC 689 course. Footage shot during this course is included as a part of the MDC-DC digital portfolio. (An equipment rental fee applies to this course. For onsite residency details see the program catalog description.)

MDC 689
Digital Cinema Post-Production
(Prerequisites: MDC 650, MDC 651, MDC 652, MDC 688)
This is an intensive, onsite pre-thesis practicum course on the postproduction process of digital motion pictures. This two-week course is held at a National University Learning Center and must be taken concurrently with MDC 683. Students construct short motion picture sequences from footage shot in MDC 688 by applying editing and post-production techniques in a postproduction lab using digital video and audio editing software. Edited sequences are included as a part of the MFA-DC digital portfolio. (For onsite residency details see the program catalog description.)

MDC 691
Thesis Production
(Prerequisites: all other core courses in the program)
The MFA in Digital Cinema thesis consists of an original short subject digital motion picture, a critical evaluative summary of that project and the digital portfolio of previous work. While enrolled in this online course, an MFA candidate uses the online course interface, Internet and telephone conferencing to consult with the thesis advisor and plan, develop and create a digital cinema project. To be considered for graduation a candidate must submit the motion picture short, thesis evaluative summary and digital portfolio to a thesis committee within one year of the start of MDC 691. The thesis committee evaluates the digital portfolio and short subject project to determine whether the student has met the requirements for the MFA in Digital Cinema as specified in the program outcomes. (For details see the program catalog description.)

MGT – Management

MGT 400
Ethics in Law, Business, and Management
This course is an exploration of values and ethics in American business utilizing debate and written exercises. It also considers ethical issues arising in the global business environment.

MGT 409C
Principles of Management and Organization
This course is a survey of the theories, techniques, and concepts of management in organizations and the role of the manager in a technologically-oriented society.

MGT 420
Introduction to Total Quality Management in the Context of Management and Leadership
The foundation and orientation course for the TQM certificate program, it surveys the history and development of total quality management within the general context of organizational management theory. It orients students to the philosophy of TQM, the impact of TQM on the management's orientation towards supplier and customer relations, the importance of written communications, the impact of technology in the workplace, and the importance of quantitative analysis in the implementation of TQM/TQL. The class also explores the effect that striving for quality has had on the globalization of markets and the competitive emergence of world-class standards, including the Deming Prize and the Malcolm Baldrige National Quality Award.

MGT 421
TQM Tools of Continuous Process Improvement
(Prerequisite: MTH 210)
A survey of the basic statistical skills and research methods used to analyze organizational systems, topics include levels of data and statistical measurement, analytical approaches to problem solving, Pareto charts, run charts, attribute and variable control charts, flow charts, cause-effect diagrams, is/is not analysis, histograms, and scatter diagrams. Students take a set of data that represent the analysis of an organizational process and apply the appropriate statistical procedure, analyze the results of the procedure, and develop a recommendation based on the analysis.

MGT 422
Team Building, Interpersonal Dynamics, and Empowerment
An overview of the issues of quality applied to human resources management, topics include the

delegation of authority and empowerment, work groups, team building, and employee involvement, reward/recognition programs and employee morale, and the importance of written and oral communication skill in the delegation, sharing, and execution of work. Students gain a clearer understanding of the ways the workplace is changing to improve productivity and profitability.

MGT 423
Organization and Planning for Customer Satisfaction
This course is an examination of (1) the organization and development of TQM teams in both product and service organizations, and (2) the application of continuous process improvement measurements on customer satisfaction in both product and service organizations. It presents the major concepts and approaches to leadership development and strategic planning for TQM. Topics include methods used to determine customer requirements and expectations, meeting customer expectations, setting standards and managing relationships, incorporating customer satisfaction measurements, leadership involvement, quality value creation, promotion of quality, quality strategic planning, and organizational assessment. Students learn how to use the framework of customer satisfaction concepts and measurement methods in the quality management process. They also learn how senior management can create a quality culture within an organization and provide visible guidance to employees.

MGT 424
TQM and Operational Results
An examination of the process of Benchmarking, topics include planning for improved quality on feedback drawn from internal process measures, the role of customer feedback comparisons with similar organizations (benchmarking), using information from suppliers, and supplying information to users. Students learn to benchmark and factor the outcomes with summaries of other data into quality operational planning.

MGT 425
TQM Capstone: Implementing the Quality Process
A capstone course covering the total systems approach to assure quality services and goods, topics include product/service design, quality function deployment, process quality control, continuous improvement methodologies, quality assessment, documentation, quality of business and support services, and supplier quality assurance. Students use real workplace situations to apply all the concepts learned in this program to a TQM project. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

MGT 430
Survey of Global Business
(Prerequisites: ECO 203 and ECO 204)
A study of the accelerating internationalization of all business, this course introduces upper-division undergraduate students to all facets of international business within three broad subject areas: (1) the economic framework of international business, (2) the operating frameworks of multinational corporations, and (3) a framework for global strategic management. It uses case studies to illustrate concepts and methods.

MGT 442
Strategic Business Management
A study of the application of strategic management principles to the development, organization, financing, and operation of a business enterprise, this course integrates and applies skills and knowledge gained in other business courses, especially those in management, marketing, accounting, and finance. To enroll in MGT 442, students must first complete all "Preparation for the Degree" courses and at least four of the courses listed as upper-division BBA requirements.

MGT 451
Production and Operations Management I
A survey of the fundamental concepts of production and operations management, the course covers the use of quantitative methods and computer applications for forecasting, resource allocation, decision theory, capacity planning, project management, inventory management, and quality assurance.

MGT 490
Guided Study
This course is individual study under direction of instructor. It requires prior approval of appropriate academic department.

MGT 600
Ethical Concerns in Business and Management
An analysis of the values, ethics, and ideologies in American business and their applications to current issues in management and business within the contemporary socio-cultural setting, it focuses on corporate behavior and decision making. Through lecture, case study, debate, and readings, students develop an ethical outlook on a wide variety of workplace issues, such as discrimination, toxic wastes, advertising, product safety, and international operations.

MGT 601
Leadership and Ethics
An examination of the leadership imperatives for the new century, this course analyzes current and evolving theories of leadership, individual and group behavior, and organizational theory within the context of the highly competitive global marketplace. It also analyzes the social and ethical responsibilities to organizational stakeholders using ethical decision-making frameworks, applies leadership principles in the management of change, innovation, and diversity, and assesses skills in creative thinking, innovating, and leading a creative work force.

MGT 602
MGT 602S – Spanish Version
Strategic Decision-Making in Global Business
(A capstone course for MBA students. To enroll in MGT 602, MBA students must first complete at least 30 quarter units of the MBA program requirements, other than MGT 610C.)
An in-depth study of general management functions as organizations adapt to the global environment, this course emphasizes environmental characteristics that make strategic management critical to organizational success, including assessment of organizational strengths and weaknesses, identification of opportunities and threats, optimum response to unanticipated events, and strategic analysis in turbulent environments. It also analyzes the sociocultural, political, economic, ethical, technological, and regulatory environments that have an impact on businesses in multicultural settings. The course places special focus on the impact of NAFTA and GATT upon the strategic management of business enterprises. Explores global business opportunities provided through new technologies for both small firms and large corporations.

MGT 610C
MBA Project
A project where students work in teams or as individuals under the guidance of an assigned faculty advisor. Students clarify research topics and identify data sources in preparation for the project. Students then gather data and present their research in both written and oral form to faculty and classmates. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below). MGT 610C is two months in length.

MGT 630
Global Business Environment
An analysis of the global economic, political, and cultural patterns affecting international business, this course provides an overview of international trade theory, the pros and cons of protectionism, the global financial environment, and the role of the multinational corporation. It analyzes international sourcing, marketing, and strategic management for global business.

MGT 635
The Organization Consulting Process
A survey of the history, values, assumptions, methods, and limitations of the organization consulting process, the course discusses both internal and external consulting as well as roles of managers as both consultants and administrators of the consulting process.

MGT 637
Comparative International Management
This course is a study of the impressive gains registered by business in various non-American cultural and geographic settings (e.g., in Europe, Latin America, and Asia). It examines the reasons for these gains, the exportability, if any, of foreign management practices and skills, and the feasibility of adapting and combining different national management styles in the operations of domestic and multinational corporations.

MGT 651
Managing Safety Issues and Regulations
An analysis of current issues manifested by major legislation and the significant health and hygiene regulations faced by health safety managers, the course covers safety program models including workers compensation insurance, fire protection, product liability, and other casualty risks involved in safety and health programs.

MGT 680
Topics in International Business
A graduate seminar in topics of emerging trends and areas of interest in international business, the topics might include marketing and doing business in Eastern Europe, implications and opportunities created by NAFTA, emerging markets for high-tech industries, and the progress of European market integration.

MGT 690
Guided Study
This is individual study under direction of instructor. It requires prior approval of appropriate academic department.

MKT – Marketing

MKT 402A
Marketing Fundamentals
This course is the introduction to contemporary marketing theory and its application in the marketing implementation process. It places special focus on identifying market opportunity, product development, promotion planning, pricing decisions, and channels of distribution.

MKT 420
Principles of Consumer Behavior
(Prerequisite: MKT 402A)
A study of the dynamics of human behavior and how it relates to the purchase decision, the course provides an in-depth view of the many factors that influence the consumer's decision-making process including personality, social groups, culture, values structure, perception, and learning. Course material is related to market strategy development through lecture, case, and field study.

MKT 430
Introduction to Global Marketing
(Prerequisite: MKT 402A)
An introduction to the fundamentals of trade, finance, and investment in the international context, the course discusses the international monetary framework and foreign exchange in detail. It reviews theory and history of international trade, including exporting and importing, regional economic integration, and international marketing.

Course Descriptions

MKT 434
Introduction to Market Research
(Prerequisite: MKT 402A)
A course that gives the student an overview and practical application of contemporary methods for gathering, analyzing, and preparing market research for use in marketing decision making. It focuses on defining organizational information needs and designing appropriate research methods to obtain it. Specific topic areas include qualitative and quantitative research methods, secondary research, internal market intelligence systems, and data analysis.

MKT 440A
Personal Selling
(Prerequisite: MKT 402A)
A survey of the essential principles of salesmanship and selling techniques, the course includes the approach to non-manipulative selling and benefit identification. Also covered is how to identify the right market segment, prospect, and plan for personal selling. It introduces direct selling and provides exercises that enhance the direct selling process.

MKT 441
Channel and Value Networks
(Prerequisite: MKT 402A)
A study of all phases of management skills in the field of physical distribution with emphasis on customer service and international distribution strategies, the course covers distribution strategies for products and services. It pays specific attention to direct distribution (from manufacturing to retail), indirect distribution (agents, independent representatives, and VARs), and direct marketing (fulfillment centers).

MKT 442A
Public Relations
(Prerequisite: MKT 402A)
A discussion of how to plan and implement a public relations campaign, the course examines public relations, publicity, editorials, and relationship with the press. Specifically, it investigates how to prepare and implement public relations campaigns for individuals as well as private and public enterprises, and how to choose and work with public relation firms.

MKT 443
Introduction to Advertising
(Prerequisite: MKT 402A)
An introduction to the principles of Advertising, the course discusses targeting, positioning, and consumer purchasing motivations as necessary tools to designing effective advertising. Students learn how to select and use various advertising media to meet specific marketing problems and opportunities. It examines radio, television, print media, outdoor advertising, and media budgeting in detail.

MKT 445
Direct Marketing Basics
(Prerequisite: MKT 402A)
A survey of direct marketing principles and techniques, this course includes direct mail, catalogs, telemarketing, direct response print and broadcast media, Internet marketing, database marketing, and interactive marketing. It discusses in detail the emerging direct marketing technologies that bring direct marketing out of the back room and into the marketing mainstream.

MKT 446
Introduction to Services
Marketing
(Prerequisite: MKT 402A)
This course examines services marketing as distinct and separate from product marketing. Discussions focus on the theory and practice of designing and developing service market strategies for segmented populations. Emphasis is placed on positioning various types of services through added value and immediate response using technology to communicate effectively in a global market.

MKT 447
Marketing for Entrepreneurs
(Prerequisite: MKT 402A)
A discussion of the strategies and ideas for building a business in the global economy for the entrepreneurial business owner taking a hands on approach to managing a company. This course focuses on innovation and creativity, global thinking, service support, and the importance of the internet in developing marketing strategy in both large and small companies.

MKT 602
Marketing Management
An in-depth examination of marketing environments and the impact marketing activities have on organizational operations in competitive, global, multicultural business settings, the course discusses both domestic and international frameworks of the fundamental marketing functions of product, pricing, distribution, and promotion. It explores and analyzes modern marketing problems and solutions from conceptual, legal, and ethical perspectives. It explains marketing information systems and the use of advanced technologies in marketing decision making.

MKT 620
Consumer Behavior
(Prerequisite: MKT 402A or MKT 602 or EMB 684)
An in-depth study of how psychological, sociological, and cultural variables influence buying behavior and marketing strategy development. It focuses on identifying the relevant behavioral variables in a given product purchase situation and determining how marketing strategy can be adapted to meet the ways in which consumers perceive, select, and buy. It uses advanced cases and a field study project.

MKT 631
MKT 631S – Spanish Version
Global Marketing
(Prerequisite: MKT 402A or MKT 602 or EMB 684)
A study of strategic planning and organizing for international marketing, researching global markets, marketing consumer products, industrial products, and services in the world market, the course explores the international advertising and promotion effort, personal selling and personnel management, pricing, distribution systems, export trade mechanics and logistics, financial requirements for international marketing, and coordinating and controlling global operations. It also discusses the effect of trade agreements on international business.

MKT 633
Sales Management
(Prerequisite: MKT 402A or MKT 602 or EMB 684)
This course is a survey of all facets of sales management, including estimating sales potential and forecasting sales, manning territories, selecting, training, motivating, supervising and compensating the sales force, and interfacing with other company functions. Also covered are typical sales management problems and potential solutions.

MKT 634
Market Research
(Prerequisite: MKT 402A or MKT 602 or EMB 684)
An examination of principles and techniques of market research with emphasis on quantitative applications, this course focuses on defining organizational information needs and designing appropriate research methods to obtain information. It covers qualitative and quantitative research

methodologies, secondary research, internal market intelligence systems, and data analysis.

MKT 635
Advertising Management and Marketing Communications
(Prerequisite: MKT 402A or MKT 602 or EMB 684)
An analysis of marketing communications from business, social, economic, and political perspectives, this course provides an in-depth discussion of advertising and promotion as key tools in marketing new and established products. It examines advertising planning and management, research, creative development, media selection, direct response, and advertising agencies. Emphasis is on new media technologies and the growing use of alternative media in communicating with selected publics.

MKT 670
Selected Topics in Marketing
(Prerequisite: MKT 402A or MKT 602 or EMB 684)
This course that is developed on request from regional centers to serve specific regional educational and business needs. Potentially it covers topics such as telecommunications, computers, health care services, marketing communications, retail management, and/or industrial marketing.

MNS – Management Science

MNS 205
Introduction to Quantitative Methods for Business
An examination of advanced algebra techniques in the business setting, including linear systems, polynomials, exponential and logarithmic functions, as well as introduction to probability and statistics. The primary quantitative course required for MNS 407. (Students who have taken college algebra (MTH 215) within the last three years are exempt from this course.)

MNS 407
Management Science
(Prerequisite: MNS 205)
A survey of the fundamentals of management science. Emphasizes the concepts and mathematical techniques most useful in business and finance.

MNS 601
Statistics for Business
An examination of the increasing complexity of business problem-solving confronting today's managers, this course covers the role statistics and forecasting play in the business decision-making process, as well as the principles and steps involved in planning and conducting business research. Within the context of this course, students propose to study a situation that exists within an organizational setting and identify a faculty research advisor with knowledge in the focus area.

MSM – Multiple Subject Matter

MSM 301
Teaching Elementary Physical Education
A content course covering fundamental movements and movement concepts, fitness and movement forms. Also addresses issues of childhood growth and development, motor learning, nutrition, basic principles of movement and strategies of injury prevention.

MSM 499
Multiple Subject Matter Capstone
(Prerequisites: LIT 342 or SCI 335 or HIS 341)
This capstone course compares and analyzes how knowledge is produced across disciplinary boundaries by integrating the major areas of study in the Multiple Subject Matter program: language and lit-

erature, history and the social sciences, fine and performing arts, and sciences. Students produce a thematic unit that can be used in a particular K-8 curriculum; another course unit helps students prepare for the CSET exam. MSM 499 provides the scaffolding for students to complete the entire summative assessment project for the Multiple Subject Matter program.

MTH – Mathematics

MTH 012A
Beginning Algebra I
First of a two-course sequence covering methods of simplifying formulas and expressions, solving equations and inequalities, operating with exponents, and translating statements to symbols. Calculator use is highly recommended.
(This course is remedial in nature and does not award collegiate credit)

MTH 012B
Beginning Algebra II
Second of a two-course sequence extending skills and logical analysis begun in MTH012A. Course covers rational expressions, linear equations in two variables, algebraic and graphical solutions of systems of equations, scaling and variations, quadratic and rational equations with emphasis on practical applications. Calculator use is highly recommended. (This course is remedial in nature and does not award collegiate credit)

MTH 204
Mathematics for Business and Science
(Prerequisite: MTH 012A & MTH 012B)
A review of basic mathematics principles for business, probability and statistics, physical, natural, and social sciences for non-mathematics majors. This course provides the necessary skills to be successful in MTH210, MTH215, SCI104 & SCI104A, SCI101 & SCI101A, SCI102, SOC100 and SOC260.

MTH 209A
Structure and Concepts of Mathematical Fundamentals I
(Prerequisites: Placement evaluation)
A study of the real number system and its subsystems, ancient and modern numeration systems, problem-solving and simple number theory. Includes teaching materials and discussion of today's professional organizations. This is a content course, not a methods course.

MTH 210
Introduction to Probability and Statistics
(Prerequisites: Placement Evaluation)
An introduction to probability theory. Covers simple probability distributions, conditional probability (Bayes Rule), independence, expected value, binomial distributions, the Central Limit Theorem, hypothesis testing, sampling and analysis of variance. Assignments may utilize the MiniTab software, or text-accompanying course-ware STAT-DISK for DOS PCs. Computers are available at the University's computer lab. Calculator with statistical functions is required.

MTH 214
Modeling of the Environment
(Prerequisites: Placement evaluation)
A course offering a thorough and useful beginning-level understanding of mathematical modeling. Examines diverse applications from the physical, biological, business, social and computer sciences. Teaches how to characterize data, select an appropriate model, solve for model parameters and use the model to predict. Discusses limitations, as well as the capabilities, of models as applied to understanding the real world and its inhabitants. Case studies are chosen to demonstrate useful applications. Graphing calculator is required.

MTH 215
College Algebra and Trigonometry
(Accelerated Course)
(Prerequisite: Placement Evaluation)
A continuation course in intermediate algebra. Examines higher degree polynomials, rational functions, trigonometry and matrix algebra needed for more specialized study in mathematics, computer science, engineering and other related fields. Computer usage is encouraged. This course satisfies computer science prerequisites. Graphing calculator is required.

MTH 216A
College Algebra and Trigonometry I
(Prerequisite: Placement Evaluation)
The first month of a comprehensive two-month treatment of algebra and trigonometry preliminary to more specialized study in mathematics, computer science, business, or other scientific fields requiring advanced mathematics. The course is a continuation of intermediate algebra and covers higher degree polynomials, rational functions transformations and the algebra of functions, matrix algebra and basic arithmetic of complex numbers. Graphing calculator is required.

MTH 216B
College Algebra and Trigonometry II
(Prerequisite: Placement Evaluation)
The second month of a comprehensive two-month treatment of algebra and trigonometry; this course is a continuation of MTH 216A. Topics include trigonometric functions, analytic trigonometry and application, parametric equations, matrix algebra, sequences and series; and applied problems. Graphing calculator is required.

MTH 220
Calculus I
(Cross listed with CST 208B)
(Prerequisite: MTH 215, or placement evaluation)
An introduction to limits and continuity. Examines differentiation and integration concepts with applications to related rates, curve sketching, engineering optimization problems and business applications. The fundamental theorem of calculus is presented with related techniques for numerical approximation. Looks at the ideas and contributions of Newton, Leibniz, Lagrange, Maria Agnesi and Riemann. Graphing calculator is required.

MTH 221
Calculus II
(Prerequisite: MTH 220)
A discussion of differentiation and integration concepts of the natural logarithm, exponential and inverse trigonometric functions and applications to volumes of revolution, work and arc length. Covers improper integrals and highlights ideas and contributions of Natpier, Huygens and Pascal. Graphing calculator is required.

MTH 222
Calculus III
(Prerequisite: MTH 221)
A study of functions of several variables; extrema and Lagrange Multipliers as they apply to today's optimization-problems in engineering, business and ecology; Vector algebra and space geometry; and Kepler's Laws with application to satellite orbital velocity problems and the rendezvous phenomenon. Also examines integrated integrals and applications, the Jacobian transformation. Highlights contributions by Mary Fairfax Somerville, Sonya Kovalevsky, d'Alembert, Laplace and Caroline Herschel. Graphing calculator is required.

MTH 223
Calculus IV
(Prerequisite: MTH 222)
A study of sequences, Taylor Polynomials, infinite

series, tests for convergence and the power series. An overview of ordinary differential equations; the initial-value problem; exactness and integrating factors; and Bernoulli and higher-order equations with forcing functions. Also looks at undetermined coefficients and variation of parameter methodologies; the basis for solution space and applications to mechanical and electrical engineering. Provides an introduction to numerical solutions by Euler, Milne and Runge-Kutta. Highlights ideas and contributions of L'Hopital, Fourier, Srinivasa Ramanujan, Wronski and Sophie Germain. Graphing calculator is required.

MTH 301
Structure and Concepts of Mathematical Fundamentals II
(Prerequisite: MTH 209A)
This continuation of MTH 209A includes concepts of measurement, geometry, probability and statistics, elementary synthetic and Euclidean Geometry. Computer programming in BASIC is introduced. Methods are incorporated whenever possible. However, both MTH 209A and MTH 301 are content/concept courses as prescribed by State regulations, not methods courses. Calculator may be required.

MTH 311
Topics from Geometry
(Prerequisites: MTH 215)
Survey of main concepts of Euclidean geometry with the emphasis on the axiomatic approach, constructions, logic of proof and some ideas from non-Euclidean geometry including historical aspects. A study of axioms of Euclidean Geometry, inference rule, some basic theorems of Euclidean geometry and rigorous proofs. Examines congruence and similarity of triangles, Pythagorean Theorem, the circle, construction of straight edge and compass and geometrical loci problems.

MTH 317
Mathematical Modeling
(Prerequisites: MTH 215 or MTH 216A/B and MTH 210)
A first course in mathematical modeling utilizing a variety of interesting, useful and diverse applications from the physical, biological, business, social and computer sciences. Discusses the limitations, as well as the capabilities, of mathematics as applied to understanding our world and its inhabitants. Teaches problem identification, models of solutions, model implementation, modification and maintenance using a case-study approach. Chooses case studies that are interesting, useful applications. Graphing calculator is required.

MTH 325
Discrete Structures and Logic Design
(Cross listed with CST 206B)
(Prerequisites: MTH 215 or MTH 216A/B)
Discrete mathematics forms the theoretical foundation for much of today's advanced technology in computer systems communications, digital signal processing, neural networks, control systems and information theory. This course studies combinatorics and graph theory. Also analyzes algorithms, logic, circuits, number bases and proofs. Ample applications (graphs, counting problems, Turing machines, codes) examine the ideas of Euler, Boole, Floyd, Warshall, Dijkstra, Church and Turing, Shannon and Bernoulli. Graphing calculator is required.

MTH 410
Computer Technology in the Mathematics Classroom
(Prerequisite: MTH 215 or MTH 216A/B or MTH 209A)
An overview of the use of computer-based technology in mathematics educational environments. Evaluates graphing calculators and computer software such as LOGO, Geometric Supposer, Rocky's

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Boots, LOTUS, function plotters, MU Math, Calculus Pad and DERIVE to determine their value in illuminating concepts in the curriculum. Students compare generic or textbook software versus the process of writing programs. Discusses the impact of fast computations and graphics on the choice of topics in the mathematics curriculum. Addresses equity issues related to usage of computers and labs. Requires access to the National University computer lab.

MTH 411
Number Theory
(Prerequisite: MTH 215 or MTH 216A/B or MTH 209A)
An examination of fundamental concepts of numbers, including divisibility, congruencies, the distribution of primes, Pythagorean triples, the Euclidean Algorithm, the Fundamental Theorem of Arithmetic, Diophantine equations, Goldbach's conjecture and other unsolved problems of number theory. Emphasizes active student involvement in posing and testing conjectures, formulating counter examples, logical arguments and proofs.

MTH 412
History of Mathematics
(Prerequisites: MTH 215, MTH 216A/B, or MTH 209A)
An examination of the history of mathematics. Throughout history, mathematics has changed the way people view the world. This course examines currents in the development of mathematics throughout ancient Egypt, Babylon, China and the Middle East. It studies math's influence on society through the major events of Europe, contemporary developments and some projections into the future, including the women and men who played key roles in evolution. Readings and problems are taken from original as well as secondary sources.

MTH 416
Algebraic Structures
(Prerequisite: MTH 325)
A look at groups, rings and fields, as well as applications of these systems. Discusses equivalence relations, Lagrange's Theorem, homomorphisms, isomorphisms, Cayley's Theorem and quaternions. Also examines error correcting codes and issues of cryptography. Graphing calculator may be required.

MTH 417
Foundations of Geometry
(Prerequisites: MTH 216B and MTH 325)
A discussion of fundamental ideas and processes common to Euclidean and non-Euclidean Geometries, including projective, affine and metric geometry. Examines the interplay between inductive and deductive reasoning and formal and informal proof. Addresses uses in areas such as science (transformations, scaling), art (Escher-type tessellations, projections), architecture (three-dimensional figures) and computer science (fractals, computer-aided design).

MTH 418
Statistical Analysis
(Prerequisites: MTH 210 and MTH 220)
An examination of statistical applications to business, computer science, psychology, education, social sciences and mathematics. Covers fundamental concepts of probability distributions, mathematical models relating independent and dependent random variables, hypothesis testing and experimental design. Study includes fundamental analysis of variance, various distributions and methods of regression, analysis and scaling. Popular software such as SPSS or Minitab may illustrate examples and concrete problems. Graphing calculator is required.

MTH 432
Advanced Calculus
(Prerequisite: MTH 223)
A look at sets, functions and the real numbers as an ordered set. Topics include the Completeness axiom, cardinality and Cantor's Theorem; sequences, subsequences, monitonicity and boundedness; the Bolzano-Weierstrass Theorem, LimSup and LimInf; topology of R1 and R2; open sets and limit points. Also discusses compactness and the Heine-Borel Theorem; the properties of continuous functions, uniform continuity, the mean-value Theorem, inverse functions and differentiability; the Riemann integral and the Lebesgue Measure.

MTH 433
Differential Equations
(Prerequisite: MTH 223)
An analysis of the existence and uniqueness of solutions of ordinary differential equations with initial conditions. Examines linear systems of ordinary differential equations and the geometry of solutions of homogeneous linear ordinary differential equations. Discusses applications to electromechanical systems and the design of control systems. Graphing calculator is required.

MTH 435
Linear Algebra
(Prerequisites: MTH 325 and MTH 220)
An examination of systems of linear equations and matrices, elementary vector-space concepts and geometric interpretations. Discusses finite dimensional vector spaces, linear functions and their matrix representations, determinants, similarity of matrices, inner product, rant, eigenvalues and eigenvectors, canonical form and Gram-Schmidt. Computer software demonstrates computational techniques with larger matrices. Graphing calculator or appropriate software may be required.

MTH 438
Applied Mathematical Modeling
(Prerequisites: MTH 325 and MTH 435)
A capstone course for the B.S. in Mathematics, this course culminates the mathematics major studies and should be taken at or near the end of the program. Addresses important problem areas such as political science, ecology, psychology, sociology, economics, anthropology, business and institutional planning using mathematical techniques from areas such as calculus, geometry, probability and statistics, linear and matrix algebra and linear programming. Discusses principles and methods of constructing, analyzing, interpreting, evaluating and refining models. Compares mathematical models, including analytic and simulation, discrete and continuous and deterministic and stochastic. Graphing calculator is required.

MTH 440
Numerical Analysis
(Prerequisite: MTH 220)
An introduction to numerical computation employed so widely in industry and research. Discusses errors in numerical computation, truncation and discretization and machine storage restrictions. Examines function approximation, roots of nonlinear equations, systems of linear equations, algebraic eigenvalue problems, polynomial interpolation and cubic spline interpolations, quadratures, numerical differentiation, initial and boundary-value problems. May utilize programmed algorithms. Graphing calculator is required.

MTH 441
Abstract Algebra with Applications
(Prerequisite: MTH 416)
This course continues and advances the work done in MTH 416 Algebraic Structures, discussing selected fundamental algebraic structures and their applications to computations. The main concepts of Sylow Theory of finite groups, Galois Theory, Lattices Theory, Coding Theory and Cryptography, Boolean Algebra and Switching Theory are devel-

oped. Finite permutation groups (Cayley's Theorem) and their applications in science and arts are studied.

MTH 442
Functions of Complex Variables and its Applications
(Prerequisite: MTH 416)
This course is a study of functions of complex variables and their applications to other mathematics branches, sciences, and engineering. The following topics will be examined: the complex plane, analytic functions, integration and Cauchy's Theorem, sequences and series, residue calculus, Fourier and Laplace transforms, and applications.

MTH 450A
Mathematics Project Course I
(Prerequisites: Completion of Mathematics Core for B.S. in Mathematics and interview with Department Chair)
The project courses are not independent study. They are directed student team projects or internships in mathematics. Requires utilization of previously acquired skills and knowledge to complete the project. Students can select project topics from industry, government, business, education, or research.

MTH 460
Problem Solving Strategies
(Prerequisites: MTH 416 and MTH 417)
Students will learn about the science and art of problem solving. The course will develop student's abilities to solve mathematics problems. The aim in the course is not to impart any specific body of knowledge, but rather to foster the students' under-standing that mathematics is a science of identifying, solving problems and generalizing. the course helps prospective mathematics teachers to acquire their professional skills in the teaching of mathematics in secondary school to teach and assess problem solving. The survey of most famous math problems will be given. Most popular problems from the secondary school mathematics course will be considered. The course includes the description of main approaches to solving standard and challenge math problems. Students will learn strategies most widely used: pattern recognition, working backwards, guess and test, experimentation or simulation, reduction expansion, organized listing and exhaustive listing, logical deduction, mathematics induction, divide and conquer, writing equations, producing fruitful sketches.

MTH 461
Methods of Teaching Mathematics
(Prerequisites MTH 307, MTH 325, MTH 412, MTH 460)
Designed as a critical inquiry into present-day tendencies in teaching mathematics in order to help prospective mathematics teachers to acquire their professional skills in the teaching of mathematics in secondary school. Fundamental concepts of mathematics teaching, main teaching strategies, methods and forms of organization of students learning, survey of concepts of basic mathematics, algebra, geometry, trigonometry, functions, discrete mathematics, probability, statistics, beginning calculus will be studied. Effective approaches to the teaching of main mathematics will be discussed. Graphics calculators, computer mathematics learning and tutorial software, different kinds of manipulation and their used in classroom also will be considered.

MTH 490
Guided Study
(1.5-4.5 quarter units)
Individual study under direction of a faculty member. Requires prior approval of appropriate academic department and school dean. Requests should be made well in advance.

MUL – Multimedia

MUL 310
Introduction to Video Gaming
(Prerequisite: ENG 100/101 and COM 100 or COM 200)
An overview of video gaming and its applications: the current soft- and hardware tools used to build and deliver video games; the history and evolution of the field; and its social and ethical implications. Students learn the fundamentals of how a video game is created from its inception to release and become familiar with the roles of programmers, designers, artists, and writers in developing the product. Includes an overview of the basics of mathematics and physics used in video game development, as well as the computer languages appropriate for the various game genres: action, role-playing, adventure, simulation, etc.

MUL 315
Video Game Design
(Prerequisite: MUL 310)
An in-depth review of video game development, with emphasis on game design theory and practice. Students learn from fundamental principles and strategies of game design to transform a story or game vision into a virtual environment prototype that integrates player activity, interface, and graphics. They become familiar with basic algorithms that control interactivity and representation, and learn about the various tools available to designers, such as prototyping software and game engines. Software instructions is in Anark and Genesis3D.

MUL 318
Video Game Production
(Prerequisite: MUL 315)
A survey course in the fundamental principles and strategies of video game production. Students assume the role of producer, as they learn game assembly, project management and tracking. The course introduces the challenges posed by the ever changing technologies used to make and deliver video games, and students become familiar with the many different game engines available to developers. Software instruction is in Anark, Genesis3D, MS Project, and Concurrent Version System/Revision Control System (CVS/RCS). Taken concurrently with MUL 318A.

MUL 318A
Video Game Production Lab
(Prerequisite: MUL 315)
This laboratory course provides students with an opportunity to use tools and methods of video game production. While not intended to be an extensive and comprehensive course on the game production process, the lab introduces the student to the basic tools while providing hands-on experience on how they are used to produce the final product. This will include teaching the student the fundamental parts of video game engine and providing examples of how the professional community makes modifications to these engines to achieve specific objectives. The student will also use tracking software during game production. Software instruction is in Anark, Genesis3D, MS Project, and Concurrent Version System/Revision Control System (CVS/RCS). Taken concurrently with MUL 318.

MUL 325
Psychology of Games
(Prerequisite: PSY 100)
An overview of the psychological aspects of game playing, with particular emphasis on video gaming. The course presents the historical foundations of research into human play activity, as well as current research into video gaming and its impact on individuals and society. Students learn about the interaction between people and video games in terms of individual sensory response, personality,

and social behavior. Covers human-computer interaction issues specific to video gaming, such as cognitive processing, reaction time, idiosyncratic navigation, and non-traditional interface design. Topics include motivation, addiction, fantasy escapism, conflict, aggression, reward, player prestige, and alienation.

MUL 330
Communication Tools
(Prerequisites: ENG 100/101 and COM 100)
An overview of digital communication tools and techniques used in today's workplace, as well as an introduction to message design and the social and ethical responsibilities attending the digital communication field. Through intensive practice, students learn how to write for various business purposes, such as analytical, descriptive, procedural, summative and technical. They learn copy editing and formatting techniques in conjunction with traditional and online research skills. Software instruction includes MS Word, PowerPoint, Internet browsers, compression utilities and FTP programs.

MUL 331
Principles of Graphic Design
(Prerequisites: ENG 100/101 and COM 100)
A hands-on introduction to the principles and techniques of graphic design for print and digital media that covers print vs. digital production; resolution and size considerations; vector vs. raster formats; color theory and layout principles; typography; file formats, output and management. Software instruction is in Adobe Photoshop.

MUL 332
Electronic Design and Layout
(Prerequisites: ENG 100/101 and COM 100)
An introduction to layout design for print and Web publishing that covers typography, layout theory, prepress production methods and project management. Emphasizes practical development techniques to produce digital visual images efficiently. Software instruction is in Adobe Illustrator.

MUL 335
Desktop Publishing
(Prerequisite: MUL 332)
This course covers the stages of publishing in print media from the inception of a project through to the distribution of a finished product. It provides students with the opportunity to put their theoretical and classroom knowledge to practical use in the design, creation and printing of a project. Topics include: typography, layout theory, prepress production and project management. Students learn through intensive practice layout techniques for digital and print delivery. Software instruction is in QuarkXPress.

MUL 336
2-D Graphic Imaging
(Prerequisites: MUL 331 and MUL 332)
An intermediate course in computer-aided photographic manipulation and the merging of vector and raster graphic files used in web authoring and print design. Students produce images in a variety of digital formats, applying aesthetic and composition design principles. Covers technological limitations of Internet graphics. Software instruction is in Adobe Photoshop and Illustrator.

MUL 340
Principles of Web Design
(Prerequisites: ENG 100/101 and COM 100)
Introduces the terminology, history and evolution of web design and the use of hypertext. Provides an overview of effective web page design and efficient site architecture. Covers content development, navigation and usability. Software instruction is in Dreamweaver. Certified Internet Webmaster CIW curriculum included,

MUL 350
Web Presentation
(Prerequisites: MUL 332 and MUL 340)
Provides a hands-on introduction to the basics of Web presentation. Students apply aesthetic and usability criteria to produce Web presentations, "movies" and other animated components for placement into websites. Covers technological constraints of Web presentation and animation, appropriate uses of motion in a Web page and digital asset management for optimal delivery of animated content. Software instruction is in Macromedia Flash.

MUL 360
Digital Audio and Video
(Prerequisites: ENG 100/101 and COM 100)
Provides a hands-on introduction to the basics of digital audio and video. Students produce and edit a/v clips and apply aesthetic and usability criteria to their placement in websites and CD-ROM presentations. Covers technological constraints of video and sound files; appropriate uses of sound and video to enhance message delivery; and the management of digital assets for optimal delivery of media. Software instruction is in Adobe Premiere, Sonic Foundry Sound Forge and Acid Pro.

MUL 370
Digital Interactivity
(Prerequisites: MUL 332 or MUL 336)
Provides a hands-on introduction to the basics of Web interactivity and its potential for e-business, entertainment and education. Students apply aesthetic and usability criteria to visual, textual and aural components integrated into interactive presentations, games and instructional media. Covers technological constraints of Web delivery, interactive design and composition and media integration techniques. Software instruction is in Macromedia Director.

MUL 380
3-D Modeling and Rendering
(Prerequisites: ENG 100/101 and COM 100)
Provides a hands-on introduction to the basics of 3-D graphics in still and animated formats. Students produce basic 3D elements and apply aesthetic and usability criteria to their placement in digital and print media applications. Covers technological constraints of 3D applications; appropriate uses of still and motion 3D elements to enhance message delivery; and the management of digital assets for optimal delivery of media. Software instruction is in 3-D Studio Max.

MUL 385
Video Game Animation
(Prerequisite: MUL 380)
Provides a hands-on introduction to the basics of 3D and character animation for video game development. Students produce basic 3D environments and animation, as well as animated characters for use in video games and simulations. They apply aesthetic and usability criteria specific to video games. The course covers technological constraints of 3D and character animation; appropriate uses of animated 3D characters and elements to enhance game message delivery and interactivity; and the management of digital assets for optimal delivery of media. Software instruction is in 3D Studio Max.

MUL 410
Authoring Corporate Training I
(Prerequisites: ENG 100/101 and COM 100)
Provides an introduction to instructional design for corporate training through e-learning and multimedia. Students evaluate digital training packages according to instructional design theory and learn multimedia authoring skills to apply to instructional modules they produce. Covers learning theories, authoring tools, multimedia development and usability criteria applied to instructional

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media. Software instruction is in Macromedia Authorware.

MUL 411
Authoring Corporate Training II
(Prerequisite: MUL 410)
Provides an overview of advanced techniques of instructional design and development for corporate training through e-learning and multimedia. Students develop and conduct in-depth needs assessment procedures to determine instructional content and delivery style of digital training modules they produce—organizing, editing and programming content for Web and CD-ROM delivery. Covers project management, message design and usability testing for performance. Software instruction is in Macromedia Authorware.

MUL 420
Multimedia Arts Portfolio Project
(Prerequisites: All Multimedia Arts Core Courses)
In this two-month capstone course, students assemble a portfolio of their best work from previous Multimedia Arts courses and edit and/or improve those pieces. Suitable to show a prospective employer, the portfolio will include digital presentations—graphics, websites and animations—and printed samples, as well as multimedia documentation, such as creative briefs, proposals, flow charts, executive summaries and descriptive critiques.

MUL 430
Advanced 2-D Imaging
(Prerequisite: MUL 336)
An advanced course in computer-aided graphic manipulations as used in Web authoring. Students produce images in Web-standard formats, applying aesthetic and composition design principles. Covers strategies to overcome technological limitations of intent graphics; software add-ons and extensions to aid graphic design; and digital design project management theory and practice to produce graphics efficiently. Software instruction is in Adobe Photoshop.

MUL 440
Multimedia Design for the Web
(Prerequisite: MUL 340)
Intermediate Web page authoring and site design. Students compile graphics, animation and text to produce sites that demonstrate e-business, entertainment and distance education uses of the Internet. Students apply aesthetic and usability criteria to websites developed according to industry practice. Software instruction is in Macromedia Dreamweaver.

MUL 445
Management of Web Projects
(Prerequisite: MUL 440)
Advanced course in managing the development of Web-based products. Students use project management tools as they produce websites for e-business, entertainment and distance education. Covers product life cycle planning, risk analysis and client-oriented rapid development. Software instruction is in MS Project, Excel and Word.

MUL 450
Advanced Web Presentation
(Prerequisites: MUL 350 and MUL 340)
Provides hands-on training in advanced Web presentation techniques. Students learn media integration techniques for quick-loading websites that use streaming vector animation and sound. Covers conceptual approaches to building interactivity into Web presentations; advanced usability testing for user satisfaction; and digital asset management theory and practice. Software instruction is in Macromedia Flash.

MUL 460
Advanced Digital Audio and Video
(Prerequisite: MUL 360)
Advanced digital audio and video production techniques. Students write scripts, create storyboards and program a/v clips for business, entertainment and educational purposes. Covers advanced Web casting techniques and strategies to overcome technological limitations of Web video and sound. Software instruction is in Sonic Foundry Sound Forge, Adobe Premiere and Terran Media Cleaner.

MUL 470
Interactive Multimedia
(Prerequisite: MUL 370)
Provides hands-on training in the production of interactive products for e-business, entertainment and education. Students conduct needs assessments for a variety of potential interactive presentations, games and instructional media and apply project management skills to a product they produce. Covers strategies to overcome the technological constraints of Web and CD-ROM delivery; interactive design theory and practice; needs assessment procedures; and methods of project management. Software instruction is in Macromedia Director.

MUL 471
Advanced Interactivity for 3-D
(Prerequisite: MUL 470)
Provides advanced training in the production of interactive products using 3-D for e-business, entertainment and education. Students conduct extensive reviews of interactive presentations, games and instructional media and apply lessons learned to programming 3-D models in interactive environments. Covers advanced techniques to overcome the technological constraints of Web and CD-ROM delivery; interactive 3-D design theory and practice; and methods of project management. Software instruction is in Macromedia Director.

MUL 480
3-D Animation
(Prerequisite: MUL 380)
Provides a hands-on introduction to the basics of 3D animation. Students produce basic 3D animation and apply aesthetic and usability criteria for appropriate and effective use. Covers technological constraints of 3-D animation; appropriate uses of animated 3-D elements to enhance message delivery; and the management of digital assets for optimal delivery of media. Software instruction is in 3D Studio Max.

MUL 481
Character Animation
(Prerequisite: MUL 480)
Provides a hands-on introduction to the basics of 3-D character animation. Students produce basic 3-D character animation and apply aesthetic and usability criteria for appropriate and effective use. Covers technological constraints of 3-D character animation; appropriate uses of animated 3-D characters to enhance message deliver; and the management of digital assets for optimal delivery of media. Software instruction is in 3-D Studio Max.

MUS – Music

MUS 100
Fundamentals of Music
An examination of the basic structure of Western music, musical styles, form, different periods and their chief representatives and the dynamics of musical expression and appreciation. Introduces students to the music of many cultures and to various techniques of creating compositions.

MUS 100A
Fundamentals of Music: Creation and Performance
(Prerequisite: MUS 100)
A hands-on laboratory course. Students devote workshop time to creation and performance of music.

MUS 326
Survey of American Music History
A survey of the evolution of American music from the Colonial period to the present. Emphasizes political, social and economic developments as related to the evolution of American music. Styles of music may include colonial hymns and psalters, American Indian music, African slave music, minstrel/sentimental songs, spirituals, folk/country music, brass bands, ragtime, jazz, blues and contemporary music.

MUS 327
World Music +
(Prerequisites: ENG 100/101)
An exploration of musical traditions and techniques in a variety of contexts, including China, Japan, India, Bali, Ethiopia, Iran, the Arabic Near East and South America. Broadens students' cultural understanding of music.

NSG – Nursing

NSG 211
Health Assessment
(Prerequisite: admission to nursing program and completion of required general education preparation with a minimum GPA 2.75)

NSG 200
Foundations of Nursing Practice
(Prerequisite: C or better in NSG 211)

NSG 200A
Foundations of Nursing Practice Clinical Laboratory
(Prerequisite: C or better in NSG 211

NSG 205
Nursing Process I: Medical-Surgical Nursing
(Prerequisite: C or better in NSG 200 and Pass 200A)

NSG 205A
Nursing Process I: Medical-Surgical Nursing Clinical Laboratory
(Prerequisite: C or better in NSG 200 and Pass 200A)

NSG 300
Making the Transition to the Role of the Professional Nurse
An exploration of the role of the professional nurse for the independent duty corpsman (IDC). Compares the role of the professional nurse with other health care roles. Focuses on nursing assessment, nursing diagnosis, nursing intervention and evaluation. Includes a required clinical practicum.

NSG 301
Practicing the Role of the Professional Nurse
An overview of the practicing role of the professional nurse. Focuses on assuming responsibility for the nursing care of complex clients in an acute care setting. Includes a required clinical practicum.

NSG 310
Professional Nursing Values
An introduction to fundamental values as a foundation for professional nursing practice. This course provides registered nurses with an understanding of key components necessary for demonstration of professional value-based behaviors. The concept of caring will be examined through the

values of altruism, autonomy, human dignity, integrity and social justice.

NSG 311
Health Assessment
Holistic health assessment as the basis for nursing intervention and practice. Interviewing skills, health history, physical examination, cultural variations and laboratory and diagnostic procedures throughout the lifespan of clients.

NSG 314
Nursing Process II: Child-Bearing Family Nursing
(Prerequisite: C or better in NSG 205 and Pass 205A)

NSG 314A
Nursing Process II: Child-Bearing Family Nursing Clinical Laboratory
(Prerequisite: C or better in NSG 205 and Pass 205A)

NSG 315
Nursing Process III: Pediatric Nursing**
(Prerequisite: C or better in NSG 314 and Pass 314A)

NSG 315A
Nursing Process III: Pediatric Nursing Clinical Laboratory
(Prerequisite: C or better in NSG 314 and Pass 314A)

NSG 320
Nursing Process IV: Medical-Surgical Nursing II
(Prerequisite: C or better in NSG 315 and Pass 315A)

NSG 320A
Nursing Process IV: Medical-Surgical Nursing II Clinical Laboratory
(Prerequisite: C or better in NSG 315 and Pass 315A)

NSG 322
Introduction to Biomedical Statistics
An introduction to statistical procedures commonly used in the analysis of nursing research data. Teaches the utilization of computers and statistical software in the analysis of data.

NSG 325
Nursing Process V: Psychosocial Nursing**
(Prerequisite: C or better in NSG 320 and Pass 320A)

NSG 325A
Nursing Process V: Psychosocial Nursing Clinical Laboratory
(Prerequisite: C or better in NSG 320 and Pass 320A)

NSG 340
Nursing Role Transitions: Introductory Nursing Management and Leadership (1.5 quarter units)
(Prerequisite: C or better in NSG 325 and Pass 325A)

NSG 340A
Nursing Role Transitions: Introductory Nursing Management and Leadership Clinical Laboratory
(Prerequisite: C or better in NSG 325 and Pass 325A)

NSG 400
Theory Based Nursing:
Introduction to Transcultural Nursing
A study of Leininger's theory of culture care diversity and universality. Focuses on strategies for assessing and intervening with sensitivity to differences in patients from many cultures. Develops a theoretical framework for practice that is sensitive to culturally diverse individuals.

NSG 401
Model Based Practice:
Exploring Conceptual Frameworks
A survey comparing and contrasting nursing conceptual frameworks. Explores different worldviews inherent in paradigms and the impact on nursing

practice. Includes simulated application of selected frameworks to nursing practice.

NSG 402
Knowledge-Based Practice:
Linking Scholarship to Professional Practice
An application of nursing knowledge to the practice of professional nursing. Emphasizes the link between knowledge development, evolving nursing care standards and regulation of nursing practice. Develops clinical standards, care pathways and guidelines.

NSG 403
Theoretical Models and Conceptual Frameworks as a Basis for Nursing Practice

NSG 404
Pharmacology for Nurses

NSG 410
Nursing in the Community: Population-Focused Practice
(Prerequisites: NSG 400, NSG 401, NSG 402 and NSG 411)
A study of community health nursing concepts as they apply to the health of individuals. Explores the nursing care of individuals in the community using primary, secondary and tertiary models of therapeutic intervention. This course includes a required clinical practicum.

NSG 411
Nursing in the Community: Frameworks for Practice
(Prerequisites: NSG 400, NSG 401, NSG 402 and NSG 412)
A study of providing nursing care to families in the community. Explores nursing care using primary, secondary and tertiary models of intervention. This course includes a required clinical practicum.

NSG 412
Nursing in the Community: Health Care Delivery
(Prerequisites: NSG 400, NSG 401 and NSG 402)
A study of community health nursing concepts as they apply to the health of groups and the community at large. Explores nursing care using primary, secondary and tertiary models of intervention. This course includes a required clinical practicum.

NSG 420
Introduction to Quantitative Research
(Prerequisites: NSG 400, NSG 401, NSG 402 and MTH 210 or NSG 322)
A study of quantitative research in nursing. Evaluates current research using descriptive, correlational and experimental designs. Critiques pertinent research for use in nursing practice.

NSG 421
Introduction to Qualitative Research
(Prerequisites: NSG 400, NSG 401, NSG 402 and MTH 210 or NSG 322)
A study of qualitative research in nursing. Evaluates current research using selected qualitative methods. Critiques pertinent research for use in nursing practice.

NSG 422
Introduction to Nursing Research

NSG 429
Health Economics
An economic approach to the study of health care services provision. Illustrates the usefulness of economic and strategic analysis to the study of public policy issues in health care.

NSG 430
Case Management and Patient Care Management
(Prerequisites: NSG 400, NSG 401 and NSG 402)
An exploration of the changes in patterns of nursing care delivery and management of delivery systems. Emphasizes leadership and skills required for a leader. Examines management decisions using decision making theory. This course includes a required clinical practicum.

NSG 431
Health Service Systems Management
(Prerequisites: NSG 400, NSG 401, NSG 402 and NSG 430)
An exploration of decision-making, hospital information systems and the organizational climate of a selected health-care delivery system. Helps develop a broad understanding of the complexity of health care management. This course includes a required clinical practicum.

NSG 433
Nursing Leadership and Management
(Prerequisite: Completion of all 300-level nursing courses)

NSG 433A
Nursing Leadership and Management Clinical Laboratory
 (1.5 quarter units)
(Prerequisite: Completion of all 300-level nursing courses)

NSG 440
Issues in Professional Nursing
(Prerequisites: NSG 400, NSG 401 and NSG 402)
A capstone course that explores the historical roots and current catalysts of complex issues of nursing education, practice and scholarship. Also analyzes multiple interpretations of selected issues and strategies for resolving issues.

ODV – Organizational Development

ODV 410
Organizational Development, Career Systems, and Training and Development
(Prerequisite: HRM 409B)
A survey of organizational development, career systems, and training and development practices. The course explores and defines the origin and interrelationship of the three areas under the auspice of Human Resource Development. The exploration examines these areas as they relate to helping practitioners achieve organizational goals and increase effectiveness. Students learn about both theory and practice as it relates to their ability to assist individuals while seeking greater consonance between individual, group, and organizational change and growth.

ODV 420
Introduction to Organizational Behavior
(Prerequisite: HRM 409B)
An introduction to the impact that individuals, groups, and structure have on behavior within organizations for the purpose of applying such knowledge toward improving an organizations effectiveness. The course will focus on work-related behavior with an emphasis on individual and group performance as it relates to organizational productivity and processes. A central theme will be the development of "people" skills to help all employees- staff, front-line supervision, and management- improve their effectiveness.

ODV 600
Theory and Practice of Organizational Development
The course overviews how, why, and when to integrate the behavioral sciences with human resource management principles to increase individual and organizational effectiveness. Students will analyze,

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evaluate, and design relevant theories as they relate to practical application in the workplace.

ODV 601
Integrating Performance Management, Technology, and Organizational Communication
This course examines and assesses how technology can best be integrated into and utilized in the workplace to maximize human performance. Implications for information management and organizational communication are investigated and classified. A key aspect is how the two components are impacted by organizational communication. It examines current trends in enterprise-wide technology solutions, specifically as they relate to HRM and OD, implementation of technology, productivity as it relates to use and misuse, and how it facilitates change in human performance and organizational growth.

ODV 606
Seminar in Training and Development
Employee development is the responsibility of the line manager, the human resources professional, and the employee. This course provides essential managerial-level comprehension of training theory and its practical applications in the business and management environment. Students learn the functions and duties of training: trainer/developer, the identification and assessment of training needs, program design and development, selection of delivery methods and means of instruction, the implementation of training programs, and evaluation. The course integrates training and development, organizational development and career development, critical components of Human Resource Development.

ODV 608
Research Seminar in Current Issues/Trends in Applied Organizational Development
This course is focused on a selected combination of published empirical research and current issues in organizational development interventions and strategies. Articles for discussion will be drawn from journals and popular press in several fields, including economics, the behavioral sciences, management science, business administration, and elsewhere as they relate to the practice of organizational development interventions and techniques. Faculty will guide students through written review of research and current practices, and seminar discussions in order assist the HRM and ODV Professional in their service as a change agent to company management.

ODV 610
Advanced Studies in Organizational Behavior in a Diverse Society
An in-depth review of current organizational behavior issues in the areas of workforce planning and performance management is covered as it relates to employee diversity. Using case studies, the course provides an integrated perspective of theory and practical aspects of interpersonal and group communication, organizational structures and system, and employee performance in the diverse workplace.

PAD – Public Administration

PAD 620
Foundations of Public Administration
A general survey course covering the role of the public sector manager in American society today. Studies current issues and leading concepts in the field of non-profit management.

PAD 622
Seminar in Urban Affairs
An examination of influences affecting decisions in the urban political arena. Covers segments of the community that impact the decision-making process (i.e., employee groups, labor influences, community groups, media and other special interests). Examines the relationship between intergovernmental agencies.

PAD 626
Public Personnel Policy
An examination of the important aspects of personnel management in government, including civil service procedures, affirmative action, employee motivation and organizational development.

PAD 627
Quantitative Methods in Public Administration
A practical study of graphical methods and statistical procedures specifically aimed at presenting, interpreting and solving problems related to public administration. (This course cannot be substituted where MS 601 is required.)

PAD 630
Government Community Relations
An exploration of how to communicate with citizens in a positive and helpful fashion. Discusses how to interact with community groups and the press and how to promote public understanding of and support for, government activities.

PAD 631
Urban Planning and Redevelopment
An examination of historical development of urban planning practices and concepts, general plans and their elements in the urban community. Also discusses the use of technology in planning. Students must complete a minimum of five Public Administration courses prior to taking this course.

PAD 632
Financial Management and Grant Administration
An exploration of current governmental fiscal management techniques and issues. Examines various types of financial and technical assistance to quasi-governmental and non-profit management organizations.

PAD 633
Media Relations
A study of the process for developing a strategy and designing a plan of action for working with the media. Discusses approaches for generating publicity, enhancing fundraising, building membership, developing relationships, changing public policy and handling crises. Focuses on the needs of society and strategic communications plans that promote social and public policy change.

PAD 640
Public Finance
An overview of the fundamental microeconomic analysis of policy issues in public finance, emphasizing taxation. Major topics include public good and externalities, tax incidence and equity and fiscal federalism.

PAD 641
Local Government Budgeting
A comprehensive, straightforward look at local government budgeting. Topics deal with include the advantages and disadvantages of various approaches to revenue projection, the collection and review of departmental proposals, the development of capital budgeting policy and other budgeting tasks. Also considered are budget implementation, accounting and financial reporting. A variety of methods for maintaining budgetary balance, preventing overspending and dealing with contingencies are presented and discussed.

PAD 642
Seminar in Public-Private Financing Partnerships
An examination of financing partnerships between private businesses and public agencies such as school districts, college and university institutions and city and state governments. The course focuses on the design and construction of needed public facilities and the sponsoring of commercial redevelopment projects. Case studies provide detailed coverage of the complex process involve in taking a real estate project from conceptualization through construction.

PAD 643
Bargaining and Negotiation in the Public Sector
An analysis of bargaining and negotiation principles and practices in the public sector. The course focuses on the financial issues of contract negotiations and labor relations. Case studies, simulation exercises, research projects and group discussions complement the presentation of theory and practical experience in developing effective negotiation skills.

PED – School Psychology

PED 604
Orientation and Field Experience in School Psychology
An exploration of the field of School Psychology and its suitability as a personal career choice. Emphasis is on an understanding of the multiple roles of school psychologists that includes counseling, coordination and collaboration. Field experiences, using interviews and observations, will give students insight into their future vocations. Emphasis is placed on oral and written communication, and observational skills. Practicum experience is required.

PED 637
School Psychology Action Research
(Prerequisite: ILD 680)
This course is designed to provide the knowledge and skills required to understand, interpret, generate and evaluate research relevant to school psychology. The work of the school psychologist will be emphasized throughout the course as students produce a major action research and writing project.This course will include relevant aspects of professional writing while remaining focused on the practical needs of educators who wish to join the larger professional community in their field of specialty. Maximum length of time is 12 months. (Note. Grading is gy H (honors), S (satisfactory), or U (unsatisfactory). Class size is 5.

PED 665
Test and Measurements
(Prerequisite: PED 604)
Covers concepts of validity, reliability, norms, item analysis, and standardization; selection, administration, and interpretation of published psychological and educational tests; development of measurable goals by decision makers for various evaluation purpose, and the development and /or selection of tests, and collection of data.

PED 666
Graduate Seminar in Human Neuropsychology
(Prerequisite: PED 604)
Explores the theories and analysis of brain function, structure, and brain behavior relationships.

PED 667
Behavior Pathology in the Schools
(Prerequisite: PED 604)
Examines the developmental, biological, psychosocial, and cultural variables in the etiology of behavioral disorders. Students will become familiar with characteristics, classification and diagnosis of behavioral disorders that are encountered in school settings.

PED 668A
Behavioral Research: Design and Analysis
(Prerequisite: Advancement to Candidacy, PED 667 and PED 670)
Focuses on behavioral principles and their applications to diverse populations. Students will investigate the philosophy of behaviorism, experimental and applied behavior analysis.

PED 668B
Basic Behavioral Analytic Principles
(Prerequisite: Advancement to Candidacy and PED 668A)
Provides a philosophy of behaviorism as well as experimental and applied behavior analysis. This class is a continuation of 668A and continues to focus on behavioral principles and the applications to diverse populations.

PED669A
Advanced Applied Behavior Anaylsis: Application of Behavioral Principles in School Settings
(Prerequisite: Advancement to Candidacy, PED 668A and PED 668B)
Examines functional assessment procedures. Emphasis is placed on providing students with an understanding of both procedural and conceptual issues surrounding intervention for children with severe behavior problems following functional assessments.

PED669B
Advanced Applied Behavior Analysis: Application of Behavioral Principles in the Technology of Teaching
(Prerequisites: PED 668A, PED 668B and PED 669A)
Examines advanced issues related to designing and evaluating behavioral assessment and instructional interventions in school and educational systems. Students will examine assessment instruments developed to support functional academic assessments.

PED 670
Social Psychology in Educational Settings
(Prerequisite: Advancement to Candidacy and PED 668B)
Focuses on how individuals are affected by, an in turn affect social processes. Topics include social cognition; social influences on beliefs, attitudes, and identity; conformity and persuasion; culture and gender; small group influences and processes; prejudice, aggression and conflict; interpersonal attraction and love. Application of relevant theory and research to educational concern and settings is made.

PED 671
Assessment of Cognitive Abilities
(Prerequisites: Advancement to Candidacy PED 670, PED 680, PED 683, PED 668A, PED 668B.)
Intensive practice in administration, interpretation and communication of results of assessment for metal ability. Emphasis is placed on the many aspects of interviewing, behavioral observation, interpretation, and integrating results into case studies.

PED 672
Advanced Psycho-educational Assessment
(Prerequisite: PED 671)
Introduces students to the administration, interpretation, and communication of psycho-educational tests. Emphasis is placed on assessing the visual, auditory, language and sensory disorders. Focus is on achievement and process measures, as well as the development of curriculum-based assessment. Focus will be placed on interviewing and behavioral observation.

PED 674
Preschool / Low Incidence Assessment
(Prerequisite: PED 673)
Emphasizes eligibility for special education that includes assessment of preschool children, diagnosis of disabling conditions, recommendations for remedial techniques and IEP development. The course is also designed to provide an introduction to the assessment of low incidence populations. Exceptionalities explored include Visually Impaired, Deaf and Hard of Hearing, Autistic

Spectrum Disorders, Physically Impaired, Traumatic Brain Injured and Dual Sensory Impaired.

PED 675
Alternative Assessment for Multicultural Populations
(Prerequisite: PED 674)
This is an advanced course that focuses on selection, educational implications, use of alternative assessment techniques, eligibility for special education, diagnosis of disabling conditions, recommendations for remedial techniques and IEP development. Students will discuss the role of primary language and soci-cultural variables on cognitive/educational development, the implications of psycho-educational assessment on least restrictive placement and integrating assessment materials for the purpose of writing psychological test reports.

PED 678
Practicum in School Psychology
(Prerequisites: PED 671,PED 672, PED 673, PED 674, and PED 675)
The purpose of the school-based practicum is to provide students with an orientation to school and community professional as well as to clarify the role of the school psychologist. The student will have the opportunity to observe school psychologists conduct psycho-educational assessments, develop behavioral interventions, participate in child study team meetings, and provide feedback to parents. Students are expected to gain experience working with children in a multitude of settings, including preschool, elementary, middle and senior high school as well as special education centers. Students are placed in a school setting and attend a university-based seminar.

PED 680
Roles, Issues and Ethics in School Psychology
(Prerequisite: Advancement to Candidacy)
Introduction to professional, ethical, legal, theoretical,and practical aspects of School Psychology. Students will examine the roles and responsibilities of school psychologists, professional organizations, and associations. Historical and social context along with emerging professional issues and directions are included. National Standards and ethical guidelines for practice are examined.

PED 683
Wellness Advocacy and Interventions through Program Evaluation
(Prerequisites: Advancement to Candidacy PED 680)
Provides an overview of current empirically-based programs addressing student needs such as reading difficulties, school safety, anger management and self-mutilative behavior reduction. Includes evaluation of site or district wellness and academic interventions.

PED 685
Best Practices Seminar in School Psychology
(Prerequisites: A record of a passing score on the CBEST and approval of internship site Placement Specialist. students mush have completed all program prerequisites, completion of PED coursework, 450 hours of practicum and have permission of the faculty advisor)
Students will review the knowledge, skills, and standards of the graduate program in school psychology in final preparation for their employment as professional school psychologists. Student will prepare for the ETS Praxis examination, complete their program portfolios, and present their school project as part of this course.

PED 687
School Psychology Internship I
PED 688
School Psychology Internship II
PED 689
School Psychology Internship III

PED 690
School Psychology Internship IV
(Prerequisites: students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor)
Students are placed in a school setting and expected to perform a variety of school psychology related activities for a minimum of 1200 hours.

PED 694
Thesis
(Prerequisite: ILD 680)
Provides supervised experience culminating in the completion of a thesis project that was designed in ILD 680. Maximum length of time is 12 months. Class size is 5. (Note. Grading is by H (honors), S (satisfactory), or U (unsatisfactory).)

PHL – Philosophy

PHL 100
Introduction to Philosophy
(Prerequisites: ENG 100/101)
A study of the variety of ways of thinking about such fundamental issues as knowledge and belief, human nature, the nature of reality, the existence of supernatural being(s) and the relationship between self, mind and the body. Develops philosophical thinking skills and awareness of world philosophies.

PHL 238
Critical Thinking in Everyday Life
(Prerequisites: ENG 100/101)
An introduction to the skills needed to rationally and critically evaluate common forms of illogical reasoning, verbal sleights of hand and the use of language to distort and confuse. Emphasizes critical thinking in real-world applications involving advertising, politics, claims of the paranormal and controversial issues like abortion. Also covers the basics of deductive and inductive reasoning.

PHL 320
Comparative Religion +
(Prerequisites: ENG 100/101)
A survey of the variety of major world religions in cross-cultural and historical perspective. Explores several traditions, including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Islam and Christianity. Also discusses the distinction between church, sect and cult; the experience of conversion; religious rituals, ceremonies and rites of passage; and the construction of legitimacy for contemporary new religions. May involve work in oral history.

PHL 336
Philosophy of Science
(Prerequisites: ENG 100/101)
A survey of major theories of science. Considers the nature of scientific knowledge, the roots of science in our everyday cognition and behavior, the relation of theory to experimentation, the social implications of science, the relation of physical to social science and the relation of science to technology.

PHL 339
Study of a Major Philosopher
(Prerequisites: ENG 100/101)
An in-depth analysis of the writings of a major figure in the history of philosophical thought, with particular emphasis to be determined by the instructor in the context of the specific thinker chosen.

PHL 375
Environmental Ethics
(Prerequisite: ENG 100/101)
An exploration of the justification for moral and legal concerns with natural objects (including non-human animals). Examines humanitarian, ecocen-

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tric and utilitarian perspectives. Issues include animal rights, animal experimentation, factory farming, species extinction, habitat loss, pollution, conservation, industrialization and population control as well as Western cultural assumptions of worth and personhood.

PHL 437
Ethics
(Prerequisites: ENG 100/101)
An examination of theories of value, ideological differences and conflicts and practical applications to clarify ethical differences. Emphasizes the dilemmas of personal and professional responsibility within a real-world context of business and workplace circumstances.

PME – Project Management

PME 601
Planning, Performing, and Controlling Projects
This course introduces the in-depth theory and practice involved in the design and management of projects. It guides students through a systematic approach to project evolution-concept, study, design and implementation. This course also covers more than fifty case studies taken from real companies illustrating successful and poor implementation of project management. In addition, the latest developments in the field such as intricate framework of organizational behavior and structure, global project management, the project management maturity model, "six sigma", and conflict resolution modes will be covered.

PME 602
Managing Engineering Competencies and Skills
This course focuses on human resource aspect, in particular, modern concepts and practical guidelines for leading people effectively and confidently towards challenging project and organizational objectives. The concepts behind dealing with diverse project teams, issues of delegation, empowerment, accountability, control, commitment, organizational linkages, alliances and the intricacies of matrix management will be studied.

PME 603
Product Management
This course focuses on project management aspects related to product management. This course covers three major tasks facing today's product managers namely analyzing the market, developing objectives and strategies for the product or service in question, and making decisions about price, advertising, promotion, channels of distribution and service. Product management utilizes the familiar marketing plan as the unifying framework for its lessons, and takes a "hands-on" project approach toward preparing graduates to assume the position of product management.

PME 604
Project Financing and Associated Financial Management
This course focuses on financial management related to management of projects. This course discusses essential concepts in finance related to project management such as accounting statements and their interpretation, forecasting, risk and return, time value of money, project budgeting, and project finance management such as working capital, cash flow management, accounts receivables and inventory and global finance management.

POL – Political Science

POL 201
American Government and Politics
(Prerequisites: ENG 100/101)
A critical introduction to the structure of American government. Topics include classical and modern democratic theories, constitutionalism and federalism; the political process, including the mass media, voting behavior and political parties and interest groups; the institutions of government; the courts, civil liberties and civil rights; and public policy. (Includes study of the Constitution)

POL 320
Politics of Social Movements
(Prerequisites: ENG 100/101)
A global survey of the processes of social and political awareness, mobilization and the development of participation by minorities and other colonized populations. The course emphasizes the sources of political instability in Africa, the Middle East, the Caribbean, Latin America, the United Kingdom and the central European nations.

POL 490
Guided Study
(1.5-4.5 quarter units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

POL 539
Dynamics of World Politics
An examination of international relations and politics, the factors underlying international crises from different theoretical perspectives and the future of the global community. Explores the historical and intellectual antecedents of contemporary world events.

POL 540
The American Political System
A look into the origins and development of the American political system with special emphasis on aspects of democratic theory and practice, political parties, interest groups, public opinion and political ideology and political economy. Students are encouraged to pursue topics of particular interest.

PSY – Psychology

See also courses listed under CHD (Chemical Dependency) and HUB (Human Behavior).

PSY 100
Introduction to Psychology
A survey of the field of psychology as it relates to an understanding of human behavior.

PSY 301
Child and Adolescent Development
(Prerequisites: ENG 100/101)
Familiarizes students with the foundational theories of human development, current research directions in developmental psychology, major developmental perspectives and research approaches in developmental psychology and issues surrounding diversity, emphasizing an ecosystemic model of thinking about and understanding children and their development. In addition to the previous topics, the following areas will be discussed: the history of childhood; developmental theories and appropriate practices in education; play as a medium for learning and development; and the field of discipline particularly as it relates to development, behaviors and considering temperament in children.

PSY 340A
Effective Counseling Techniques I
(Prerequisites: ENG 100/101 and PSY 100)
An introduction to basic counseling techniques, such as nonjudgmental listening, reflection, feedback, goal setting and basic solution skills. Examines concepts of transference and counter transference and emphasizes therapist attributes such as empathy, congruence, acceptance, genuineness and respect. Includes theory and practice within scope of the course. Grading is on a satisfactory/unsatisfactory basis.

PSY 340B
Effective Counseling Techniques II
(Prerequisite: PSY 340A)
An examination of intermediate counseling techniques, including imagery, role-playing, confrontation, and crisis management. Focus is on application of techniques applied to clinical, non-clinical and culturally diverse populations. Students will gain practical experience through in-class demonstrations and role plays. Grading is on a satisfactory/unsatisfactory basis.

PSY 401
Psychology for Managers
(Prerequisites: ENG 100/101 and PSY 100)
A survey of psychological concepts applied to organizational settings. Emphasizes motivation, communication, leadership and personal development.

PSY 426
History of Psychology
(Prerequisites: ENG 100/101 and PSY 100)
Contemporary psychology derives from two main sources: (1) the rise of the scientific method and worldview in Western Europe during the modern era and (2) perennial issues in philosophy throughout its entire history in the West. This course reviews influences from both sources on the development of psychology, especially in America.

PSY 427
Biological Psychology
(Prerequisites: ENG 100/101 and PSY 100)
A study of the role of biological structures and processes in normal and pathological psychological functioning. Topics include attention, memory, mood, emotions, inhibitory and impulse control, sexuality, intellectual development, thought disorder and social behavior.

PSY 428
Developmental Psychology
(Prerequisites: ENG 100/101 and PSY 100)
An examination of the developing personality, including personal identity, cognition, language, social skills, relational capacities, gender and role learning and socialization for the entire life span.

PSY 429
Introduction to Personality Theory
(Prerequisites: ENG 100/101 and PSY 100)
The study of psychological characteristics of the individual that endure in stable form for substantial periods of time. Examines influential theories of personality and supporting research.

PSY 430
Introduction to Psychopathology
(Prerequisites: ENG 100/101 and PSY 100)
The study of social-cultural views of normalcy/deviance and theoretical and clinical views of healthy/pathological psychological functioning. Examines classification and research in psychopathology within psychology and psychiatry.

PSY 431
Theories and Techniques of Psychological Testing
(Prerequisites: ENG 100/101 and PSY 100)
An introduction to theories and principles of psychological testing and measurement and to a variety of standardized tests of intelligence, personality, achievement, interest, neuropsychology and other areas. Emphasizes the principles by which tests are constructed and validated. Also examines controversies regarding the valid, appropriate and fair use of psychological tests.

PSY 432
Social Psychology
(Prerequisites: ENG 100/101 and PSY 100)
A study of the responsiveness of individuals to various sources and forms of social influence.

Major areas of study include persuasion, conformity, obedience, prejudice, attitude formation and change, social behavior, altruism, aggression and the influence of the mass media. Emphasizes social circumstances rather than variations in personal characteristics, as in personality theory.

PSY 433
Cognitive Psychology
(Prerequisites: ENG 100/101 and PSY 100)
The study of psychological functioning in the area of mental operations, largely uninfluenced by individual differences in personality or motivation. This encompasses the areas of attention, pattern recognition and other perceptual achievements, memory, problem solving, categorization and concept formation, language acquisition and use, textual interpretation and decision making.

PSY 434
Psychological Research: Philosophy, Methods, Ethics
(Prerequisites: PSY 435)
A survey of core issues involved in scientific psychological research. Includes the study of the nature of explanation in psychology, the role of theory in research, the connection between research findings and theory, the distinction between experimental and other forms of research, the design of experiments, threats to the validity of research findings, operationalizing psychological concepts in a manner that yields quantitative data and ethical considerations in terms of confidentiality, informed consent and the possibility of doing harm to subjects.

PSY 435
Analysis of Data in Psychological Research
(Prerequisites: ENG 100/101, PSY 100 and MTH 210)
A study of how conclusions are made on the basis of submitting research data to statistical tests. The general area is called inferential or inductive statistics. Covers methods for analyzing parametric and non-parametric data, single-group and multiple-group sources of data and data derived from one source of information and multiple sources of information.

PSY 436
Computer Applications in Psychology
(Prerequisites: ILR 260 and PSY 435)
A survey of the uses of computers in psychology, including the application of computers in psychological research and the analysis of statistical packages for the social sciences. Also considers computer-aided instruction. Lecture and laboratory format.

PSY 437
Theories of Psychotherapy
(Prerequisites: ENG 100/101 and PSY 100)
A presentation of clinical theories of treatment that correspond to theories of psychopathology, personality and development already encountered in courses under such titles. Topics include specific treatment approaches, the nature of the therapeutic relationship and how it effects change and therapeutic interventions.

PSY 438
Introduction to Group Counseling
(Prerequisites: PSY 340A and PSY 340B)

A basic examination of the dimensions of group process, dynamics, and practice is the emphasis in this course. Focus is on effective strategies and procedures for facilitating group process practiced by clinicians in the counseling as well as practitioners in human services, criminal justice, behavioral analysis business and education. Opportunities to practice effective strategies with children, adolescents, adults and the elderly will be part of classroom experiences.

PSY 439
Counseling Diverse Populations
(Prerequisites: PSY 340A, PSY 340B and PSY 438)
An introduction to diversity and multicultural perspectives in psychology, and their impact on counseling practices. Focus will be on dimensions of culture, ethnicity, life style, religion, gender, identity development models and the effects of privilege and oppression on individuals and groups. Basic multicultural counseling competencies will be presented, with opportunities for student self-examination and practice of strategies and techniques.

PSY 460
Introduction to Addictive Disorders
(Prerequisites: ENG 100/101 and PSY 100)
An overview of the nature of addictive disorders, including the various theories regarding etiology, development and psychopathology of such disorders. Also covers the etiology, diagnosis, assessment and treatment of compulsive gambling and nicotine addiction.

PSY 461
Group Counseling with Addictive Disorders
(Prerequisites: PSY 460)
An examination of the theoretical framework for facilitating group counseling with clients with addictive disorders. Studies multicultural differences related to working with clients in a group context. Each student is given the opportunity to co-facilitate a group in class at least once during the course.

PSY 462
Etiology and Treatment of Chemical Dependency
(Prerequisites: PSY 460 and PSY 461)
An in-depth theoretical and practical framework regarding etiology, diagnosis, assessment and treatment of chemical dependency. Discusses cross-cultural issues.

PSY 463
Etiology and Treatment of Eating Disorders
(Prerequisites: PSY 460 and PSY 461)
An in-depth theoretical and practical framework regarding etiology, diagnosis, assessment and treatment of eating disorders. Discusses cross-cultural issues.

PSY 464
Etiology and Treatment of Sexual Addiction
(Prerequisites: PSY 460 and PSY 461)
An in-depth theoretical and practical framework regarding etiology, diagnosis, assessment and treatment of sexual addiction. Discusses cross-cultural issues.

PSY 465
Counseling the Addictive Family System
(Prerequisites: PSY 460 and PSY 461)
An overview of family systems theories and an in-depth understanding of how to apply those theories to the addictive family system. Discusses cross-cultural.

PSY 480
Senior Project
(Two-month, 4.5-unit course)
(Prerequisite: Completion of all other core courses)
Development of a major cumulative paper integrating what students have learned in the program with an applied area of student interest. Covers empirical or theoretical study of specific topics in psychology with an emphasis on independent and creative activity. Students meet in seminar format to present work in progress for discussion. Students must earn a grade of "C" or better or must repeat the course.

PSY 491
Guided Study for Honors Students
(Two-month, 4.5 quarter units)
(Prerequisites: Completion of core courses with a GPA of 3.75 or higher, and the approval of the Department)
In this capstone course students will design a research project under the direction and supervision of a faculty member. The research project will include data gathering, data analysis and interpretation of data and will be written in APA style and format. Grading is by "H" (for Honors, "B" or better work), "S" (for marginal, "C" level work), or "U" (Unsatisfactory, "D" or below).

PSY 619
Research: Paradigms and Critiques
(3 quarter units)
An overview of how to read and critically analyze psychological research. Discusses both modern and post-modern paradigms. Techniques of behavioral writing will also be discussed including process-notes, treatment goals and objectives and other forms of clinical writing.

PSY 623A
Individual Psychotherapy and Clinical Assessment I
PSY 623B
Individual Psychotherapy and Clinical Assessment II
(Prerequisite: PSY 623A)
Explores the realm of mental illness from the perspectives of etiology, diagnosis, classification and treatment. Covers relevant contextual issues often considered to be related to etiology and treatment. These include neurobiology, culture, family and development. Also covers post-modern considerations regarding pathology and treatment.
These two courses introduce students to central features of psychotherapy and assessment, with a particular focus on adult psychotherapy. Students are expected to acquire and practice knowledge and skills related to development of a good therapeutic relationship; assessment, including DSM diagnoses and case formulation; treatment planning which links case formulation, theory, and clinical research outcomes to the methods and goals of psychotherapy; and the therapist's role in promoting communication, insight, and behavior change within the therapeutic setting.

PSY 624
Assessment Techniques for Marriage and Family Therapists
Acquaints students with the various information-gathering techniques used in clinical practice for the purposes of diagnosis and treatment planning. Emphasizes building conceptual and practical bridges between initial presenting symptoms, diagnosis and treatment planning.

PSY 626
Human Sexuality in Psychotherapy
An exploration of human anatomy, physiology, sexual response cycle and the current theories and techniques used to treat sexual dysfunction. Provides students an opportunity to develop skills with these techniques and confront personal biases. Covers issues such as lifestyle, gender choice, gender roles, stereotyping, religion, contraception, HIV, AIDS and physical challenges.

PSY 627
Legal and Ethical Issues in Marriage/Family Therapy
An examination of the professional laws and ethics pertaining to the practice psychotherapy and the content of these legal and ethical codes, the meaning of these tenets and the underlying principles involved.

Course Descriptions

PSY 628
Principles of Psychotherapy III: Group Approaches
A comprehensive study of the major approaches, techniques and interventions used in group psychotherapy. Also emphasizes dynamics of group process including the types, stages and formation of groups.

PSY 629A
Developmental Contexts in Psychotherapy: Adulthood and Aging
An opportunity to examine major topics in adult development and aging as they relate to the practice of psychotherapy. Includes developmental challenges and tasks unique to adult life, theories which assist in understanding the adult experience, issues related to work and career and the impact aging has on individuals and society.

PSY 631A
Principles of Psychotherapy IV: Integration and Application
A focus on integrating and applying the full range of theoretical models used in individual, couples and family psychotherapy. Students gain practical experience with both process and content issues through in-class role playing and demonstrations and receive both instructor and peer feedback.

PSY 631B
Practicum for MFT Trainees
(Prerequisite: PSY 631A)
A two-part field practicum in which students work as MFT trainees under the supervision of a licensed therapist. Students also participate in an academic seminar at the University. Students select an approved practicum site and accumulate 200 hours of psychotherapy experience that includes 150 hours of face-to-face work with clients during a six-month period. Regular course work continues during this period. The academic seminar meets two hours per week and runs concurrently with onsite work. Seminar work focuses on professional and training issues, including process issues, case conceptualization, oral, written and videotaped presentations and integration of relevant research. onsite psychotherapy and supervision hours can be used as partial fulfillment of MFT licensing hours. Grading is on a satisfactory/unsatisfactory basis. This six-month seminar may meet in the late afternoon outside of regular class hours.

PSY 632A
Couples/Family Therapy A
Part one of a two part sequence. Part one of the sequence is designed to provide a comprehensive look at the theories, strategies, techniques, problems and critical issues involved in working with families. This course will provide an historical overview and a focus on theoretical approaches to the treatment of families. Teaching strategies for this course will include lectures, demonstrations, discussions, videotapes and role plays..

PSY 632B
Couples/Family Therapy B
(Prerequisite: PSY 632A)
Part two of a two part sequence. Part two of the sequence is designed to provide a comprehensive look at the theories, strategies, techniques, problems and critical issues involved in working with couples. This course will provide a historical overview of the major perspectives in the treatment of couples, a survey of recent research on marriage and marital therapy, and a focus on major approaches to the treatment of both married and unmarried couples. Teaching strategies for this course will include lectures, demonstrations, discussions, videotapes and role plays

PSY 635
Developmental Contexts in Psychotherapy: Childhood and Adolescence
A seminar focusing on the application of developmental theories and research to the clinical practice of assessment, diagnosis and treatment of children and adolescents. Considers all areas of the developmental process will be considered in addition to issues surrounding diversity, gender and other relevant contexts. Addresses differences between normal developmental transitions, adjustment reactions to life events and/or trauma and deviations in development.

PSY 636
Principle of Psychotherapy II: Child and Adolescent
An examination of theories, techniques and empirical findings essential to the treatment of children and adolescents. Emphasizes the developmental, cultural and family parameters necessary to conduct successful treatment. Students gain experience with a variety of diagnostic and treatment techniques tailored to the particular age and developmental levels of children and adolescents through in-class experiential activities.

PSY 637
Principles of Psychotherapy V: Cultural Competencies
An exploration the role of culture in psychotherapy. Emphasizes the development of a culture-centered approach to psychotherapy by integrating multicultural awareness, knowledge and skills into assessment, diagnosis and treatment.

PSY 642
Relational Violence
An examination of child abuse, battering partners and abuse of the elderly as issues rooted in relationships of one form or another. This course covers classical, modern and post-modern identification, assessment and treatment of relational violence as well as preventive intervention. Addresses relevant cultural and gender issues.

PSY 652
Psychopharmacology
A study of the effects, patterns of use and delivery of psychopharmacological products.
Evaluates and lists the primary medications in use today; critiques pertinent research in psychiatric intervention as it relates to psychotherapy; analyzes selected issues in resolving possible conflict in treatment goals between psychotherapy and psychopharmacology. Students learn to recognize signs and symptoms that might be amenable to medication. Problems such as Schizophrenic disorders, mood disorders, organic mental syndromes, substance use disorders, sexual issues, eating disorders and emergencies are discussed. The course curriculum also includes areas such as when to refer a patient to a physician, basics on how medications work, who would be involved in the referral, where to look for a physician co-therapist and what outcomes can be expected.

PSY 690
Guided Study
(1.5-4.5 quarter units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

SCI – Natural Sciences

SCI 100
Survey of Bioscience
A survey course of the basic principles of the life sciences. Examines cellular, organismal, population and community biology based on the unifying concept of evolution.

SCI 100A
Survey of Bioscience Laboratory
(1.5 quarter units)
(Prerequisite: SCI 100)
Study of the unifying principles of life with emphasis placed on the following topics: molecular biology of the cell and cellular processes, including energy metabolism, membrane transport and cell division; classical genetics; population genetics; and the mechanism of evolution and the evolutionary basis of species classification. This laboratory course will complement the student's knowledge of biology with demonstrations and experiments. Contact hours for this laboratory course (45) are based on a 3:1 ratio, i.e. 3 lab hours = 1 lecture hour equivalent.

SCI 101
General Chemistry
Fundamentals of inorganic and organic chemistry, including bonding and basic types of reactions. An introduction to nuclear, biological and environmental chemistry. Basic principles and calculations of chemistry with emphasis in the areas of atomic structure, molecular structure and properties, equilibrium, thermodynamics, oxidation-reduction and kinetics.

SCI 101A
General Chemistry Laboratory
(1.5 quarter units)
(Prerequisites: MTH 204 and SCI 101)
This laboratory course will complement the student's knowledge of chemistry with demonstrations and experiments. Contact hours for this laboratory course (45) are based on a 3:1 ratio, i.e. 3 lab hours = 1 lecture hour equivalent.

SCI 102
Survey of Physical Science
An introduction to the basic principles and general concepts of the physical sciences. Develops selected topics from chemistry and physics. A general education course for non-technical majors.

SCI 103
Fundamentals of Geology
Introduction to the major geological processes which create and transform materials and landforms throughout the planet. Geotectonic processes, geomorphology, unifying themes such as plate tectonics, sea form spreading and athenosphere convection cells; and degradation-aggradation processes.

SCI 103A
Fundamentals of Geology Laboratory
(1.5 quarter units)
(Prerequisite: SCI 103)
This laboratory course will complement the student's knowledge of geology with demonstrations and experiments. Contact hours for this laboratory course (45) are based on a 3:1 ratio, i.e. 3 lab hours = 1 lecture hour equivalent.

SCI 104
General Physics
(Prerequisite: Satisfactory completion [C grade or better] of high school algebra or equivalent)
Non-calculus based general physics course for earth and life science majors. Study of force, laws of motion, hear, fluid mechanics, electricity, magnetism, light (optics) and modern physics.

SCI 104A
General Physics Laboratory
(1.5 quarter units)
(Prerequisite:s Satisfactory completion of high school algebra or equivalent and MTH 204, SCI 104)
Non-calculus based general physics course for earth and life science majors. Laboratory experiments/exercises, including data analysis on topics, including but not limited to: electricity, magnetism, light (optics) and nuclear physics.

SCI 201
Human Anatomy and Physiology I
This course is concerned with the Anatomy and Physiology of the Human Body. Areas for study include cells and tissues, some of our organs (skin and body membranes; the skeletal, muscular and nervous systems), the special senses (eye, ear, balance, taste and smell), and their functional relation to each other. Topics also include the aging process and diseases in these systems, as well as the effects of genetics, diet, lifestyle, and the environment.

SCI 201A
Human Anatomy and Physiology Laboratory I
(1.5 quarter units)
(Prerequisite: SCI 201)
This is a laboratory course in Human Anatomy and Physiology that provides hands-on use of many instruments used in research and medical practices. The amazing progress that Cellular and Molecular Biology have experienced is mainly due to the development of biochemical and biophysical laboratory techniques that have played a central role in our understanding of how things work at the cellular, tissue, and organ level. Through performing a number of different experiments, students will gain a practical understanding and appreciation of the structure and function of the Human Body. Students conduct fetal pig dissections in order to better understand the mammalian anatomy, in particular, the cardiovascular and urogenital systems. Cells, tissues and organs will be compared and contrasted. Digestion, energy requirements, and how enzymes operate will be examined.

SCI 202
Human Anatomy and Physiology II
This course on human anatomy and physiology focuses on the endocrine system; blood; the cardiovascular system; the lymphatic system and body defenses; the respiratory system; the digestive system and body metabolism; the urinary system; the reproductive system and their functional relation to each other. The aging process and diseases in these systems, as well as the effects of genetics, diet, lifestyle, and the environment.

SCI 202A
Human Anatomy and Physiology Laboratory II
(1.5 quarter units)
(Prerequisite: SCI 202)
This is a laboratory course in Human Anatomy and Physiology that provides hands-on uses of many instruments used in research and medical practices. The course is necessary as evidence in the amazing progress that Cellular and Molecular Biology have experienced is mainly due to the development of biochemical and biophysical laboratory techniques that have played a central role in our understanding of how things work at the cellular, tissue, and organ level. Through performing a number of different experiments, students will gain a practical understand and appreciation of the structure and function of the Human Body. Students will not dissect in this course, although by examining a live chick embryo students will observe the heart contracting and circulating blood. This course will also focus on mitosis, meiosis, embryonic and fetal development; the practice of aseptic techniques, gram staining and interpreting antibiotic susceptibility tests. Additional investigations include homeostasis in the lungs, liver and kidneys, examinations of bones, brains and chromosomes, and different types of inheritance through the testing of vision, hearing and taste and smell.

SCI 203
Introduction to Microbiology
This course will introduce the students to the vast and unseen world of microorganisms, including both pathogenic and nonpathogenic forms. A basic understanding of the kingdoms of life, cell structure, prokaryotic and eukaryotic cells, cellular metabolism and methods of reproduction is necessary before focusing on the organisms of clinical interest. Topics include: pathogenicity, toxicity and the role of the opportunistic pathogen in humans, including bacteria, fungi, protozoan, viruses, parasites, and prions. The epidemiology of the most common disease-causing organisms will be compared, with an emphasis on understanding the method of pathogenicity and mode of transmission so as to prevent and control infection. The fundamentals of the immune response to infection will be included, as well as a retrospective on the emergence of HIV and an awareness of newly emerging disease threats such as Ebola and SARS.

SCI 203A
Introduction to Microbiology Laboratory
(1.5 quarter units)
(Prerequisite: SCI 203)
This course will introduce the students to laboratory safety and procedures for handling biological specimens. The methods of identification of microorganisms, both microscopic and by diagnostic media, will be emphasized. Students will work with a selection of the most common medically significant microorganisms including bacteria, protists, fungi and parasites. This course emphasizes techniques essential to microbiology including aseptic technique, isolation of a single colony by quadrant streak method, preparation of a pure culture, inoculation and interpretation of select diagnostic tests. In addition, preparation of stained slides and wet mounts, microscopic observations, and the determination of antibiotic susceptibility will be learned. Students will culture and study the normal flora of the throat, skin, and surface of everyday items. An introduction to anaerobic bacteria and culturing techniques will be included. Students will gain an understanding of the difference between sterile conditions and disinfection. This two-month course is a combination of lecture and laboratory activities.

SCI 219
Plants and People +
A study of food, fiber, forage, fuel and drug crops of major economic significance. Emphasizes ethnobotany, including basic principles of botany, geographic distribution, commercial value and marketable products.

SCI 300
Geography: Mapping the World
A course emphasizing both human cultural and physical geography. Uses modern and traditional technologies of mapping the earth to help students understand the intimate interconnectedness of the physical, biological and human realms on earth. Explains the relationships between the surface features of the earth, climate, plants, animals and human cultures (politics, languages, economic opportunities, urban vs. rural concerns, migrations and other social factors). Focuses on students' immediacy in interacting with the real (measurable and map able) world in which they live. Includes a field-lab component.

SCI 301
Earth and Planetary Sciences
A study of the astronomical, geological and oceanographic sciences. Emphasizes the physical structures and processes that have formed (and are continuing to shape) the stars, planets and other objects of our solar system and the universe.

SCI 322
Oceanography
An examination of the interactions between oceanographic, geological and astronomical processes on the physical and living components of the world's oceans. The course explores the interactions between the ocean and the atmosphere and how these interactions affect currents, weather and biological activity. The course curricula also explores how marine biological organisms and bio-logical processes modify the oceanic and global environment.

SCI 330
Ecology
A study of the relationship of plants and animals to their environment and to one another. Emphasizes populations, the population-community interface and community structure and interactions within the ecosystem.

SCI 335
Environmental Science
A study of man's relationship to the environment and the effects on it. Examines plant and animal community structure, renewable and nonrenewable resources and environmental degradation with emphasis on what is needed for a sustainable society.

SCI 400
History of Science
(Prerequisite: One 4.5 quarter unit course from the natural sciences)
A study of the history of science throughout all human cultures. Emphasizes the mutual interaction between science and society, especially in modern times.

SCI 405
Cell and Molecular Biology
Introduction to basic biological principles including the chemical basis of life, cell structure and function, energy transformations, cell division, genetics and the origin of life.

SCI 405A
Cell and Molecular Biology Laboratory
(1.5 quarter units)
This laboratory course will complement the student's knowledge of cell and molecular biology with demonstrations and experiments. Contact hours for this laboratory course (45) are based on a 3:1 ratio, i.e. 3 lab hours = 1 lecture hour equivalent.

SCI 408
Introduction to Genetics and Heredity
Principles of heredity, with emphasis on the relationship of genetics to the health, welfare, behavior and society of humankind. Application of genetics to the origin, adaptations and evolution of species.

SCI 411 +
Biodiversity
A survey of the form and function of diverse life forms (past and present) on earth. Describes representative members of the five phyla within the framework of evolutionary ecology and conservation. May also discuss current issues in habitat loss, extinctions, preservation of tropical rain forests and coral reefs, resource values for humans and restoration ecology.

SCI 412
General Zoology
A comparative approach to the study of animal life: organization, structure, physiology, reproduction, evolution and behavior of invertebrates and vertebrates.

SCI 412A
General Zoology Laboratory
(1.5 quarter units)
(Prerequisite: SCI 412)
This laboratory course will complement the student's knowledge of zoology with demonstrations and experiments. Contact hours for this laboratory course (45) are based on a 3:1 ratio, i.e. 3 lab hours = 1 lecture hour equivalent.

Course Descriptions

SCI 420
Animal Behavior
A descriptive introduction to the field of animal behavior with intentional focus on the vertebrates. Will emphasize broad based behavioral concepts that integrate the work of biologists, psychologists, anthropologists and social scientists.

SCI 450
Natural History of California: A Field Course
A unique field experience for those students interested in a more comprehensive introduction to the scientific study of the Southwestern ecosystems of the U.S. (or the western regions of Mexico). This course consists of six field trips, with sites specifically selected for each academic center within the University. Student-developed observations and experiments are conducted in the field. May require camping and field equipment.

SCI 480
Studies in Field Biology
A field-based study in paleontology, terrestrial or freshwater ecology, marine biology, deforestation, habitat protection, endangered species, environmental education, or other aspects of field biology under the individual direction of the faculty. Topics and sites are specifically designed for teachers in career development programs or for those students traveling throughout different ecosystems. Flexibility in units and subject matter are at the essence of this course. Units can be taken separately or cumulatively (this course can be repeated depending upon the needs of individual students).

SCI 490
Guided Study
(1.5-4.5 quarter units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

SCL – Supply Chain Logistics

SCL 601
Supply Chain Management Fundamentals
The supply chain involves the processes between three or more companies to bring product and related information from source of raw supply to the final consumer. In this course, students will be introduced to the difference between logistics and supply chain management, how relationships are built, information technology that will implement the supply chain, and the competitive advantages that can occur. This course will look at the dynamics and conflicting objectives of supply chain partners, and discuss how to integrate these to improve individual company performance and market share.

SCL 602
Supply Chain Management - Strategies, Design and Implementation
This course builds on many critical issues pertinent to Supply Chain Management including inventory management; logistics network design, distribution systems, and customer value, to more advanced discussions of strategic alliances, the value of information in the supply chain, information technology and decisions support systems, and international issues in supply chain management. It also discuss the state-of-the-art models: Managing and Designing the Supply Chain introduces state-of-the-art models, concepts, and solution methods important in the design, control, operation, and management of supply chain systems. A number of case study analyses will be covered to reinforce the concepts.

SCL 603
eLogistics Management Fundamentals
eLogistics is the process of getting goods and services from the source of supply or origin, to the final consumer. In this course we will look at the complex activities that make up this process, such as transportation, inventory control, warehousing, international logistics, and supply chain management, and how they are inter-related. The course will show how information systems connect all these activities, with the goal of providing the best customer service at the least cost.

SCL 604
Advanced Supply Chain eLogistics Management
This course covers the advanced concepts in supply Chain Logistics management including Information Networks, Enterprise Resource Planning and Decision Support Systems. This assures that students are fully trained on the uses of these technologies and better prepared to manage these systems upon entering the industry. This course also provides extensive integration of spreadsheet-based solution methods, for example: Use of Excel Solver to solve linear programming problems and reciprocal cost allocation problems, Use of Excel regression to solve linear regression problems, Use of spreadsheets to perform sensitivity analysis in cost-volume-profit analysis and to prepare process cost reports.

SCL 605
Technology Assessment and Integration for Supply Chain Management and eLogistics
This course is an in-depth study of information systems technology through systems integration and distributed computing, to maximize efficiencies to meet organizational goals in supply chain management and eLogistics. The course provides a comprehensive, thoroughly up-to-date treatment of IS design, analysis, and implementation, with a practical focus on client server computing and the integration of legacy systems with newer applications to meet changing business needs in supply chain management and eLogistics.

SEN – Software Engineering

SEN 410
Introduction to Software Engineering and Professional Ethics
This is an introductory course for students enrolled in or considering the Bachelor of Science in Software Engineering. Students are introduced to computer hardware, software and ethics. A general knowledge of software engineering and computer programming is introduced.

SEN 420
Introduction to Software Processes and Management
A broad perspective of software engineering and widely-used techniques for developing sophisticated software systems. Overview of requirements through system evolution and develops the Software Development Life Cycle (SDLC). Students work in a team environment to develop software requirements documentation.

SEN 421
Introduction to the Unified Process and Modeling Language (UML)
(Prerequisite: CST 242)
Introduction to the Unified Process and Modeling Language. Incorporates the Rational Unified Process (RUP) and Unified Modeling Language (UML) and Rational Rose.

SEN 425
Software Architecture and Development
(Prerequisite: CST 330C)
Introduction to the concepts and practices of software and component interaction. Defines architectural abstraction and differentiation from implementation, algorithmic and data representation. Reinforces integrity and independence of architecture reusability.

SEN 445
Database and Applications Development
(Prerequisite: CSC 422C)
Introduces and explains techniques for database and Internet applications. Includes applications for Active Server Pages (ASP) and database integration utilizing the Structured Query Language (SQL).

SEN 450
Human Computer Interface Engineering
(Prerequisite: CST 427)
An examination of the Graphical User Interface (GUI) design, development and evaluation. Discussion of interface technology, design methods and interface evaluation. Students will develop prototype systems and present team final projects in written and oral communication.

SEN 460
Software Quality and Testing
(Prerequisite: CST 330C)
This course introduces the quality standard for software testing procedures for structured and unstructured environments. Continuous quality framework, based on Deming's spiral model for continuous improvement, and details as applied to software testing.

SEN 465
Introduction to UNIX/LINUX
Introduction to the history and fundamentals of the UNIX/LINUX Operating System. Includes the history of Linux and open source code, files and directories, shell commands, K Desktop Environment and GNU Network Object Model Environment (GNOME).

SEN 486A
Software Engineering Project I
This is the first Capstone Project Course towards the degree requirements. Students will apply the concepts and knowledge acquired in previous coursework towards the completion of a final project. Students will be working in teams of 3-5 students and developing the Operational Concept Document (OCD), Software Requirements Specification (SRS) and the Software Development Plan (SDD) for their final Project.

SEN 486B
Software Engineering Project II
(Prerequisite: SEN 486A)
This is the second Capstone Project Course towards the degree requirements. Students will continue to apply the concepts and knowledge acquired in previous coursework towards the completion of a final project. Students will be developing the System Prototype, Software Test Plan (STP) and the User's Manual (UM) in preparation for their Final Project Report and Presentation.

SEN 620
Principles of Software Engineering
A survey of principles of modern software engineering; development and maintenance of a software product and its supporting documents, software lifecycle and various models of development.

SEN 621
Software Tools and Processes
Prepares students with the broad understanding of the software design and development tools and processes needed to construct software in a systematic manner. Lab work involves assignments to illustrate these concepts, tools and processes.

SEN 625
Basic Software Architecture
Software architecture and its components and relationships, functionality, specifications, properties, interfaces and data models are examined during this course.

SEN 630
Applied Software Architecture
An in-depth study of software architecture. Defines and discusses object-oriented programming, design, modeling and programming at an advanced level. Discusses the use of UML to model architectures. Introduces a standard implementation of a distributed, object-oriented middleware (e.g., CORBA, J2EE, Microsoft .NET, etc.). Students design and implement an architecture using software.

SEN 635
Software Testing Strategies and Metrics
An overview of software testing strategies and software metrics. Develops topics on structured walk-through, unit, white and black box, integration, system, acceptance and regression testing. Formalizes process for requirements verification and software functional verification and validation. Introduces, examines and surveys advanced concepts of software engineering metrics and models from an application perspective.

SEN 645
Designing Database Applications
An introduction to object-oriented modeling and design techniques for database applications. Discusses the benefits attributed to object-oriented techniques such as lower costs, shorter time to develop and better quality systems. Students are required to design and document a prototype database system using object-oriented modeling and relational database techniques.

SEN 650
Human Computer Interface
This course prepares students to develop software user interfaces by providing a background in human computer interaction concepts. Includes procedures that form the basis of effective human computer interactions that meet human cognitive capabilities and organizational practices and processes. Design guidelines, principles and methodologies for constructing, managing, installing and maintaining interactive systems that optimize user productivity are explored. Students will also complete a project related interface requirements specification.

SEN 651
User Interfaces and Software Engineering
A survey of current developments and tools for creation and run-time management of user interfaces. Students discuss HCI user expectations and needs and design an effective interface through the use of an interface requirements specification that includes object specification, navigation control, graphics and multi-media. The students complete a project that consists of development and evaluation of a user interface.

SEN 655
Applications Software Development
A survey of the technologies required for software development of current applications, such as internet and client/server. The Internet and the Web have revolutionized the way people communicate and organizations do business. This course will introduce students to the establishment, configuration and maintenance of intranet and internet website. Software development in this area includes network programming, remote method invocations, server-side and client-side programming, multi-threading, advanced GUI application development and on-line database processing.

SEN 660
Software Quality Engineering
(Prerequisite: all software engineering core courses)
Emphasizes quality engineering approaches for software project management, planning, estimating, design, development and distribution. Understanding of Capacity Maturity Models, ISO

9001 and IEEE 12207 Standards is also emphasized. Based on their operational concepts document, students develop a well-defined software plan.

SEN 686A
Software Engineering Project I
(Prerequisite: SEN 660)
Study of the software lifecycle. Emphasizes software development and testing, logical organization of software project, appropriate documentation and development and completion of the SRS and SDD. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

SEN 686B
Software Engineering Project II
(Prerequisite: SEN 686A)
Continuation of SEN 686A with development and completion of a software user's manual and software test plan. Students implement and present their completed projects. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

SMG – Sports Management

SMG 430
Introduction to Sports Management
The foundation and orientation course for the Sports Management Concentration this course is a survey of the principles of management applied to the administration of sports enterprises: planning, controlling, organizing, staffing and directing of the various activities necessary for effective functioning. Examples of such activities include: golf course management, tennis club management, fitness center management, tournament management, etc.

SMG 432
Principles of Leisure Services Management
This course examines the organization and administration of the leisure service field, ranging from not-for- profit entities such as parks and libraries to businesses such as hotels, restaurants, amusement parks and country clubs. Students analyze operating problems and propose solutions to enhance their knowledge and outlook on leisure facilities and operational management.

SMG 433
Sports Financial Management
(Prerequisites: FIN 310, CIS 301)
An examination of the basic financial and accounting problems facing the operation of a sports enterprise, the course concentrates on the unique characteristics of sports organizations and programs, and provides the student with the skills necessary to effectively manage values, resources, and revenue streams. Students will develop skill in financial analysis and an appreciation of the financial decision-making process in the administration of sports enterprises.

SMG 434
Principles and Problems of Coaching
The study of vital sociopsychological aspects of coaching, the primary focus of this course is on individual sports – golf, tennis, fitness, but also includes team sports – football, soccer, basketball, etc. Includes philosophy of coaching, sports administration, psychology of sport, physiology, and ethics. Emphasis is given to the technical, tactical, physical, and psychological components of players and coach-player relationships.

SMG 435
Legal Aspects of Sports Administration
This course covers federal, state and organizational regulations impacting the sports industry. Focus is

placed on contract law, tort liability, agency law, labor law, copyright, license and intellectual property law as applied to sports. The legal relationship of athletes as individuals and as members of a team to sports industry management will be discussed. General legal aspects of E.E.O., affirmative action and diversity in the workforce effecting employees of the sports enterprise will also be covered.

SMG 436
Sports Marketing and Promotions
(Prerequisite: SMG 430, MKT 402A)
This course introduces students to the principles of sports marketing and the application of these principles to sports related organizations. The primary focus is on planning, with additional emphasis on promotions management.

SOC – Sociology

SOC 100
Principles of Sociology +
(Prerequisites: ENG 100/101)
A critical introduction to the basic concepts in sociology and a basic examination of major theoretical perspectives including functionalism, symbolic interactionism and conflict theory. Students learn how to formulate research topics in sociology and evaluate various research methodologies. Topics for exploration include education, religion, race relations, gender identity, the social construction of the family, deviance and social problems.

SOC 260
Cultural Anthropology
(Prerequisites: ENG 100/101)
An introduction to the principles and processes of anthropology and culture. This course offers a mix of theoretical approaches that include evolutionism, historical particularism, diffusionism, functionalism and French structuralism, as well as methods of fieldwork and ethnography. Students explore the impact of culture on human behavior, the interrelationships among different parts of a culture and the adaptive quality of cultural systems.

SOC 310
Cultural Dynamics in the Workplace
As the workplace changes under the impact of new technologies and alterations in the compositions of the workforce, we need to rethink the nature of cultural dynamics. This course not only seeks to define the relationship of the workplace to the community, but also examines the historical development and contemporary relevance of social, artistic and economic matters crucial to a healthy perspective for employers and employees.

SOC 325
Contemporary Popular Culture
(Prerequisites: ENG 100/101)
A critical examination of contemporary popular culture in sociological perspective. Introduces students to the crucial debates in the field of cultural sociology, including a critique of the distinction between 'high' and 'low' forms of culture, the social distinction between work and leisure time, the impact of travel and tourism on indigenous cultures, the influence of society on individual patterns of consumption and personal taste and the sociology of everyday life. Discusses such topics as the mass media, sports, leisure activities, fashion, youth culture, science fiction, rock music, talk shows, soap operas, Internet chat rooms, personal ads, home shopping and folklore. Students have the opportunity to incorporate their own popular cultural preferences as topics for papers, presentations and class projects.

Course Descriptions

SOC 328
Intercultural Thinking and Creativity
(Prerequisites: ENG 100/101)
An expansive overview of world consciousness, drawing upon the significant, creative contributions of men and women from varied cultures and different fields of learning. Emphasizes the approach of comparative synthesis. Studies the world's outstanding creative thinkers and the interconnectedness of their works.

SOC 332
Contemporary American Society
(Prerequisites: ENG 100/101)
An exploration of the relationship between television and society in a cultural and historical context. In particular, students analyze the impact of television on society and explore the ways in which television has changed how individuals view the world and receive information. Considers how contemporary visual culture has transformed society and discusses such issues as the social functions of advertising; social and corporate processes of television programming; the interrelationship between television, democracy and political participation; and current developments in technology.

SOC 336
American Film and Society +
(Prerequisites: ENG 100/101)
A critical examination of the complex relationship between film and society and the processes by which film both influences and is influenced by society. Emphasizes the importance of locating the meaning of film texts within social and historical perspective and identifies how the film industry influences the presentation of different groups of people and issues in society. Explores the interrelationship between film and technology, the impact of narrative and the institution of Hollywood on the sociological imagination and the nature of representation, particularly as it applies to race, class and gender.

SOC 344
Marriage, Sex and the Family
(Prerequisites: ENG 100/101)
Over the past 30 years, ideas about marriage, sex and the family seemingly have changed. But have they? Using a sociological perspective, this course examines the institution of marriage and identifies family structures through an overview of the current topics affecting family life and a discussion of sex, marriage and family in historical and cross-cultural context. Covers topics including kinship ties, the sexual revolution, changing gender roles, remaining childless, alternative forms of family, divorce, family violence, the economy and the family and an aging population.

SOC 430
Culture, Technology and Society
(Prerequisites: ENG 100/101)
A survey of the social, cultural and historical development of technology. Examines the creation and social impact of such technological innovations as the printing press, the telegraph, the telephone, railroads, steam engines, internal combustion engines, automobiles, earthmoving equipment, radio, television, computers, nuclear power, satellite communications, facsimile machines, cellular phones, fiber optics and the Internet, among others. Emphasizes the effect of technological changes on work, education, consumption, politics, the environment and especially the effect of technology on race, class and gender.

SOC 445
Contemporary Social Problems
(Prerequisites: ENG 100/101)
A critical examination of historical and contemporary social conditions. Using various sociological perspectives, namely functionalism, conflict theory and an interactionist perspective, students explore the ways in which social problems are defined,
learn how to evaluate policies designed to alleviate social problems and analyze the unintended consequences of social policies when issues of race, class, gender and other differences are not adequately taken into consideration.

SOC 490
Guided Study
(1.5-4.5 quarter units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

SOC 500
Understanding Cultural Pluralism in American Society +
(Prerequisite: ENG 100/101)
An analysis of the emergence of cultural pluralism in American society and the valuing of diversity as a socio-cultural imperative. Explores historical and cross-cultural perspectives on the issues of race, ethnicity, gender, migration and community development. Also examines the implications of the demographics in the United States and the concepts of inclusiveness and cross-cultural competencies needed to understand diversity in a global context.

SOC 540
Power and Social Change
(Prerequisites: ENG 100/101)
A critical examination of theories of power, including the relationship of power to culture, social class, the economic order, government, ideology, poverty, race, sex and other topics. Studies community, national and international power structures and institutional leaderships.

SOC 604
Culture and Socialization
(Prerequisites: ENG 100/101 and SOC 100)
An in-depth examination of the concepts of culture and socialization, this course analyzes the socialization process as the key means through which culture is reproduced. Through a critical engagement with competing theories of socialization, students undertake advanced research projects, oral presentations and written assignments. Lecture and discussion topics include issues of ethnic identity and cultural diversity, socio-economic, gender and racial stratification, media representations, dress, language and religion and schooling and the reproduction of inequality. Issues are explored from a cross-cultural perspective.

SSE – Safety and Security Engineering

SSE 601
Introduction to Safety Engineering
This course offers detailed coverage of relevant laws, regulations, and standards: hazards and their control; the human factors in safety; and managing safety and health. Specific areas of coverage include better ways to confront safety and health issues. Numerous examples of problems and events will help students apply safety practices in daily work.

SSE 602
Design and Evaluation of Physical Security Systems
This course guides students through a description of the overall process of security system design and installation, teaching how the various parts work together to form an effective system. This course is organized in three major parts: 1) determine objectives, 2) design the system, and 3) evaluate the system. Several practical examples including solutions will be explored throughout this course.

SSE 603
Introduction to Security Engineering
This course introduces to security and loss prevention as well as an overview of the security field including risk assessment, physical security, personnel security and information security areas. It provides students with a solid introduction to security principles and focuses on security concepts and management in a post-9/11 world including expanded coverage of terrorism and homeland security. It introduces students to the new concerns and challenges facing contemporary security managers and describes and discusses threats and prevention strategies to more than 20 specific security applications in real world examples.

SSE 604
Security Engineering - Planning and Design
This course provides a comprehensive coverage of security planning in both new and existing facilities. This course offers real-world concepts, principles, and processes for building security and safety design–including assessing a client's needs and working with physical security consultants.
Specific areas will include:
Security Design Concepts
Security Evaluation and Planning
Building Hardening
Security Technology
Biochemical and Radiological Protection
Security and Emergency Operations
Putting Security into Practice

SSE 608
Science of Explosives and Biological Threat Materials
This course introduces to forensic detection of explosives, the detection of hidden explosives in airfreight, luggage, vehicles, and on suspects. The course also covers biological threat materials and their assessment and control. In addition, this course covers the environmental detection of explosives, detecting on-site explosives in soil and water of contaminated areas and the detection of landmines.
Specific topics to be covered include the following:
Classifications of explosives
Explanations of the basic terms related to the detection of explosives
Vapor detection methods
Probing radiation methods
Tagging of explosives
Systems integration and performance testing
Detection of explosives in contaminated areas
Detection of landmines
Biological threat materials, assessment and control

SSE 609
Planning and Response for Terrorism
This course introduces the comprehensive and integrated principles behind chemical, biological, radiological, and cyber-terrorism and explosives and the appropriate response procedures for each of these terrorism and tactical violence incidents. This course also covers Incident Management System and a Quick Reference Guide for Hazard Zones, Incident Threat Response, SBCCOM Guidelines, and NIOSH Interim Recommendations.

TAX – Taxation

TAX 601
Tax Research and Decision Making
(Prerequisite: ACC 201)
This course is an examination of the primary sources of income tax law; the statutes and administrative and judicial interpretations; inquiry into the interrelation of primary sources. Practical exercises in the use of research tools in locating, comprehending and interpreting primary source materials are used. Emphasis is placed on adequate and correct technical writing and composition.

TAX 602
Federal Tax Procedure
(Prerequisite: ACC 201)
This course is an analysis of federal tax procedure at the administrative level and in litigation: legal and practical aspects of Treasury regulations; administrative rulings; closing and compromise agreements; deficiency and jeopardy assessments; waivers; refund claims; mitigation of effects of limitations; jurisdiction; pretrial and appellate processes; tax collection; civil penalties; criminal prosecutions; and the rights and privileges of the taxpayer. Tax preparers' ethics, obligations and penalties are also highlighted.

TAX 603A
Federal Income Taxation Theory for Individuals
(Prerequisite: ACC 201)
This course is an introduction to federal taxation with emphasis on theoretical concepts. Special emphasis is placed on problems of individual taxpayers including deductions, exemptions, credits, basis, depreciation and income.

TAX 603B
Technological and Practical Aspects of Federal Taxation for Individuals
(Prerequisite: TAX 603A)
This course is a practical application of Federal individual theory to actual workshop problems and tax returns using major tax computer software. Emphasis is on tax return forms and their correct preparation. Advanced topics highlighted.

TAX 605A
Federal Taxation of Partners and Partnerships
(Prerequisite: ACC 201)
This course is an introduction to Federal taxation with emphasis on theoretical concepts. Special focus is placed on analysis of tax problems of organizing and operating partnerships with special emphasis on the treatment of distributions, withdrawals of a partner, partnership dissolution and sales or exchanges of partnership interests.

TAX 605B
Federal Taxation Theory of Corporations and Shareholders
(Prerequisite: ACC 201)
An introduction to Federal taxation with emphasis on theoretical concepts, special emphasis is on transactions between corporations and shareholders, transfers to the corporation, capital structure, dividends and other distributions and corporate liquidations.

TAX 605C
Technological and Practical Aspects of Federal Taxation for Partnerships and Corporations
(Prerequisite: TAX 605A and TAX 605B)
A practical application of Federal partnership and corporation theory to actual workshop problems and returns using a major taxation software program, this course places special emphasis on forms and their correct preparation. Advanced topics are highlighted.

TAX 608A
Estate, Gift and Trust Taxation
(Prerequisite: ACC 201)
Statutory materials applicable to Federal estate, gift and trust taxes and the preparation of appropriate tax forms are examined.

TAX 611
Taxation of Exempt Organizations
(Prerequisite: ACC 201)
This course is an examination of U. S. taxation of tax-exempt organizations, including a broad range of nonprofit institutions; all conducting a wide variety of pursuits intended to serve the public good.

TAX 612
Retirement Plans and Deferred Compensation
(Prerequisite: ACC 201)
An introduction to funded employee retirement plans including pension and profit sharing and thrift plans; stock bonus plans; self-employment retirement plans and individual retirement accounts with emphasis on fixed contribution plans, the course examines basic concepts of plans and trusts; participation and vesting requirements; hours of service and break-in-service rules; discrimination in benefits or contributions; deductions for employer contributions; limitations on benefits and contributions; taxability of distributions; fiduciary responsibility and reporting and disclosure requirements.

TAX 614
Taxation of International Transactions
(Prerequisite: ACC 201)
This course examines U.S. taxation of foreign persons, income sourcing, allocation of deductions, residency, foreign governments, transfers between commonly controlled persons, income tax treaties, U. S. citizens abroad, controlled foreign corporations, boycotts, foreign tax credits, foreign tax credit limitation, foreign currency transactions, effectively connected income, withholding, disposition of U.S. real property, U.S. possession source income, foreign sales corporations, foreign holding companies, foreign reorganizations.

TAX 619
Master's Project
(Prerequisite: 27 quarter units of program coursework, including TAX 601)
This course is a project in which students work under the guidance of their assigned faculty advisor. Students clarify research topics and identify data sources in preparation for the project. Students then gather data and present their research in both written and oral form to faculty and classmates. Grading is by "H" (for Honors "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

TAX 690
Guided Study
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

TED – Teacher Education

TED 605
The Diverse Classroom
TED 605 presents the complexity of today's classroom through cultural diversity, student development, curriculum planning, including curriculum development, design, implementation and evaluation.

TED 610
Introduction to the Intern Teaching Experience
(Prerequisite: Admission to the Intern Program)
(4.5 quarter units)
Designed to orient Interns to the program. Schedules will be developed for observation and assessment of instruction. Creating and maintaining effective environments for student learning will be the major curricular focus. Interns will be assessing their own classroom environments and creating more effective possibilities. Emergency or survival pedagogical skills will be covered as Interns bring to class concerns from their developing learning environments.

TED 611
Educational Psychology
TED 611 examines how educational psychology is applied to learning and teaching. Learning theories, instructional approaches, learning environments and student assessment are studied.

TED 615
The Foundations of Education
TED 615 is the first course in the Teacher Preparation Program. The role and nature of schooling is explored through a range of philosophical, historical, legal and political perspectives within the context of the United States and Californian society and schooling.

TED 621A
Language Development Methods in Elementary School
(Prerequisites: TED 615, BTE students only: BTE 612)
This course is designed for multiple-subject credential candidates and focuses on current theories and research in language structure and use and in language learning, particularly those in the first and second language development. Social, cultural, political, legal, psychological, general pedagogic and specific methodological factors affecting the first and second language development are considered. Application of these theories, strategies and techniques of second language learning across content areas in diverse educational environment in elementary school is addressed.

TED 621B
Reading and Language Arts Methods for Elementary Schools
(Prerequisites: TED 615 and TED 621A)
This course provides Multiple Subject Candidates with research-based methods and strategies for designing and implementing a balanced and comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. Course content is organized into four Reading Instruction Competence Assessment (RICA) domains.

TED 622A
Curriculum and Instruction I: History, Social Science, Physical Education, Visual and Performing Arts
(Prerequisite: TED 615 and TED 621A)
TED 622A focuses on multiple subject curriculum development and teaching History, Social Science, Physical Education, Visual and Performing Arts using State of California content standards. Content-specific teaching practices, lesson design, learning environments and assessment of student learning are emphasized to provide access to the curriculum for all students.

TED 622B
Curriculum and Instruction II: Mathematics and Science
(Prerequisites: TED 615 and TED 621A)
TED 622B focuses on multiple subject curriculum development and teaching math and science using State of California content standards. Content-specific teaching practices, lesson design and assessment of student learning are emphasized to provide access to the curriculum for all students.

TED 623
Language Development Methods for Secondary and Middle Schools
(Prerequisite: TED 615)
This course is designed for single-subject credential candidates and focuses on current theories and research in language structure and use and in language learning, particularly those in the first and second language development. Social, cultural, political, legal, psychological, general pedagogic and specific methodological factors affecting the first and second language development are considered. Application of these theories, strategies and

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techniques of second language learning across content areas in diverse educational environment in elementary school is addressed.

TED 624
Content Area Literacy for Secondary and Middle Schools
(Prerequisites: TED 615 and TED 623)
This is course is aligned with the California Board of Education adopted academic content standards in English Language Arts and the Reading/Language Arts Framework for students who are speakers of English, English language learners (ELLs) and students with special needs and is designed to assist Single Subject Credential Candidates in developing the background and skills necessary to teach literacy in the content areas to middle/junior and/or senior high school students in the culturally and linguistically diverse classrooms in the California public schools.

TED 625A
Curriculum Development for Secondary and Middle Schools
(Prerequisites: TED 615 and TED 623)
This course integrates the California K-12 academic content standards with effective curriculum development principles for diverse learners. Through guided field activities, teacher candidates will access student background information for the purpose of designing and reflecting upon long and short term planning that enables engaged student learning and provides access to the curriculum for all learners.

TED 625B
Instruction and Classroom Management for Secondary and Middle Schools
(Prerequisites: TED 615, TED 623 and TED 625A)
This course builds on the curricular principles established in TED 625A by incorporating within a well-designed lesson plan, instructional strategies and related classroom management principles. The class also provides strategies for dealing with unproductive student behavior.

TED 628A
Intern Practicum I
TED 628B
Intern Practicum II
TED 628C
Intern Practicum III
TED 628D
Intern Practicum IV
TED 628A-D is a comprehensive 12 unit, 36 week program. TED 628A is a 3 unit, nine-week course into which an Intern enrolls upon application for the C-19 letter or Intern Credential. TED 628B is a 3 unit nine-week course into which an Intern enrolls upon successful completion of TED 628A. TED 628C is a 3 unit nine-week course into which an Intern enrolls upon successful completion of TED 628B. TED 628D is a 3 unit nine-week course into which an Intern enrolls upon successful completion of TED 628C. The Intern Practicum, TED 628A,B,C and D, comprises the four, nine-week terms that support teaching for the Intern who is NOT covered by the intern grant. The Intern Practicum, TED 628 A-D is designed to support the intern's employment by individualizing the practicum schedule. Interns at their job sites are given teaching support by both university and school district personnel. Each intern will be assigned a Site Support Provider in cooperation with the employing school district and a University Academic Center. Support will be provided for a term of two semesters, nine months, or one school year. The Intern Practicum begins with the application of the Intern Credential. Assessment occurs through the electronic-portfolio process and is done in the TED 629I course, The Intern Seminar. The Intern also enrolls in the TED 610 course, Introduction to Intern Teaching.

TED 629
Student Teaching Seminar
(3 quarter units)
TED 629 integrates theory and practical approaches to situations experienced by candidates during their Student Teaching experience. Content areas include: (1) School Culture and Classroom Learning Environment, (2) Classroom Management, (3) Lesson Design, Implementation and Reflection and (4) Legal and Ethical Issues Related to the Teaching Profession.

TED 629I
Intern Teaching Seminar
(Prerequisite: Admission to the Intern Program)
(3 quarter units)
This course is designed to develop the assessment program for Interns. Interns will be developing assessment portfolios. Objectives will be set for the program; activities will be designed to meet the objectives; assessment tasks will be planned to evaluate the meeting of the objectives; and documentation of the process will be collected and organized. The documentation will be organized and presented at the close of the seminar.

TED 630A
Beginning Student Teaching
(Note: Does not grant graduate level credit)
TED 630A comprises the first month of the full-day, full-time, semester-long Student Teaching experience, in which candidates are placed with certified field supervisors. Candidates must successfully complete four components in their supervised Beginning Student Teaching: (1) school-site and classroom orientation including school personnel interviews, (2) onsite classroom observations, (3) lesson plan design, implementation and reflection within the context of fulfilling (4) professional responsibilities. Candidates also attend TED 629 Student Teaching Seminar, which integrates theory and practical approaches to situations experienced by candidates during TED 630A. Note: The grade assigned for the course will be either satisfactory or unsatisfactory.

TED 630B, TED 630C, TED 630D
Student Teaching
(Prerequisite: TED 630A)
(Note: Does not grant graduate level credit)
Student Teaching TED 630B, C, D comprises the second, third and fourth months of the full-day, full-time semester-long Student Teaching experience. Candidates are placed with certified teacher supervisors and are required to successfully complete four components: (1) Classroom responsibilities, (2) lesson plan design and presentation and (3) off-site classroom observations, each component within the context of fulfilling (4) professional responsibilities. Multiple-subject candidates spend eight weeks in both a K-2 and a 3-6 classroom (non-traditional programs may vary). One of the two assignments is with a certified Field Supervisor. Single-subject candidates experience teaching a minimum of four academic periods a day in two grade levels; a minimum of three of four periods must be in their designated academic area. Candidates complete TED 629 Student Teaching Seminar (as begun in TED 630A), which integrates theory and practical approaches to real-life situations experienced by candidates during TED 630 B, C, D. Note: The grade assigned for the course will be either satisfactory or unsatisfactory.

TED 638
Spanish for the Mathematics and Science Classroom
Development of relevant Spanish vocabulary, comprehension and speaking skills to effectively support student learning in Mathematics and Science. Learning through the use of instructional scaffolds, teachers incorporate the strategies into their teaching repertoire and enhance their sensitivity to second language learners. Not recommended for BTE students.

TED 639
Spanish for the Humanities Classroom
Development of relevant Spanish vocabulary, comprehension and speaking skills to effectively support student learning in the Humanities. Learning through the use of instructional scaffolds, teachers incorporate the strategies into their teaching repertoire and enhance their sensitivity to second language learners. Not recommended for BTE students.

TED 650
Physical Development
The first in four courses to complete the Early Childhood supporting field for the Master of Arts degree in Teaching. Designed to communicate the freshness and viability of real, fully dimensional children and the idea that development is, above all, a human process. The physical dimension of development is the primary focus of this course. Scientifically derived information synthesizes classic and recent findings for the developmental principles of the young child. The influence of cultural and social factors on the development of the young child is integral to the study.

TED 651
Psycho-Social Development in Early Childhood
The psycho-social dimension of development is the primary focus of this course. Helps students appreciate the connections of psycho-social dimension with the cognitive and physical dimensions of child development. Weaves the developmental domains into a holistic view of a child, which provides a useful foundation upon which effective teaching of the young child can be based.

TED 652
Early Childhood Cognitive Development
Explores the nature of developmental change as it pertains to cognitive development in early childhood. A brief history of developmental change, current issues in developmental study, methods of studying children and adolescents. Ideas from Jean Piaget to Howard Gardner will also be investigated.

TED 653
Teaching the Young Child
The fourth and final course in the Early Childhood curricular sequence, designed for prospective teachers of young children to guide their facilitation of healthy development of young children. Goals are to review theories of the early childhood education field; to get information and support for early childhood education; to observe teaching of young children; and to develop effective teaching techniques for young children.

TED 655
Assessment in the Middle School Classroom
A comprehensive approach to assessment practices that foster cohesiveness in classroom management while being grounded in middle-level philosophy, curriculum and instruction. Includes a knowledge of appropriate student outcomes as correlated to adolescent development; exploration of state curricular documents and other professional associations in education; development of plans to ensure educational equity and implementation in curriculum content and educational practices; examinations of the roles of historical, legal, social, political, economic and multicultural/multilingual perspectives on assessment; and examination of different learning style in a performance-based, authentic assessment curriculum.

TED 656
Contemporary Trends and Models in Middle School Education
Offers an examination of contemporary schooling policies and teaching practices in relationship to the most current issues, theories and research in education. A major focus of the class shall consider the historical and philosophical mission and devel-

opment of middle level education. Also offers a diversity of institutional approaches in order to reach learners from diverse cultural backgrounds with various learning styles.

TED 657
Psychology and the Middle School
Focuses on curriculum-based advisement for the middle school student. University students learn how common traits and individual differences that characterize multiple intelligence in children and adolescents affect individual development. Students also study how economic and gender issues can impact the development of adolescent self-esteem and self-efficacy. A strong discussion of conflict resolution in middle school is also considered. This course shall also offer a diversity of instructional approaches in order to reach learners from diverse cultural backgrounds with various learning styles.

TED 658
Leadership and the Middle School
Promotes principles of leadership that focus on stakeholder cohesiveness within the middle school and the planning of curriculum and instruction based on knowledge of appropriate student outcomes. A clear understanding of early adolescent development as it relates to state curricular and other professional association objectives is one significant outcome of this course. Educational equity for people of all cultures and the implementation of such curriculum content and educational practices shall be demonstrated while the roles of historical, legal, social, political, economic and multicultural/multilingual perspectives are considered in depth.

TED 660
The Bilingual Bi-Cognitive Child
A survey of research, theory and practices related to the learning and development of the bilingual child. Applies theories on culture, cognition, bilingualism, biculturation and psychological dynamics of a positive self-esteem and academic development.

TED 661
Socio-linguistics
An examination of the development of language within a socio-cultural context. Studies the significant role of language in culture transmission and social/political control. Emphasizes the role of code-mixing and code-switching as a communication system in a multilingual, multicultural society.

TED 662
Comparative Linguistics
An analysis of the structure, phonology and morphology of language. Compares and contrasts the structure of different languages and addresses the linguistic problems in the transfer of errors from L1 to L2. Emphasizes the strategies for teaching English Language Development.

TED 665
Cognition, Language and Culture
Research, theory and practices related to the learning and development of the bilingual bi-cognitive child. Explores theories of cultures, cognition, bilingualism, acculturation and psychological dynamics of a positive self-esteem and academic development.

TED 666
The Cultural Foundations of Linguistics
Focuses on the development of language within the social, cultural and psychological context of language learning. Looks at the roles of language in cultural transmission and social/political control, the role of code-mixing and switching as a communication system in a multilingual, multicultural society and the role of the teacher in the delivery of instruction to second-language learners.

TED 667
Diversity and Change: A Critical Pedagogy
Designed to communicate the dynamics and challenges of educating our ever-increasing diverse population. Leads educators to explore and exchange ideas of what is important in the lives of students and teachers, the school community and society in the move toward transformative education. Provides students the opportunity to develop ideas, define concepts and expand thinking in the broad social, historical, cultural and political context of teaching and learning.

TED 668
Survey of Children's Multicultural Literature
A survey of children's literature, emphasizing effective strategies for fostering reading for enjoyment and understanding. Encourages development of critical skills in assessing literature for multicultural students.

THR – Theater

THR 200
Theater Arts
An examination of theater as a dramatic medium capable of expressing every sort of human conflict, emotion and aspiration. Deals with tragedy, comedy, satire, historical plays, musicals, theatre of the absurd and improvisational techniques. Also introduces ways to implement popular and successful performance and improvisational exercises in the elementary/secondary classroom.

TMG – Technology Management

TMG 601
Data Mining Tools: Managing Technology for Competitive Advantage
Conceptual foundations of issues and principles that underpin data-mining technologies critical to the business success. Several data-mining software products are discussed and sample studies are provided for specific industries.

TMG 602
Emerging Trends in E-Business Implementation Management
An examination of real-world management methods that is adaptive, dynamic and flexible in an E-Business environment.

TMG 603
Information Security Risk Analysis
An analysis of vulnerabilities and threats facing organization's information and systems. Provides an in-depth discussion of the cost-effective risk analysis techniques such as PARA (Practical Applications of Risk Analysis) and FRAP (Facilitated Risk Analysis Process).

TMG 604
Technology Management Research Topics
An in-depth analysis of the Web-based competitive intelligence (CI) techniques and methodologies covering CI strategies across a wide range of business functions at today's top companies.

TMG 620
Principles of Technology Management
This course provides an in-depth analysis allowing students to apply the key concepts in technology management and the role of technology managers in both private- and public- sector organizations. It provides an understanding of how organizational entities can be structured and managed to respond effectively to dynamic changes caused by technology and international competition.

TMG 635
Strategic Management of Technology and Innovation
Students apply strategic analysis techniques to business policy and organizational development. Emphasis is placed on linking technology policy with corporate strategy and the identification of technology options appropriate for the business or organizational strategy being executed.

TMG 625
Systems Analysis and Design
Students apply the fundamentals of systems analysis and design. The purpose is to provide an understanding of the systems view of a product, service, or process to include a generic representation of its elements, security, and dynamics. The skills, tools and methodologies needed to quantitatively analyze and optimize systems, and to make decisions as technology managers are provided.

TMG 640
Managing Technological Change
This course provides students with skills and knowledge that will help them introduce new technology or continuous improvement initiatives smoothly and effectively. During this course, students learn a structured approach for dealing with the organizational and human aspects of technology transition, including the key concepts of change management, communication, and managing resistance.

TMG 650
Master's Research Project
(Prerequisite: completion of MNS 601 in addition to at least 27 quarter units of program requirements with a GPA of 3.0 or better)
The student produces an original research project (applied research). The topics are initiated by the student and include emerging trends and important areas of interest in technology issues. The project requires approval from a student advisory committee. The class meets one session per week for two months. An additional month may be added for editorial purposes. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work), or "U" (Unsatisfactory, "D", or below).

TMG 655
Management of R&D and Innovation Processes
This course presents specific system concepts, methodologies, and tools to strategically plan technology developments, to effectively manage core competencies, and to integrate these technologies into existing or future products in order to remain competitive in the world economy. It casts the Research and Development (R&D) Manager into strategic development process used in the front end of the business to provide future survival and growth for the organization as the lifecycle of existing products and/or services matures to obsolescence. Also introduced are the techniques used to stimulate and manage innovation in the workplace.

WCM – Wireless Communications

WCM 301
Linear Systems and Signals
Course focuses on mathematical models of continuous-time and discrete-time signals and linear systems and includes time-domain and frequency domain concepts, Fourier series and Fourier transform, basic filtering concepts, the Laplace transform, and applications to communication systems.

WCM 302
Probability and Random Processes in Engineering
Introduction to the concepts of probability, random variables, functions of random variables, random

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sequences and random processes, and elements of estimation theory.

WCM 601

Analog and Digital Communications Fundamentals

Course focuses on basic analog and digital principles and their application to the analysis and design of real-world communication systems.

WCM 602

Wireless Communications: Principles and Practice

(Prerequisite: WCM 601)

This course covers the topics in wireless communication systems, analysis of modern wireless communication system infrastructures, the cellular concept and system design fundamentals, mobile radio propagation, multiple access techniques for wireless communications, wireless networking.

WCM 603

Wireless Networking: Architectures, Protocols and Standards

(Prerequisite: WCM 602)

This course addresses the important issues of wireless networking, including architectures, protocols and standards. It describes concepts, technology and applications of wireless networking as used in current and next generation wireless networks. It also considers the engineering aspects of network functions and designs, mobility management, wireless enterprise networks, GSM, network signaling, WAP, mobile IP and 3G systems.

WCM 604

Coding and Modulation for Wireless Communications

(Prerequisite: WCM 602)

This course describes the coding and modulation techniques, and comparative studies of different coding and decoding schemes including Trellis and Turbo coding. Studies of different modulation formats and their effects on wireless channels, analysis of different modulation schemes applied to the current wireless standards.

WCM 605

Information, Privacy and Security in Wireless Systems

(Prerequisite: WCM 602)

Analysis of the security and privacy issues associated with wireless systems. Cost/risk trade-offs. Technical, physical, and administrative methods of providing security. Control of access through technical and physical means. Identification and authentication. Encryption, including the Data Encryption Standard (DES) and public key systems. Management of encryption systems, including key protection and distribution. Discussion of practices and case studies related to the ethical aspects in the telecommunication industries.

WCM 606

CDMA: Wireless Standards and Applications

(Prerequisite: WCM 602)

Analysis of CDMA (code division multiple access) concepts, models and techniques. An overview of second- and third-generation (3G) air interfaces. Direct-sequence spread spectrum (DSSS); physical and logical channels; CDMA IS-95 call processing, diversity, combining and antennas; access and paging channel capacity; planning of a CDMA system.

WCM 607

Third-Generation (3G) Wireless Networks

(Prerequisite: WCM 602)

Third –generation standards, evolution of TDMA-based 2G systems to 3G systems; CDMA2000 system architecture; third generation European standards, wireless data in CDMA; wireless local loop;

Wireless application protocol (WAP), WLAN, and Bluetooth technologies.

WCM 608

Engineering Software for Wireless System Development

(Prerequisite: WCM 602)

Hands-on strategic analysis tools designed to help planners, engineers, and technologists rapidly, but thoroughly, develop wireless, wired, and broadband network and service plans including detailed technical and business analysis.

WCM 609

Communication Systems Modeling with Wireless Applications

(Prerequisite: WCM 602)

Course focuses on simulation models built with MATLAB programming software that can serve as virtual laboratories for predicting the impact of system design changes for advanced digital communication systems.

WCM 610

Next-Generation Wireless Infrastructures and Standards

(Prerequisite: WCM 602)

Course examines the visions of wireless communications applications in the 21st century: 4G mobile systems, wireless migration to packet networks, development of international standards, standardization of broadband wireless access, continuing evolution of CDMA, WCDMA radio access technology, wireless ATM networks, and new systems for PCS via satellite.

WCM 611A

Master's Research Project I

(Prerequisite: All core requirements)

(Prerequisites: Completion of a minimum of eight out of ten courses, WCM 601 through WCM 610)

This course is the first part of the Master's Research project. It focuses on the research and selection of an appropriate topic on one of the research or applications in the field of wireless communication systems. Student project teams research the topic of the project and complete the project proposal and timelines for project completions. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work), or "U" (Unsatisfactory, "D" or below).

WCM 611B

Master's Research Project II

(Prerequisite: WCM 611A)

A continuation of WCM 611A. Students complete the project including all required documentation and formally present their final product to a review panel for evaluation. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work), or "U" (Unsatisfactory, "D" or below).

Core Adjunct Faculty
and
Adjunct Faculty

The University of Values

Core Adjunct Faculty

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William Brownlow Adams, Jr., M.Ed., University of San Diego

Brian R. Adler, M.A., University of California, Irvine

Hugh H. Afshari, M.A., San Diego State University

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Farshid Yadegar, M.A., California State University, Los Angeles

Jeanne Fusae Yamamoto, M.A., California State University, Los Angeles

Michael Valentino Yaptangco, M.A., University of San Diego

Ian Yeates, M.S., University of Wisconsin, La Crosse

Laureen Yee-Tuey, M.S., National University

Carol Ling Yeh-Garner, M.S.W., San Diego State University

Francis W. Yep, M.S., Georgia Institute of Technology

Robert J. Yohn, Ed.D., University of Laverne

Linda R. Young, Ph.D., Columbia University

Sarah Zale, M.A., University of Colorado, Denver

Clarissa Zammitt, Ph.D., Pacifica Graduate Institute

Nora Molina Zamora, M.S., California State University, Hayward

Melvin Zeddies, Ph.D., Alliant International University

Emma Jean Zeigler, Ed.D., Nova Southeastern University

Robert M. Zeimet, M.A., University of Northern Iowa

Joan Zeno, M.A., San Diego State University

Phyllis Jo Zerrudo, M.I.M., Thunderbird, American Graduate School of International Management

Mirjana Zivkovic, M.D., University of Belgrade

Carole A. Zuloaga, M.A., California State University, San Bernardino

Gail A. Zwart, D.P.A., University of Laverne

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Degree Programs by Location

The University of Values

San Diego Locations	Spectrum	South Bay	4141/4121	La Mesa	Kearny Mesa	Carlsbad	Rancho B.
UNDERGRADUATE DEGREES							
Associate of Arts	●	●	●	●	●	●	●
B.A. Behavioral Science				●		●	●
B.A. Early Childhood Development	●		○				
B.A. English	●			●	●	●	
B.A. General Studies		●	●	●	●		
B.A. Global Studies							
B.A. History	●						
B.A. Interdisciplinary Studies	●	●		●	●		
B.A. Legal Studies	●		○	●			
B.A. Management		●		●			●
B.A. Multimedia Arts	●						
B.A. Multiple Subjects							
B.A. Psychology		●		●	●	●	●
Bachelor of Business Administration	●	●	●○	●	●	●	●
B.S. Accountancy			○		●		
B.S. Computer Science			●○	●			
B.S. Construction Engineering							
B.S. Criminal Justice Administration	●	●	●	●	●		●
B.S. Earth Sciences	●						
B.S. Information Systems			●○				
B.S. Information Technology			○	●	●		
B.S. Life Sciences	●						
B.S. Mathematics				●			
B.S. Organizational Behavior			●	●	●		
B.S. Software Engineering			●○				
Bachelor of Science in Nursing							
GRADUATE DEGREES							
Executive Master of Business Administration							
Spanish Executive Master of Business Administration							
M.A. Counseling Psychology					●		
M.A. English							
M.A. Human Behavior				●	●		
M.A. Human Resources Management & Org Development	●	●		●	●		
M.A. Management				●			
M.A. Teaching	●	●	●	●	●		
Master of Business Administration	●		●	●	●	●	●
M.Ed. in Cross-Cultural Teaching						●	●
Master of Fine Arts in Creative Writing							
Master of Fine Arts in Digital Cinema							
Master of Forensic Sciences	●						
Master of Health Care Administration	●			●			
Master of Public Administration	●	●	●	●	●		
M.S. Computer Science				●			
M.S. Educational Administration	●	●	●	●	●	●	
M.S. Educational Counseling	●			●			
M.S. Educational Technology				●			
M.S. Electronic Business			●	●			
M.S. Environmental Engineering			●	●			
M.S. Finance	●		●		●		
M.S. Industrial-Organizational Psychology	●						
M.S. Information Systems	●		●				
M.S. Instructional Technology	●	●	●	●	●		
M.S. Organizational Leadership	●		●				
M.S. School Psychology	●			●			
M.S. Software Engineering			●	●			
M.S. Special Education	●					●	
M.S. Taxation			●		●		
M.S. Technology Management			●	●			
M.S. Wireless Communications			●				
CALIFORNIA CREDENTIALS, CERTIFICATES, INTERNSHIPS							
Behavior Analysis Certificate	●		○				
CLAD Certificate	●	●			●	●	●
Fifth Year Professional Clear							
Internship Option for Educational Administration						●	
Internship Option for Multiple Subject Credential – TED	●	●	●		●	●	●
Internship Option for Single Subject Credential – TED	●	●	●		●	●	●
Internship Option for Special Education	●	●			●	●	
Preliminary Level I Education Specialist Credential: M/M	●	●			●	●	
Preliminary Level I Education Specialist Credential: M/S						●	
Preliminary Multiple Subject Cred. w/ BCLAD Option		●					
Preliminary Multiple Subject Credential – TED	●	●	●		●	●	●
Preliminary Single Subject Cred. w/BCLAD Option		●					
Preliminary Single Subject Credential – TED	●	●	●		●	●	●
Preliminary Tier I Administrative Services Certificate	●	●	●		●	●	
Professional Level II Education Specialist: M/M	●					●	
Professional Level II Education Specialist: M/S						●	
Professional Tier II Administrative Services Credential	●		●	●	●		
Pupil Personnel Services Cred., School Counseling Spec.	●						
Pupil Personnel Services Cred., School Psychology Spec.	●	●			●		
Teachers Using Technology Certificate							

Southern CA Locations	San Bernardino	Orange	Costa Mesa	Los Angeles	Sherman Oaks
UNDERGRADUATE DEGREES					
Associate of Arts ⌖		●	●	●	●
B.A. Behavioral Science			●		
B.A. Early Childhood Development		●	●	●	●
B.A. English	●		●	●	●
B.A. General Studies		●	●	●	
B.A. Global Studies ⌖					
B.A. History			●		
B.A. Interdisciplinary Studies	●		●	●	●
B.A. Legal Studies			●		
B.A. Management			●	●	●
B.A. Multimedia Arts			●		
B.A. Multiple Subjects	●		●		
B.A. Psychology	●		●	●	●
Bachelor of Business Administration ⌖	●	●	●	●	●
B.S. Accountancy ⌖			●		●
B.S. Computer Science			●	●	
B.S. Criminal Justice Administration ⌖	●	●	●	●	●
B.S. Information Systems			●	●	
B.S. Information Technology			●	●	
B.S. Mathematics		●	●		
B.S. Organizational Behavior			●		
Bachelor of Science in Nursing ⌖					
GRADUATE DEGREES					
Executive Master of Business Administration ⌖					
Spanish Executive Master of Business Administration ⌖					
M.A. Counseling Psychology			●		
M.A. English ⌖			●	●	●
M.A. Human Behavior		●	●	●	
M.A. Human Resources Mgt & Org Development ⌖		●	●	●	
M.A. Management ⌖					●
M.A. Teaching ⌖	●	●	●	●	
Master of Business Administration ⌖	●	●	●	●	
M.Ed. in Cross-Cultural Teaching ⌖	●	●	●		
Master of Fine Arts in Creative Writing ⌖					
Master of Fine Arts in Digital Cinema ⌖			●		
Master of Forensic Sciences ⌖			●	●	
Master of Pubic Administration ⌖			●	●	●
M.S. Educational Administration ⌖		●	●	●	●
M.S. Educational Counseling			●	●	
M.S. Educational Technology ⌖	●		●	●	
M.S. Electronic Business ⌖			●		
M.S. Finance			●		
M.S. Information Systems			●	●	
M.S. Instructional Technology ⌖					
M.S. Organizational Leadership	●		●	●	
M.S. School Psychology			●		
M.S. Software Engineering			●	●	
M.S. Special Education ⌖	●	●		●	●
M.S. Taxation			●		
M.S. Technology Management ⌖			●		
CALIFORNIA CREDENTIALS, CERTIFICATES, INTERNSHIPS					
Behavioral Analysis Certificate			●	●	
CLAD Certificate ⌖	●	●	●	●	●
Early Childhood Development Certificate			●		
Fifth Year Professional Clear ⌖					
Internship Option for Educational Administration	●	●			
Internship Option for Multiple Subject Credential – TED	●	●	●	●	●
Internship Option for Single Subject Credential – TED	●	●	●	●	●
Internship Option for Special Education	●	●	●	●	●
Preliminary Level I Education Specialist Credential: M/M ⌖	●	●	●	●	●
Preliminary Level I Education Specialist Credential: M/S ⌖	●	●	●	●	●
Preliminary Multiple Subject Cred. w/BCLAD Option ⌖					
Preliminary Multiple Subject Credential – TED ⌖	●	●	●	●	●
Preliminary Single Subject Cred. w/BCLAD Option ⌖					
Preliminary Single Subject Credential – TED ⌖	●	●	●	●	●
Preliminary Tier I Administrative Services Certificate ⌖	●	●	●	●	●
Professional Level II Education Specialist Cred.: M/M	●	●	●	●	●
Professional Level II Education Specialist Cred.: M/S	●	●	●	●	●
Professional Tier II Administrative Services Credential ⌖	●	●	●	●	●
Pupil Personnel Services Cred., School Counseling Spec. ⌖			●	●	●
Pupil Personnel Services Cred.l, School Psychology Spec.			●	●	●
Reading Certificate		●	●		
Teachers Using Technology Certificate ⌖					

Northern CA Locations	Bakersfield	Fresno	San Jose	Stockton	Sacramento	Redding
UNDERGRADUATE DEGREES						
Associate of Arts	●	●	●	●	●	●
B.A. Behavioral Science	●			●	●	
B.A. Early Childhood Development	●	●	●	●	●	●
B.A. English		●			●	●
B.A. General Studies	●	●	●		●	●
B.A. Global Studies					●	
B.A. History					●	
B.A. Interdisciplinary Studies	●	●	●	●	●	●
B.A. Management	●	●			●	
B.A. Multiple Subjects		●			●	
B.A. Psychology	●	●	●		●	●
Bachelor of Business Administration	●	●	●	●	●	●
B.S. Accountancy		●		●	●	●
B.S. Computer Science			●		●	
B.S. Criminal Justice Administration		●		●	●	●
B.S. Information Technology		●		●	●	●
B.S. Organizational Behavior					●	
Bachelor of Science in Nursing						
GRADUATE DEGREES						
Executive Master of Business Administration						
Spanish Executive Master of Business Administration						
M.A. Counseling Psychology		●			●	●
M.A. English					●	
M.A. Human Resources Management & Org Development					●	
M.A. Management					●	
M.A. Teaching		●	●	●	●	
Master of Business Administration	●	●	●	●	●	●
M.Ed. in Cross-Cultural Teaching	●	●		●	●	●
Master of Fine Arts in Creative Writing						
Master of Fine Arts in Digital Cinema						
Master of Forensic Sciences						
Master of Pubic Administration					●	●
M.S. Educational Administration		●	●	●	●	
M.S. Educational Counseling		●			●	
M.S. Educational Technology		●			●	
M.S. Electronic Business					●	
M.S. Information Systems		●				
M.S. Instructional Technology						
M.S. Organizational Leadership		●		●	●	●
M.S. School Psychology					●	
M.S. Software Engineering			●		●	
M.S. Special Education	●	●	●	●	●	●
M.S. Taxation					●	
M.S. Technology Management						
CALIFORNIA CREDENTIALS, CERTIFICATES, INTERNSHIPS						
Behavior Analysis Certificate		●			●	
CLAD Certificate	●	●	●	●	●	●
Early Childhood Development Certificate		●			●	
Fifth Year Professional Clear						
Internship Option for Educational Administration		●	●	●		●
Internship Option for Multiple Subject Credential – TED	●	●	●	●	●	●
Internship Option for Single Subject Credential – TED	●	●	●	●	●	●
Internship Option for Special Education		●	●	●	●	●
Preliminary Level I Education Specialist Credential: M/M	●	●	●	●	●	●
Preliminary Level I Education Specialist Credential: M/S	●	●	●	●	●	●
Preliminary Multiple Subject Credential – TED	●	●	●	●	●	●
Preliminary Single Subject Credential – TED	●	●	●	●	●	●
Preliminary Multiple Subject Cred. w/BCLAD Option						
Preliminary Single Subject Cred. w/ BCLAD Option						
Preliminary Tier I Administrative Services Certificate		●	●	●	●	●
Professional Level II Education Specialist Cred.: M/M	●	●	●	●	●	
Professional Level II Education Specialist Cred.: M/S	●	●	●	●	●	
Professional Tier II Administrative Services Credential		●	●	●	●	●
Pupil Personnel Services Cred., School Counseling Spec.		●			●	
Pupil Personnel Services Cred., School Psychology Spec.		●			●	
Reading Certificate		●		●	●	●
Teachers Using Technology Certificate						

Military Locations	V-2 MCAS	V-3 NAS	V-5 32nd St	V-6 ASW	V-F NAB	V-M MCRD	V-V Pendleton	P-N 29 Palms
UNDERGRADUATE DEGREES								
Associate of Arts ⌂			●					●
B.A. Behavioral Science						●		
B.A. General Studies							●	
B.A. Global Studies ⌂								
B.A. Interdisciplinary Studies						●		●
B.A. Management						●		
B.A. Psychology		●				●		
Bachelor of Business Administration ⌂	●	●		●	●	●		●
B.S. Accountancy ⌂						●		
B.S. Computer Science			●					
B.S. Criminal Justice Administration ⌂	●				●	●		●
B.S. Information Systems	●							
B.S. Information Technology	●		●		●	●		
B.S. Organizational Behavior						●		
Bachelor of Science in Nursing ⌂								
GRADUATE DEGREES								
Executive Master of Business Administration ⌂								
Spanish Executive Master of Business Administration ⌂								
M.A. Counseling Psychology								
M.A. English ⌂								
M.A. Human Behavior				●				
M.A. Human Resources Management & Org Development ⌂		●						●
M.A. Management ⌂					●			
M.A. Teaching ⌂								
Master of Business Administration ⌂	●				●	●		●
M.Ed. in Cross-Cultural Teaching ⌂								
Master of Fine Arts in Creative Writing ⌂								
Master of Fine Arts in Digital Cinema ⌂								
Master of Forensic Sciences ⌂								
Master of Heath Care Administration								
Master of Pubic Administration ⌂				●				
M.S. Educational Administration ⌂								
M.S. Educational Technology ⌂								
M.S. Electronic Business ⌂					●			
M.S. Finance		●						
M.S. Instructional Technology ⌂								
M.S. Organizational Leadership						●		
M.S. Software Engineering					●			
M.S. Special Education ⌂								
M.S. Technology Management ⌂					●			
CALIFORNIA CREDENTIALS, CERTIFICATES, INTERNSHIPS								
CLAD Certificate ⌂								
Fifth Year Professional Clear ⌂								
Preliminary Level I Education Specialist Credential: M/M ⌂								
Preliminary Level I Education Specialist Credential: M/S ⌂								
Preliminary Multiple Subject Cred. w/BCLAD Option ⌂								
Preliminary Multiple Subject Credential – TED ⌂			●				●	
Preliminary Single Subject Cred. w/BCLAD Option ⌂								
Preliminary Single Subject Credential – TED ⌂			●				●	
Preliminary Tier I Administrative Services Certificate ⌂								
Professional Tier II Administrative Services Credential ⌂								
Pupil Personnel Services Cred., School Counseling Spec. ⌂								
Teachers Using Technology Certificate ⌂								

Regional Online Information and Admissions Center Locations

	Henderson, Nevada	Honolulu, Hawaii
UNDERGRADUATE DEGREES		
Associate of Arts	●	●
Bachelor of Arts *with a Major in:*		
Global Studies	●	●
Bachelor of Business Administration *with Concentrations in:*	●	●
Accountancy	●	●
Finance	●	●
Human Resources Management	●	●
Marketing	●	●
Sports Management	●	●
Bachelor of Science *with Majors in:*		
Accountancy	●	●
Criminal Justice Administration	●	●
Bachelor of Science in Nursing	●	●
GRADUATE DEGREES		
Executive Master of Business Administration *with Areas of Specialization in:*		
International Business Relations	●	●
Electronic Business	●	●
Marketing	●	●
Master of Arts *with Fields of Study in:*		
English	●	●
Human Resources Management & Organizational Development	●	●
Management		
Teaching	●	●
Master of Business Administration *with Areas of Specialization in:*		
Accountancy	●	●
Electronic Business	●	●
Financial Management	●	●
Human Resources Management	●	●
International Business	●	●
Marketing	●	●
M.Ed. in Cross-Cultural Teaching	●	●
Master of Fine Arts in Creative Writing	●	●
Master of Fine Arts in Digital Cinema	●	●
Master of Forensic Sciences *with an Area of Specialization in:*	●	●
Investigations	●	●
Master of Pubic Administration *with Areas of Specialization in:*	●	●
Human Resources Management	●	●
Master of Science *with Fields of Study in:*		
Educational Administration	●	●
Educational Technology	●	●
Electronic Business	●	●
Instructional Technology	●	●
Special Education	●	●
Technology Management	●	●
Spanish Executive Master of Business Administration	●	●
CALIFORNIA CREDENTIALS AND CERTIFICATES		
CLAD Certificate	●	●
Fifth Year Professional Clear Credential	●	●
Preliminary Level I Education Specialist Credential: M/M	●	●
Preliminary Level I Education Specialist Credential: M/S	●	●
Preliminary Multiple Subject Credential with BCLAD Option	●	●
Preliminary Multiple Subject Credential – TED	●	●
Preliminary Single Subject Credential with BCLAD Option	●	●
Preliminary Single Subject Credential – TED	●	●
Preliminary Tier I Administrative Services Certificate	●	●
Professional Tier II Administrative Services Credential	●	●
Pupil Personnel Services Credential, School Counseling	●	●
Teachers Using Technology Certificate	●	●
CERTIFICATES		
Accountancy	●	●
Criminal Justice Administration	●	●
Educational Technology	●	●
Electronic Business	●	●
Finance	●	●
International Business	●	●
Marketing	●	●
Sports Management	●	●
MINORS		
Accountancy	●	●
Criminal Justice Administration	●	●