



**NATIONAL**  
UNIVERSITY

# **ADDENDUM C**

TO THE NATIONAL UNIVERSITY GENERAL **CATALOG 82**

**Effective Date June 1, 2019**

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**National University Academic Headquarters**

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# ACADEMIC PROGRAM UPDATES

## COLLEGE OF LETTERS AND SCIENCES

### TERMINATED ACADEMIC PROGRAM

MAJOR IN ENGLISH WITH SINGLE-SUBJECT MATTER PREPARATION

### PROGRAM MODIFICATIONS

#### BACHELOR OF ARTS

##### MAJOR IN ENGLISH

*Academic Program Director: Julie Wilhelm; (714) 429-5114; jwilhelm@nu.edu*

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

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

##### BA English/MA English and BA English/MFA Creative Writing Transition Programs

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

Students in the BA English/MA English transition program may take any **one (1)** 600-level ENG course (excluding ENG 689 or ENG 699) as an elective within the BA English program. For students in the BA English/MA English transition program, the University will waive one MA English course taken as part of the BA degree if the grade earned is a “B” or higher.

Students in the BA ENG/MFA Creative Writing transition program may take **one (1) or two (2)** courses from among the following:

- Any 600-level ENG courses (excluding ENG 689 and ENG 699)
- MCW 600, MCW 610, or MCW 635 (note that MCW 635 is an eight-week course and should not be taken concurrently with other courses).

For students in the BA English/MFA Creative Writing transition program, the University will waive up to two MFA Creative Writing courses taken as part of the BA degree if the grade earned is a “B” or higher.

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

##### Program Learning Outcomes

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

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

##### Degree Requirements

To receive the Bachelor of Arts in English degree, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper division level, and a minimum 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

##### Preparation for the Major

(1 course; 4.5 quarter units)

LIT 100\* Introduction to Literature  
*Prerequisite: ENG 100 and ENG 101*

\* May be used to meet a General Education requirement

## Requirements for the Major

(9 courses; 40.5 quarter units)

Choose any **four (4)** of the following **five** survey courses:

- LIT 311 British Literature I  
*Prerequisite: ENG 240 and LIT 100*
- LIT 312 British Literature II  
*Prerequisite: ENG 240 and LIT 100*
- LIT 321 American Literature I  
*Prerequisite: ENG 240 and LIT 100*
- LIT 322 American Literature II  
*Prerequisite: ENG 240 and LIT 100*
- LIT 360 History of Literary Theory  
*Prerequisite: ENG 240 and LIT 100*

**and**

- LIT 338 Shakespeare  
*Prerequisite: ENG 240 and LIT 100*
- LIT 365 Contemporary Literary Theory  
*Prerequisite: ENG 240 and LIT 100*
- LIT 463 20th Century World Literature  
*Prerequisite: ENG 240 and LIT 100*

Any **one (1)** of the following **three** courses:

- LIT 410 African American Literature  
*Prerequisite: LIT 100 and ENG 240*
- LIT 420 U.S. Latino Literature  
*Prerequisite: LIT 100 and ENG 240*
- LIT 460 Gender and Literature  
*Prerequisite: ENG 240 and LIT 100*

**and**

- LIT 498 English Capstone Course  
*Prerequisite: Satisfactory completion of 8 upper division LIT courses*

## Upper Division Electives for English Major

(7 courses; 31.5 quarter units)

Any **two (2)** additional upper division LIT courses

**and**

**One (1)** of the following:

- ART 315 Film as Art  
*Prerequisite: ENG 100 and ENG 101*
- BRO 305 Media Storytelling  
*Prerequisite: ENG 100, ENG 101 and COM 100 or COM 103 or COM 220*
- COM 310 Communication Theory  
*Prerequisite: ENG 101*
- COM 334 Persuasion  
*Prerequisite: ENG 101*
- COM 360 Representation in the Media  
*Prerequisite: ENG 100 and ENG 101*
- COM 385 Interactive Storytelling  
*Prerequisite: ENG 101*
- COM 394 Strategic Writing  
*Prerequisite: ENG 101*
- ENG 310 English Grammar  
*Prerequisite: ENG 101*

- ENG 350 Fundamentals of Linguistics  
*Prerequisite: ENG 100 and ENG 101*
- ENG 375 Nature Writing  
*Prerequisite: ENG 100, ENG 101 and ENG 240 or ENG 334A*
- GLS 330 Film in a Global Context  
*Prerequisite: ENG 240*
- ENG 352 Origins of English  
*Prerequisite: ENG 100 and ENG 101*
- SOC 325 Popular Culture  
*Prerequisite: ENG 100 and ENG 101*
- SOC 336 American Film and Society  
*Prerequisite: ENG 100 and ENG 101*

**and**

Any **four (4)** additional upper division courses in the College of Letters and Sciences.

## BACHELOR OF ARTS IN ENGLISH WITH SINGLE SUBJECT MATTER PREPARATION AND INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

*Academic Program Director: John Miller; (714) 429-5146; jmiller@nu.edu*

*Credential Program Director: Jyothi Bathina; (559) 256-4945; jrbathina@nu.edu*

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

**\*Please Note:** To avoid interruptions to program progress and/or financial aid arrangements, students need to satisfy/pass the Basic Skills Requirement (e.g., CBEST) and Subject Matter Competency Requirement (e.g., CSET) **Prior** to starting the single credential area method courses.

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

## Program Learning Outcomes

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

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

## Degree Requirements

To receive a Bachelor of Arts in English with Single Subject Matter Preparation and Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California), candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper division level, and a minimum of 70.5 units of the university General Education. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

## Preparation for the Major

(5 courses; 22.5 quarter units)

COM 103*	Public Speaking
ILR 260*	Information Literacy <i>Prerequisite: ENG 100 and ENG 101</i>
LIT 100*	Introduction to Literature <i>Prerequisite: ENG 100 and ENG 101</i>
THR 200*	Theater Arts

And **one (1)** of the following two courses:

ENG 201*	Fiction Writing I <i>Prerequisite: ENG 101</i>
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ENG 202*	Poetry Writing I <i>Prerequisite: ENG 101</i>
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\* May also be used to satisfy General Education requirements.

## Requirements for the Major

(25 courses; 108 quarter units)

## English Requirements

(11 courses; 49.5 quarter units)

COM 360	Representation in the Media <i>Prerequisite: ENG 100 and ENG 101</i>
ENG 350	Fundamentals of Linguistics <i>Prerequisite: ENG 100 and ENG 101</i>

**One (1)** of the following **two** courses:

LIT 311	British Literature I <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 312	British Literature II <i>Prerequisite: ENG 240 and LIT 100</i>

**and**

LIT 321	American Literature I <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 338	Shakespeare <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 345	Mythology <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 365	Contemporary Literary Theory <i>Prerequisite: ENG 240 and LIT 100</i>

Any **one (1)** of the following **three** courses:

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

**and**

LIT 463	20th Century World Literature <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 498	English Capstone Course <i>Prerequisite: Satisfactory completion of 8 upper division LIT courses</i>

**and**

Any **one (1)** additional upper division Literature (LIT) course from available offerings.

## INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL

*Credential Program Director: Jyothi Bathina; (559) 256-4945; jbathina@nu.edu*

Students are required to take the courses in this sequence.

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

**Prior** to beginning any of the Single Subject Methods courses, the candidate must have completed all Foundation courses, passed CBEST (California Basic Educational Skills Test) and passed CSET (California Subject Examination Test). There is an application process for applying to student teaching (clinical practice).

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

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

### Program Learning Outcomes

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

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those w/diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.
- Reflect critically about the application of the inspired teaching and learning principles.

### Teacher Credential CORE Requirements

#### Single Subject Teaching Credential

(14 courses; 58.5 quarter units)

#### Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 400            Becoming a Teacher

Students must complete ITL 400 and credential packet prior to beginning ITL 402.

### Foundation Courses

(4 courses; 18 quarter units)

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

### Single Subject Credential Methods

(5 courses; 22.5 quarter units)

**Prior** to beginning any of the Single Subject Credential Area Method courses below, the candidate must successfully complete all Foundation courses, pass CBEST, pass CSET, and meet any other related program requirements.

ITL 520	Academic Language & Literacy
ITL 522	Content Area Literacy <i>Prerequisite: ITL 520</i>
ITL 526	SS Integrated Design I <i>Prerequisite: ITL 522</i>
ITL 528	SS Integrated Design II <i>Prerequisite: ITL 526</i>
ITL 530	Optimized Learning Community

### Student Teaching Requirements

(4 courses; 13.5 quarter units)

**Prior** to beginning any of the student teaching courses below, the candidate must successfully complete all Foundation, Single Subject Credential Area Method, and upper division courses, pass CBEST, pass CSET, and submit a complete student teaching application.

The student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Student teaching placements in K-12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K-12 classrooms.

**Note:** The two seminar courses, below, ITL 551A and ITL 551B, are 2.25 quarter units each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

ITL 550A	Student Teaching A <i>Corequisite: ITL 551A</i>
ITL 551A	Student Teacher Seminar A (2.25 quarter units) <i>Corequisite: ITL 550A</i>
ITL 550B	Student Teaching B <i>Prerequisite: ITL 550A, Corequisite: ITL 551B</i>



ITL 551B Student Teacher Seminar B  
(2.25 quarter units)  
*Prerequisite: ITL 551A, Corequisite:  
ITL 550B*

## SCHOOL OF BUSINESS AND MANAGEMENT

### PROGRAM MODIFICATIONS

#### MASTER OF BUSINESS ADMINISTRATION

*Academic Program Director: Farhang Mossavar-Rahmani;  
(858) 642-8409; [fmossava@nu.edu](mailto:fmossava@nu.edu)*

**Prospective International Students:** Contact an advisor  
at [isa@nu.edu](mailto:isa@nu.edu) or 1-800-NAT-UNIV

**Prospective Domestic Students:** Contact an advisor  
at [advisor@nu.edu](mailto:advisor@nu.edu) or 1-800-NAT-UNIV

**Current MBA Students:** Contact your assigned advisor  
at [advisor@nu.edu](mailto:advisor@nu.edu) or 1-800-NAT-UNIV

The mission of the Master of Business Administration (MBA) program is to prepare students for leadership positions in business and to provide them with the knowledge and skills needed to successfully manage organizations in an ever-changing business environment. The MBA program imparts the conceptual understanding and application of problem-solving tools contained in basic business disciplines, including accounting, economics, data analysis, finance, management, and marketing. In addition, students are equipped with the skills needed for effective team-building, quantitative and qualitative decision-making, and creative problem-solving. To ensure that the MBA program meets the needs of today's leaders and managers, the program is dedicated to the following 5 themes:

#### 1. Relevance

The MBA program has been designed based on the demands in both the domestic and global market place.

#### 2. Accessibility and Support

The MBA program is available to students in both online and onsite formats. Upon admission to the MBA program, students will be assigned to a faculty mentor to assist them throughout the program in making appropriate decisions about educational and career-related issues.

#### 3. Specialization

Students may design their degree as a general business program and take four elective courses or may choose to specialize in a particular discipline. A faculty mentor will assist each student in making their decision.

#### 4. Application

The MBA program imparts the conceptual understanding and application of problem-solving tools contained in basic business disciplines. It also addresses the interests of the stakeholders of an enterprise and of the communities in which

the enterprise is operating. The program emphasizes the use of practical applications and cases.

#### 5. Technology

In order to fulfill the learning outcomes, classes will integrate current technology in traditional onsite classes, as well as in web-enhanced online classes using the asynchronous format with highly engaging assignments and activities.

#### Faculty Mentor

In addition to the Admission Advisor/Counselor, all students will be assigned to a faculty mentor for the purpose of reviewing the student's career objectives and providing guidance regarding the courses and/or specialization to be selected. For specific information not addressed by the advisor, please contact the Program Director of the MBA Program.

#### MBA Transition Program

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

Students in the BBA transition program may take up to three MBA classes as electives during the BBA. Students may choose from the following courses: MKT 602, ECO 607, IBU 606, and MGT 608.

The number of courses required to earn an MBA degree for transition program students is reduced from 12 to as few as 9 courses, depending on classes selected and grades earned.

#### Basic Math Skills

It is strongly recommended that students who are unsure about having adequate math skills take the one-hour Accuplacer test to determine their level of competency. If below the minimum level needed to be comfortable and ensure success in the MBA program, students should seriously consider enrolling in appropriate math courses. If a student has already taken the GRE or GMAT, a score at least 480 (verbal) and 570 (quantitative) on the GRE or a score of at least 550 on the GMAT indicates adequate proficiency.

#### MBA Orientation

The MBA orientation is housed in Blackboard. Students will be automatically enrolled upon admission to the MBA program, and the orientation will be continuously available to all MBA students. Within the orientation, students can obtain information about the program from an MBA faculty mentor or the MBA Program Director. The orientation provides

information about the requirements and expectations of the MBA, as well as student support information.

### Program Learning Outcomes

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

- Evaluate financial statements and quantitative information for decision making using appropriate information systems and tools
- Analyze the competitive environment employing both external and internal factor analysis, and apply appropriate strategies for an organization, emphasizing the practice of ethical decisions and actions.
- Create and communicate business plans and reports in an efficient and compelling way, orally and in written form.
- Design solutions to logistical and operational problems using critical-thinking skills and innovative approaches to generate alternatives.
- Assess the global business environment and generate alternatives for companies to succeed in different countries and cultures.
- Assess the economic environment within an industry and decide appropriate financial decisions for the firm.

### Degree Requirements

To receive an MBA degree, students must complete 54 quarter units of graduate credit. A total of 13.5 quarter units of equivalent graduate work may be granted if completed with a grade of “B” or better (3.0 GPA) at another regionally accredited institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Please refer to the section on graduate admission procedures for specific information regarding application, evaluation, and the course waiver process.

### Program Requirements

(12 courses; 54 quarter units)

### Foundation Courses

(2 courses; 9 quarter units)

The following two foundation courses may be waived if students have taken the appropriate accounting, finance, and mathematics courses as a part of an undergraduate degree in business at a regionally accredited university or if a score of 80 percent or above is achieved on a challenge exam. Each course is four weeks long.

ACC 600\* Financial Accounting for MBAs  
MNS 601\*\* Statistics for Business

\* Students who have completed an undergraduate business degree that includes ACC 201, ACC 202, and FIN 310 are waived of the ACC 600 requirement.

\*\* Students who have completed an undergraduate business degree that includes MNS 205, MTH 210, MTH 215, or MTH 220 and MNS 407 are waived of the MNS 601 requirement.

### Core Competency Courses

(7 courses; 31.5 quarter units)

MKT 602	Marketing Management
IBU 606	Global Business
MGT 603	Business Operations Management
MGT 608	Info & Supply Chain Systems
ACC 604	Managerial Accounting
ECO 607	Eco. for Managerial Decisions <i>Recommended: Prior completion of: MNS 601</i>
FIN 609A	Seminar in Financial Management <i>Prerequisite: FIN 310 or ACC 600</i>

### Capstone

(1 course; 4.5 quarter units)

MGT 685C	Business Strategy and Policy <i>Prerequisite: MKT 602, IBU 606, ACC 604, ECO 607, FIN 609A, MGT 608 and MGT 603</i>
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### General Electives

(4 courses; 18 quarter units)

Students may select any four graduate courses offered by the School of Business and Management. As an alternative, students may enroll in an Area of Specialization (see below).

### MBA Specialization Requirements

(4 courses; 18 quarter units)

In lieu of general electives, students can choose an Area of Specialization. In order to graduate with a specialization, students must complete all courses specified in the desired specialization, in addition to all core competency courses, and the capstone course, MGT 685C.

### Specialization in Financial Management

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 every 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 Learning Outcomes

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

- Evaluate the financial condition of the company and recommend the proper course of actions.
- Appraise securities portfolios and investment proposal and evaluate the relationship among the

returns for foreign and domestic investment instruments.

### Requirements for Specialization

(4 courses; 18 quarter units)

FIN 610	Topics in Financial Management <i>Prerequisite: FIN 609A</i>
FIN 631	Security Analysis & Portfolio <i>Prerequisite: FIN 609A</i>
FIN 635	International Finance <i>Prerequisite: FIN 609A</i>
FIN 674	Managing Financial Institution <i>Prerequisite: FIN 609A</i>

### Specialization in Human Resource Management

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 Learning Outcomes

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

- Complete a job analysis of a specific job to be used for recruiting, selection, performance appraisal, training and compensation.
- Develop a recruiting plan and design a selection process for recruiting, interviewing, and selecting candidates for employment for jobs within an organization.
- Conduct a needs assessment and design a training program for current employees on a specific topic related to organizational goals.
- Assess benefits relevant to the employee population and organizational structure, and formulate a compensation system based upon merit, knowledge, and skill acquisition.
- Recognize, analyze, and effectively address ethical, legal and safety challenges faced in the workplace, and develop methods designed to prevent employer liability.

### Requirements for Specialization

(4 courses; 18 quarter units)

HRM 630	Legal, Ethical & Safety Issues
HRM 637	Workforce Plan, Dev & Outsourc
ODV 606	Seminar in Training & Developm
HRM 667	Compensation & Benefits

### Specialization in International Business

Business activities have an increasingly global reach. Successful business professionals must have a thorough

knowledge of international business environments and be able to operate within individual foreign markets.

In this specialization, students have the option to travel to foreign locations where, under the guidance of National University professors, they attend lectures, visit universities, factories and cultural sites, thus achieving full immersion in a foreign environment such as China, Mexico, etc.

Specific issues covered in this specialization include cultural, economic and legal issues, as well as exporting, franchising, licensing, foreign direct investment and outsourcing. Students develop skills in areas such as international risk analysis, international human capital development, international communication, site selection, matching markets, and products/services, etc.

### Program Learning Outcomes

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

- Appraise the key economic, cultural, and legal factors that shape the international business environment.
- Assess the differences between the domestic and international business environments.

### Requirements for Specialization

(4 courses; 18 quarter units)

Student should choose **four (4)** courses from the following:

IBU 637	Comparative Int'l Management
IBU 641	Topics in Int'l Business
IBU 643	Global Strategy
IBU 645	Intl Entrepreneurship Project
IBU 540	International Experience

### Specialization in Marketing

The Marketing specialization allows students to gain an understanding of how marketing relates to all the other functions of a business and how to integrate marketing into everything the business does. The Marketing pathway aims to promote a comprehensive understanding of the role of marketing management in consumer, industrial markets and service industries in addition to developing problem-solving and decision-making capabilities in these fields. Marketing concepts provide valuable insights into the various exchange processes involved in consumer, business-to-business, and non-profit settings, around the globe. The purpose of this is to develop a critical and analytical approach to marketing managers' tasks within the context of the organization as a whole.

Students interested in the marketing specialization should be curious about why customers buy what they do and how product development, branding, pricing, and other elements of the marketing mix affect consumer choices. Beyond the first-core marketing management class as part of general MBA program, specialization students are required to take market research, consumer behavior, global marketing, and strategic operational marketing. The principal outcome of the specialization will be the completion of a project to integrate various functional areas of marketing. After completing the Marketing specialization---students are expected to develop



knowledge, understanding, and cognitive, intellectual, practical and transferable marketing skills.

### Program Learning Outcomes

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

- Evaluate marketing opportunities and successful strategies.
- Apply principles and theories of marketing strategies for management decision making.
- Synthesize varying marketing, operations, personnel and financial initiatives.

### Requirements for Specialization

(4 courses; 18 quarter units)

MKT 620	Consumer Behavior <i>Prerequisite: MKT 602</i>
MKT 631	Global Marketing <i>Prerequisite: MKT 602</i>
MKT 634	Market Research <i>Prerequisite: MKT 602</i>
MKT 660	Strategic Marketing Simulation <i>Prerequisite: MKT 602, MKT 620, MKT 631 and MKT 634</i>

### Specialization in Organizational Leadership

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.

This area of specialization is ideal for individuals who desire to understand the technical and reflective processes that often accompany opportunities to exercise leadership in profit and not for profit organizations.

### Program Learning Outcomes

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

- Distinguish between multiple approaches for exercising leadership to promote innovation and confront complex issues within organizations.
- Interpret organizational dynamics, group dynamics and engage in systems thinking in order to promote the development of a learning organization capable of innovation, adaptation, and orchestrating conflict.
- Evaluate ethical issues and aid organizational members in creating ethical culture appropriate to the organizational and global environment that supports operating in environments of diversity, uncertainty and unpredictability.
- Distinguish between the functions of authority, power, the practice of leadership, and utilize frameworks that serve organizational purposes.

### Requirements for Specialization

(4 courses; 18 quarter units)

LED 602	Developing Groups and Teams
LED 603	Leadership in the 21st Century
LED 604	Leading Change and Adaptation
LED 605	Conflict and Power Dynamics

### Specialization in Supply Chain Management

The Specialization in Supply Chain Management prepares students to advance in this exciting and evolving field of management where firms collaborate to align strategies and operations toward common goals. The program is designed to provide students with the skills to apply logistics functional expertise from planning of inventory deployment to designing transportation networks -- the physical interconnections between firms. In addition, the framing concepts of cross-functional engagement of Supply Chain Management processes will assist graduates to reinvent their organization from within, and then engage strategic partners to better align processes and mitigate operational risks. Supply Chain Management is a critical skill in global corporations, non-profit organizations, healthcare providers and government agencies at all levels. Similarly, military acquisition programs and sustainment organizations require future leaders to infuse best-practices such as Supply Chain Management into operational and strategic planning. For all graduates, early integration of life cycle logistics covered in this program will benefit program performance, timeliness and long-term cost reductions, as you implement Supply Chain Management into your profession.

### Program Learning Outcomes

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

- Integrate supply chain business processes into a coherent supply chain strategy
- Develop effective supply management and planning policies
- Design efficient distribution networks

### Requirements for Specialization

(4 courses; 18 quarter units)

SCM 610	Supply Chain Collaboration <i>Prerequisite: MGT 608</i>
SCM 620	Strategic Supply Management <i>Prerequisite: SCM 610 and MGT 608</i>
SCM 630	Supply Chain Planning <i>Prerequisite: SCM 610 and MGT 608</i>
SCM 640	Distribution Management <i>Prerequisite: SCM 610 and MGT 608</i>

# SANFORD COLLEGE OF EDUCATION

## TERMINATED GRADUATE CERTIFICATES

- GRADUATE CERTIFICATE IN BEST PRACTICES
- GRADUATE CERTIFICATE IN E-TEACHING & LEARNING
- GRADUATE CERTIFICATE IN EDUCATIONAL TECHNOLOGY
- GRADUATE CERTIFICATE IN NATIONAL BOARD-CERTIFIED TEACHER LEADERSHIP
- GRADUATE CERTIFICATE IN TEACHING MATHEMATICS
- GRADUATE CERTIFICATE IN US EDUCATION IN A GLOBAL CONTEXT

## PROGRAM MODIFICATIONS

### MASTER OF SCIENCE IN EDUCATIONAL COUNSELING WITH PPSC CREDENTIAL OPTION

*Academic Program Director: Sonia Rodriguez; (858) 642-8385; srodriguez2@nu.edu*

The Department of School Counseling and School Psychology offers a graduate degree leading to the Master of Science in Educational Counseling and a recommendation for a Pupil Personnel School Counseling Credential (PPSC). This program is aligned with national standards and prepares candidates for the position of school counselor. Graduates of this program generally seek employment as school counselors in P-12 schools and employment in a institution of higher education.

Candidates enrolled in the degree and/or credential program are not awarded the master's degree until they have successfully completed all coursework, the action research project and the PRAXIS exam. All coursework must be completed prior to the PPSC credential recommendation. Course equivalence will not be granted for life experiences.

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

### Program Learning Outcomes

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

- Distinguish among major developmental theories (personality, social, physical, emotional, and cognitive development) and chronological stages of life-long human development and the impact of these stages on school behavior and learning.
- Differentiate relevant social and diversity concerns and crises of individuals and groups of students.
- Implement comprehensive guidance programs based on relevant data that has been developed and implemented by the student.
- Implement individual counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.

- Implement group counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.
- Integrate positive consultative and collaborative skills and techniques in communication with school staff, parents, and community agencies in order to support candidate academic, career, and personal/social success.
- Evaluate legal mandates affecting education and school counseling and apply appropriate legal and ethical standards and practices to specific counseling situations.
- Advocate academic success for all preK-16 students by employing appropriate standardized and non-standardized group and individual educational and psychological assessment data and data driven educational decisions/interventions.
- Integrate computer technology relevant to the tasks and role of a school counselor.
- Construct curriculum for diverse classrooms and classroom interventions strategies based on learning theory.
- Perform as professional school counselors and professional leaders reflecting the history and trends of the profession to enhance the field of school counseling.
- Propose career-based programs and interventions based on career development theories, and the impact of career development on school behavior and learning.
- Interpret findings of social science research, developed and implemented by the student, to professional practice.

### Degree Requirements

To receive a Master of Science in Educational Counseling, students must complete at least 81 quarter units of graduate work. Credentialed teachers may waive the CED605 course, but they will be required to supplement the 4.5 quarter units with an alternative PED or EDA course. 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 and provided the coursework was completed within the past 7 years. Course equivalence cannot be granted for life experience.

### Core Requirements

(15 courses; 67.5 quarter units)

CED 607	School Counseling Orientation
CED 600	Applied Child/Adol Development
CED 602	Societal Issues in the Schools <i>Prerequisite: CED 607</i>
CED 605	Instructional Design
CED 614	Legal and Ethical Practices <i>Prerequisite: CED 607</i>
CED 606	Development and Evaluation <i>Prerequisite: CED 607</i>
CED 610	Adv Coun Theories & Methods <i>Prerequisite: CED 600 or PED 667</i>

CED 603	Multicultural Counseling <i>Prerequisite: CED 610</i>
CED 611	Group Counseling <i>Prerequisite: CED 610</i>
CED 601	Consultation in the Schools <i>Prerequisite: CED 610</i>
CED 612	Career & Academic Counseling
CED 613	Assessment for Ed Counselors <i>Prerequisite: CED 607 and Advancement to Candidacy</i>
CED 621	Practicum/Fieldwork Seminar <i>Prerequisite: CED 614</i>
ILD 625	Educational Research
CED 637	School Counseling Research <i>Prerequisite: ILD 625</i>

Candidates are required to complete 100 hours of practicum prior to starting internship. These hours will be completed throughout CED coursework.

### Internship Requirements for Master Degree with PPSC Credential

(3 courses; 13.5 quarter units)

A minimum of 600 clock hours is required, with school aged children. The candidate will draft a plan with the Site Supervisor and University Supervisor, meet weekly with Site Supervisor for supervision, keep weekly logs of each 200 hours of internship, and submit logs to University Supervisor. No more than two sites at one time with no more than two Site Supervisors at one time. Includes two levels.

CED 616	School Counseling Intern. I <i>Prerequisite: Completion of ten (10) courses, 100 hours of practicum, have permission of Academic Program Director and approval of internship site by Placement Specialist.</i>
CED 617	School Counseling Intern. II <i>Prerequisite: Completion of ten (10) courses, 100 hours of practicum, have permission of Academic Program Director and approval of internship site by Placement Specialist.</i>
CED 618	School Counseling Intern. III <i>Prerequisite: Completion of ten (10) courses, 100 hours of practicum, have permission of Academic Program Director and approval of internship site by Placement Specialist.</i>

Candidates are expected to complete their internship either on a full-time basis of 3 to 4 months (40 hours per week) or part time basis of a minimum of 8 hours per week.

### Internship Requirements for Master Degree only students

(13 courses; 13.5 quarter units)  
For candidates that are only pursuing the MS degree in Educational Counseling (without the PPSC credential).

CED 619	Couns Practicum Comm College <i>Prerequisite: Completion of ten (10) courses, 100 hours of practicum, have</i>
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*permission of Academic Program Director and approval of internship site by Placement Specialist.*

or

CED 616	School Counseling Intern. I <i>Prerequisite: Completion of ten (10) courses, 100 hours of practicum, have permission of Academic Program Director and approval of internship site by Placement Specialist.</i>
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Plus select **two (2)** courses from the following list (other electives may be chosen in consultation with the Academic Program Director by special permission):

TED 605	The Diverse Classroom
EDT 660	Multimedia & Interactive Tech.
EDA 656	Professional Growth Leadership
EDA 652	Visionary Leadership
EDA 640	Introduction to H.E. Admin.
EDA 648	Student Svcs & Enrollment Mgt
EDA 647	Curriculum & Instruction in HE <i>Prerequisite: EDA 640</i>

Candidates are expected to complete their internship either on a full-time basis or part time basis of a minimum of 8 hours per week.

### PUPIL PERSONNEL SERVICES CREDENTIAL SCHOOL COUNSELING (PPSC)

*Academic Program Director: Sonia Rodriguez; (858) 642-8385; srodriguez2@nu.edu*

This credential authorizes the holder to serve as an educational counselor in a school setting at any grade level P-12. This credential is valid for a maximum of five years. Candidate should see “Admissions to Credential Programs” for specific admission information.

Candidates who have completed an appropriate master’s degree in Counseling, Psychology, Social Work, or Education 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, candidates 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. Course equivalence cannot be granted for life experiences.

This program is aligned with national standards and prepares candidates for the position of school counselor. Graduates of this program generally seek employment as school counselors in P-12 school districts and must hold a PPSC credential for public school employment or employment in a community college.

Candidates enrolled in the credential program are not awarded the master’s degree until they have completed all coursework and have successfully completed the PRAXIS exam. All

coursework must be completed prior to the PPSC credential recommendation. Course equivalence cannot be granted for life experiences.

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

### Program Advisement

All PPSC candidates will be assigned an Academic Program Director. Candidates will meet with an Academic Program Director for evaluation of prior coursework to meet program prerequisites. Only CED 607 and prerequisites can be taken prior to admission.

All candidates are expected to meet with their assigned Academic Program Director at the following times:

1. Upon admission into the program
2. After five classes
3. Before starting their clinical practice
4. At the completion of internship hours

Candidates are expected to complete their internship either on a full or part time basis.

### Exit Requirements

In order to receive a PPSC credential, candidates must complete all courses and internship within seven years and fulfill the following requirements:

- Successful completion of all coursework, portfolio, practicum and internship.
- Successful completion of the ETS National Praxis: The Professional School Counselor (#0421 or #5421) examination in Professional School Counseling (passage score is 146 out of 200).
- Submit written evaluations of performance in internship experiences by Site Supervisor to University Supervisor.
- Complete Program Evaluation Form-School Counseling.
- Schedule an exit appointment with credential program specialist for final clearance and credential documents.
- Have a zero-account balance.

### Program Learning Outcomes

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

- Distinguish among major developmental theories (personality, social, physical, emotional, and cognitive development) and chronological stages of life-long human development and the impact of these stages on school behavior and learning.
- Appraise and address relevant social and diversity concerns and crises of individuals and groups of students.

- Develop and evaluate comprehensive guidance programs based on relevant data.
- Implement individual counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.
- Implement group counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.
- Integrate positive consultative and collaborative skills and techniques in communication with school staff, parents, and community agencies in order to support candidate academic, career, and personal/social success.
- Evaluate legal mandates affecting education and school counseling and apply appropriate legal and ethical standards and practices to specific counseling situations.
- Support academic success for all preK-16 students by employing appropriate standardized and non-standardized group and individual educational and psychological assessment data and data driven educational decisions/interventions.
- Integrate computer technology relevant to the tasks and role of a school counselor.
- Construct curriculum for diverse classrooms and classroom interventions strategies based on learning theory.
- Perform as professional school counselors and professional leaders reflecting the history and trends of the profession to enhance the field of school counseling.
- Propose career based programs and interventions based on career development theories, and the impact of career development on school behavior and learning.
- Interpret findings of social science research, developed and implement by the student, to professional practice.

### Degree Requirements

Credentialed teachers may waive the CED605 course, but they will be required to supplement the 4.5 quarter units with an alternative PED or EDA course.

### Advancement to Candidacy

Advancement to Candidacy is a process and is one of several evaluative steps to help ensure that program objectives are met and that candidate-learning outcomes are attained.

After admission as a credential seeking candidate, a candidate must also Advance to Candidacy. To qualify for candidacy, a candidate must:

- Complete CED 607 and the next four graduate CED courses with a grade no lower than a B minus.
- If a candidate earns less than 3.0 GPA upon completion of the above courses, the candidate will not Advance to Candidacy. The candidate will be required to meet with lead faculty. A plan for remediation or possible dismissal from the program will be considered.



## Core Requirements

(13 courses; 58.5 quarter units)

CED 607	School Counseling Orientation
CED 600	Applied Child/Adol Development
CED 602	Societal Issues in the Schools <i>Prerequisite: CED 607</i>
CED 605	Instructional Design
CED 614	Legal and Ethical Practices <i>Prerequisite: CED 607</i>
CED 606	Development and Evaluation <i>Prerequisite: CED 607</i>
CED 610	Adv Coun Theories & Methods <i>Prerequisite: CED 600 or PED 667</i>
CED 603	Multicultural Counseling <i>Prerequisite: CED 610</i>
CED 611	Group Counseling <i>Prerequisite: CED 610</i>
CED 601	Consultation in the Schools <i>Prerequisite: CED 610</i>
CED 612	Career & Academic Counseling
CED 613	Assessment for Ed Counselors <i>Prerequisite: CED 607 and Advancement to Candidacy</i>
CED 621	Practicum/Fieldwork Seminar <i>Prerequisite: CED 614</i>

Candidates are required to complete 100 hours of practicum prior to starting internship. These hours will be completed throughout CED coursework.

## Internship Requirements for Masters Degree with PPSC Credential Students

(3 courses; 13.5 quarter units)

A minimum of 600 clock hours is required. The candidate will draft a plan with the Site Supervisor and University Supervisor, meet weekly with Site Supervisor for supervision, keep weekly logs of each 200 hours of internship, and submit logs to University Supervisor. No more than two sites at one time with no more than two Site Supervisors at one time. Includes two levels (Elementary and Secondary). The internship consists of the following:

CED 616	School Counseling Intern. I <i>Prerequisite: Completion of ten (10) courses, 100 hours of practicum, have permission of Academic Program Director and approval of internship site by Placement Specialist.</i>
CED 617	School Counseling Intern. II <i>Prerequisite: Completion of ten (10) courses, 100 hours of practicum, have permission of Academic Program Director and approval of internship site by Placement Specialist.</i>
CED 618	School Counseling Intern. III <i>Prerequisite: Completion of ten (10) courses, 100 hours of practicum, have permission of Academic Program Director and approval of internship site by Placement Specialist.</i>

Candidates are expected to complete their internship either on a full-time basis of 3 to 4 months (40 hours per week) or part time basis of a minimum of 8 hours per week.

## UNIVERSITY INTERNSHIP CREDENTIAL PROGRAM FOR PUPIL PERSONNEL SERVICES SCHOOL COUNSELING

*Academic Program Director: Sonia Rodriguez;  
(858) 642-8385; srodriguez2@nu.edu*

The University Internship Pupil Personnel Services in School Counseling credential program allows students who meet the requirements to begin service as a “paid” school counselor in their sponsoring district while completing their formal coursework preparation. Students who qualify as a university intern may begin the program upon starting a school counseling position, either at the beginning of their program or while currently enrolled in the regular pupil personnel services credential program. Intern students participate in the standard coursework and internship coursework. National University students who are interested in becoming a university intern must complete and show verification of all prerequisite requirements.

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

This program is aligned with national standards and prepares candidates for the position of school counselor. Graduates of this program generally seek employment as school counselors in P-12 school districts and must hold a PPSC credential for public school employment.

Candidates enrolled in the degree and credential program are not awarded the master’s degree until they have completed all coursework and have successfully completed the ETS PRAXIS-School Counseling exam. All coursework must be completed prior to the Preliminary PPSC credential recommendation. Course equivalence cannot be granted for life experiences.

### Program Advisement

All PPSC candidates will be assigned an Academic Program Director. Candidates will meet with an Academic Program Director for evaluation of prior coursework to meet program prerequisites. Only CED 607 and prerequisites can be taken prior to admission.

All candidates are expected to meet with their assigned Academic Program Director at the following times:

1. Upon admission into the program
2. After five classes
3. Before starting their internship hours
4. At the completion of internship hours

### Program Prerequisites

All candidates for the intern program must have a minimum GPA of 3.0. All candidates must possess an appropriate master’s degree or be enrolled in the Master of Science in Educational Counseling program and meet the standard



internship requirements. Verification of two years relevant paid experience in a P-12 public school or related system or as a licensed counselor or therapist. Letter of recommendation from the Principal or Administrator of the hiring school. Completion of an American School Counseling Association (ASCA) National Model essay. Recommendation by Academic Program Director.

### Exit Requirements

In order to receive a Preliminary PPSC credential, candidates must complete all courses and internship within seven years and fulfill the following requirements:

- Successful completion of all coursework, portfolio, practicum hours and internship fieldwork.
- Successful completion of the ETS Praxis (#0421 or #5421) examination in Professional School Counseling (passage score is 146 out of 200).
- Submission of written evaluations of performance in internship experiences by Site Supervisor to University Supervisor.
- Complete Program Evaluation Form-School Counseling.
- Schedule an exit appointment with Credential Program Specialist for final clearance and credential documents.
- Have a zero-account balance.

### Program Learning Outcomes

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

- Appraise and address relevant social and diversity concerns and crises of individuals and groups of students.
- Distinguish among major developmental theories (personality, social, physical, emotional, and cognitive development) and chronological stages of life-long human development and their impact on school behavior and learning.
- Develop and evaluate comprehensive guidance programs based on relevant data.
- Implement individual counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.
- Implement group counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.
- Integrate positive consultative and collaborative skills and techniques in communication with school staff, parents, and community agencies in order to support candidate academic, career, and personal/social success.
- Evaluate legal mandates affecting education and school counseling and apply appropriate legal and ethical standards and practices to specific counseling situations.
- Advocate academic success for all preK-16 students by employing appropriate standardized and non-standardized group and individual educational and psychological assessment data and data driven educational decisions/interventions.

- Integrate computer technology relevant to the tasks and roles of a school counselor.
- Construct curriculum for diverse classrooms and classroom interventions strategies based on learning theory.
- Perform as professional school counselors and professional leaders reflecting the history and trends of the profession to enhance the field of school counseling.
- Propose career-based programs and interventions based on career development theories, and the impact of career development on school behavior and learning.
- Interpret findings of social science research, developed and implement by the student, to professional practice.

### Degree Requirements

Credentialed teachers may waive the CED605 course, but they will be required to supplement the 4.5 quarter units with an alternative PED or EDA course.

### Advancement to Candidacy

After admission as a credential seeking candidate, a candidate must also Advance to Candidacy. To qualify for candidacy, a candidate must:

- Complete CED 607 and the next four graduate CED courses with a grade no lower than a B minus.
- If a candidate earns less than 3.0 GPA upon completion of the above courses, the candidate will not Advance to Candidacy. The candidate will be required to meet with lead faculty. A plan for remediation or possible dismissal from the program will be considered.

### Credential Requirements

(17 courses; 72 quarter units)

#### Internship Program Recommended Course Sequence

**Note:** Only CED 607 and prerequisites can be taken prior to admission.

#### Internship Pre-Service Coursework

(6 courses; 27 quarter units)

CED 607	School Counseling Orientation
CED 600	Applied Child/Adol Development
CED 602	Societal Issues in the Schools
	<i>Prerequisite: CED 607</i>
CED 605	Instructional Design
CED 614	Legal and Ethical Practices
	<i>Prerequisite: CED 607</i>
CED 606	Development and Evaluation
	<i>Prerequisite: CED 607</i>

### Core Requirements

(7 courses; 31.5 quarter units)

CED 610	Adv Coun Theories & Methods
	<i>Prerequisite: CED 600 or PED 667</i>

CED 603	Multicultural Counseling <i>Prerequisite: CED 610</i>
CED 611	Group Counseling <i>Prerequisite: CED 610</i>
CED 601	Consultation in the Schools <i>Prerequisite: CED 610</i>
CED 612	Career & Academic Counseling
CED 613	Assessment for Ed Counselors <i>Prerequisite: CED 607 and Advancement to Candidacy</i>
CED 621	Practicum/Fieldwork Seminar <i>Prerequisite: CED 614</i>

Candidates are required to complete 100 hours of practicum throughout CED coursework.

### Internship

(3 courses; 13.5 quarter units)

A minimum of 600 clock hours is required. The candidate will draft a plan with the Site Supervisor and University Supervisor, meet weekly with Site Supervisor for supervision, keep weekly logs of each 200 hours of internship, and submit logs to University Supervisor. No more than two sites at one time with no more than two Site Supervisors at one time. Includes two levels (Elementary and Secondary). 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).

CED 616	School Counseling Intern. I <i>Prerequisite: Completion of ten (10) courses, 100 hours of practicum, have permission of Academic Program Director and approval of internship site by Placement Specialist.</i>
CED 617	School Counseling Intern. II <i>Prerequisite: Completion of ten (10) courses, 100 hours of practicum, have permission of Academic Program Director and approval of internship site by Placement Specialist.</i>
CED 618	School Counseling Intern. III <i>Prerequisite: Completion of ten (10) courses, 100 hours of practicum, have permission of Academic Program Director and approval of internship site by Placement Specialist.</i>

## SCHOOL OF ENGINEERING AND COMPUTING

### PROGRAM MODIFICATIONS

### BACHELOR OF SCIENCE

#### MAJOR IN ELECTRICAL AND COMPUTER ENGINEERING

*Academic Program Director: Peilin Fu; (858) 309-3432; pfu@nu.edu*

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

#### Program Learning Outcomes

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

- Apply knowledge of mathematics, science, and engineering to solve problems.
- Analyze and interpret data.
- Design a component, a system, or a process to meet desired needs within realistic constraints.
- Function on a team and be able to communicate orally and in writing to accomplish a common goal.
- Identify, formulate, and solve engineering problems.
- Use professional ethics in making engineering decisions.
- Identify the impact of engineering solutions in a global, and economic environment.
- Use the techniques, skills, and modern engineering tools necessary for engineering practice.

## Degree Requirements

To receive a Bachelor of Science in Electrical and Computer Engineering, students must complete at least 180 quarter units to include a minimum of 70.5 units of the University General Education requirements; 76.5 quarter units must be completed at the upper division level, and 45, including the senior project courses (CEE498, CEE499A and CEE499B), must be taken in residence at National University. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

## Prerequisites for the Major

(8 courses; 33 quarter units)

MTH 215*	College Algebra & Trigonometry <i>Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B</i>
PHS 104*	Introductory Physics <i>Prerequisite: 2 years of high school algebra, and MTH 204 or MTH 215 or MTH 216A and MTH 216B</i>
PHS 104A**	Introductory Physics Lab (1.5 quarter units) <i>Prerequisite: PHS 104 or PHS 171 for science majors</i>
or	
PHS 130A	Physics Lab for Engineering (1.5 quarter units)
CSC 208*	Calculus for Comp. Science I <i>Prerequisite: MTH 215</i>
CSC 209	Calculus for Comp. Science II <i>Prerequisite: CSC 208</i>
CSC 220	Applied Probability & Stats. <i>Prerequisite: MTH 215</i>
CSC 242*	Intro to Programming Concepts <i>Prerequisite: MTH 215</i>
CSC 252*	Programming in C++ <i>Prerequisite: CSC 242</i>

\*May be used to meet a General Education requirement

\*\* This course is required for students in an onsite cohort.

## Requirements for the Major

(24 Courses; 93 quarter units)

CSC 300	Object Oriented Design <i>Prerequisite: CSC 252</i>
CSC 310	Linear Algebra and Matrix Comp <i>Prerequisite: CSC 300</i>
CEE 300	Engineering Numerical Methods <i>Prerequisite: CSC 209 and CSC 310</i>
PHS 231	Calculus-based Physics 1 <i>Prerequisite: PHS 104, MTH 220 or CSC 208, and MTH 221 or CSC 209</i>
PHS 232	Calculus-based Physics 2 <i>Prerequisite: PHS 104, PHS 231, MTH 220 or CSC 208 and MTH 221 or CSC 209</i>
CSC 331	Discrete Structures and Logic

CEE 310	Circuit Analysis <i>Prerequisite: CSC 252 and CSC 310</i>
CEE 310L	Circuit Analysis Lab (1.5 quarter units) <i>Corequisite: CEE 310</i>
CSC 340	Digital Logic Design <i>Prerequisite: CSC 208 or EGR 220, Corequisite: CSC 340L</i>
CSC 340L	Digital Logic Design Lab (1.5 quarter units) <i>Corequisite: CSC 340</i>
CSC 342	Computer Architecture <i>Prerequisite: CSC 340 and CSC 340L</i>
CSC 350	Computer Ethics
CSC 436	Comp. Communication Networks <i>Prerequisite: CSC 335 or CSC 340 and CSC 340L</i>
CEE 340	Embedded Systems <i>Prerequisite: CSC 208 and CSC 252 or CSC 262</i>
CEE 340L	Embedded Systems Lab (1.5 quarter units) <i>Corequisite: CEE 340</i>
CEE 324	Linear Systems and Signals <i>Prerequisite: CEE 310</i>
CEE 324L	Linear Systems and Signals Lab (1.5 quarter units) <i>Corequisite: CEE 324</i>
CEE 420	Microelectronics <i>Prerequisite: CEE 310</i>
CEE 420L	Microelectronics Lab (1.5 quarter units) <i>Corequisite: CEE 420</i>
CEE 430	Digital Signal Processing <i>Prerequisite: CEE 420</i>
CEE 440	VLSI Design <i>Prerequisite: CEE 430</i>
CEE 498	Capstone Design Project I <i>Prerequisite: Complete all core courses except CEE499 or Permission of the program lead.</i>
CEE 499A	Capstone Design Project II <i>Prerequisite: CEE 498</i>
CEE 499B	Capstone Design Project III <i>Prerequisite: CEE 499A</i>

## SCHOOL OF HEALTH AND HUMAN SERVICES

### PROGRAM MODIFICATIONS

#### BACHELOR OF SCIENCE MAJOR IN HEALTHCARE ADMINISTRATION

Academic Program Director: Peggy Ranke; (858) 309-3451; [pranke@nu.edu](mailto:pranke@nu.edu)

The Bachelor of Science, Major in Healthcare Administration (BSHA) is an undergraduate professional degree designed to prepare students for entry level administrative/management positions in healthcare organizations. Ideal candidates for the BSHA program are those students looking for career entry in administration and supervisory roles in the healthcare system. Graduates will enhance their opportunities for professional

growth and job placement through carefully planned internships or a capstone experience. The internship course is only available to students who reside in California.

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

### Background Checks

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

### Program Learning Outcomes

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

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

### Degree Requirements

To receive a Bachelor of Science degree in Healthcare Administration, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in

residence at National University, 76.5 of which must be completed at the upper division level, and a minimum 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section on undergraduate admission requirements for specific information regarding admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

### Preparation for the Major

(13 courses; 58.5 quarter units)

COH 100	Personal Health
COH 150	Healthcare Terminology
ACC 201	Financial Accounting Funds.
ACC 202	Managerial Accounting Funds. <i>Prerequisite: ACC 201</i>
PSY 100*	Introduction to Psychology
<b>or</b>	
SOC 100*	Principles of Sociology <i>Prerequisite: ENG 100 and ENG 101</i>
BST 322*	Intro to Biomedical Statistics
COH 310	Culture and Health <i>Prerequisite: ILR 260</i>
COH 315	Introduction to Epidemiology <i>Prerequisite: BST 322 and ILR 260</i>
COH 320	Chronic & Communicable Disease <i>Prerequisite: ILR 260</i>
COH 321	Health Behavior <i>Prerequisite: ILR 260</i>
ECO 203*	Principles of Microeconomics
ECO 204*	Principles of Macroeconomics
SOC 350*	Cultural Diversity <i>Prerequisite: ENG 100 and ENG 101</i>

\* May be used to meet a General Education requirement

### Requirements for the Major

(15 courses; 67.5 quarter units)

HCA 400	Foundations of HC Leadership <i>Recommended Preparation: Completion of all Coursework in Preparation for the Major</i>
HSC 300	Legal/Ethical Issues & Hlth Pr
HSC 310	Issues & Trends in Healthcare
HTM 310	Health Informatics
HCA 401	Intro to HA HR Management <i>Recommended: Prior completion of: All Coursework in Preparation for the Major</i>
HCA 402	Intro to HA QA Management <i>Prerequisite: Completion of all Coursework in Preparation for the Major.</i>
HSC 430	Case and Outcomes Management
HCA 403	Intro to Health Economics <i>Recommended: Prior completion of: All Coursework in Preparation for the Major.</i>
HCA 405	Basic HA Budgeting & Finance <i>Recommended: Prior completion of: all Coursework in Preparation for the Major.</i>



HCA 407	Intro to HC Planning and Eval <i>Recommended Preparation: Completion of all courses in Preparation for the Major, prior completion of: HSC 410, HCA 402, HCA 403, HCA 405</i>
HCA 409	Intro to HC Marketing <i>Recommended Preparation: Completion of all courses in Preparation for the Major, prior completion of: HCA 407</i>
ODV 420	Intro to Organizational Behavior
HCA 425	Healthcare Politics & Policy <i>Recommended: Prior completion of: All Coursework in Preparation for the Major.</i>
HCA 450	Global Health Systems <i>Recommended: Prior completion of: All Coursework in Preparation for the Major.</i>
HCA 494A *	Healthcare Internship <i>Prerequisite: HSC 300, HSC 310, HTM 310, HCA 400, HCA 401, HCA 402, HCA 403, HSC 430, HCA 405, HCA 407, HCA 409, HCA 425, HCA 450, ODV 420</i>
<b>or</b>	
HSC 440	Allied Health Capstone Project <i>Prerequisite: Completion of the major requirements</i>
<b>or</b>	
COH 500	Global Health Experience

\* This internship course is only available to students who reside in California.

## **BACHELOR OF SCIENCE IN NURSING (B.S.N.) RN COMPLETION**

*Academic Program Director: Hope Farquharson; (858)521-3947; [hfarquharson@nu.edu](mailto:hfarquharson@nu.edu)*

### **INFORMATION APPLICABLE TO RN to BSN COMPLETION PROGRAM (Online)**

The RN to BSN Program is delivered in a 100% online format. Courses are 4 or 8 weeks in length. The program provides a foundation for professional nursing practice at the baccalaureate level. The program is accredited by the American Association of Colleges of Nursing (AACN), Commission on Collegiate Nursing Education (CCNE).

#### **Admission Requirements**

1. Meet all requirements for admission to an undergraduate degree program at the University as outlined in the University Catalog.
2. Have obtained a 2.0 cumulative GPA from a regionally and nationally accredited institution.
3. Submit a separate application for admission into the RN to BSN Program.
4. Provide proof of a current, active, and unencumbered RN license in the State of residence.
5. Provide Evidence of current AHA Healthcare Provider BLS CPR Card throughout the program.
6. Provide evidence of current, active professional liability and malpractice insurance coverage for practicum courses.

7. Provide one official transcript from each college or university attended.

#### **Additional Prerequisite Requirement**

Students should be proficient in operating a personal computer, including:

Demonstrated competency in standard computer operating systems, electronic filing systems, basic keyboarding skills, organizing and sorting electronic documents. Demonstrated knowledge of standard computer applications to include Microsoft Word, Excel, and PowerPoint and familiarity with using internet browsers and standard email systems such as MS Outlook.

#### **Admission Process**

Admission into the RN to BSN Program at National University is a two-step process:

- 1) Application to the University, and
- 2) Application to the RN to BSN Program.

For information about the program and how to obtain the RN to BSN Program application, students should email the Admissions Coordinator at [RNCompletion@nu.edu](mailto:RNCompletion@nu.edu).

Prospective students should follow the University application requirements listed in the “Academic Information for Undergraduate Degree Admission Procedures” section of this catalog. A prospective student should first meet with an Advisor. Advisors are located at each of the University campus offices and are available online. The prospective student should arrange to have transcripts from all other colleges and universities sent to National University.

Following the receipt of all application items, the prospective student’s packet will be reviewed. Admission will be offered to students achieving complete applicant files, until all class positions are filled. The prospective student will receive a letter via email regarding this decision.

Students are not eligible for financial aid until the RN to BSN Program application, evaluation packet, and the formal degree evaluation are completed by the Office of the Registrar.

The Department of Nursing requires that students who participate in practicums at healthcare related facilities maintain current health insurance coverage and a current AHA Healthcare Provider BLS CPR Card. NOTE: students may be required to provide proof of current immunizations and a clear background check depending on practicum location selection.

#### **Program Advisement**

All accepted students will be assigned a Nursing Faculty Counselor. Students are encouraged to periodically communicate with both the Nursing Faculty Counselor and their assigned Advisor throughout the program.



## Program Learning Outcomes

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

- Develop caring, therapeutic nursing relationships with individuals, families, groups and populations.
- Provide safe, high quality, culturally competent, patient-centered nursing care for individuals across the life span in a variety of settings.
- Participate in the continuous improvement of nursing care quality and safety.
- Use nursing judgment to manage, prioritize, and delegate patient care in a variety of health care settings.
- Effectively communicate and collaborate with patients and the interdisciplinary team.
- Demonstrate professional identity by incorporating established standards of practice within the legal and ethical framework of nursing.
- Apply best, current evidence into nursing practice to achieve desired outcomes.

## Degree Requirements

To receive a Bachelor of Science in Nursing (BSN), students must complete 180 quarter units as articulated in the general catalog, 45 quarter units must be completed at National University, 76.5 quarter units must be completed at the upper division level and the program must fulfill a minimum 70.5 quarter units of the University General Education requirements. In absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Remedial courses accepted for the ASN degree may not transfer. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

A maximum of 45 quarter units (30 semester units) of lower division credit may be allowed for clinical courses for a registered nurse who is a graduate of a three-year hospital nursing school. Up to 22.5 quarter units (15 semester units) of additional lower division credit may be granted for academically equivalent coursework. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation. **A maximum of 31.5 quarter units may apply toward the baccalaureate nursing (RN to BSN) degree if a student has passed the NCLEX-RN examination.**

## Preparation for Major

(1 Course; 4.5 quarter units)

SOC 350\*      Cultural Diversity  
*Prerequisite: ENG 100 and ENG 101*

\* May be used to meet the Upper division General Education requirement.

## Nursing Core Courses

(10 courses; 43.5 quarter units)

HTM 310	Health Informatics
NSG 303	Professional Issues for RNs
BST 322	Intro to Biomedical Statistics
NSG 443	Evidence Based Practice
NSG 442	NSG Leadership and Management <i>Corequisite: NSG 442A</i>
NSG 442A	NSG LDRSHP & MGMT Practicum (3 quarter units) <i>Corequisite: NSG 442</i>
NSG 444	Community Population NSG (6 quarter units) <i>Corequisite: NSG 444A</i>
NSG 444A	Comm Pop NSG Practicum (3 quarter units) <i>Corequisite: NSG 444</i>
NSG 447	Qual Improvement <i>Corequisite: NSG 447A</i>
NSG 447A	Qual Improvement Practicum <i>Corequisite: NSG 447</i>

## Upper Division Electives

(7 courses; 31.5 quarter units)

In the absence of upper division transfer units, additional quarter units of upper division coursework may be needed to meet the minimum upper division requirement of 76.5 quarter units. Electives should be chosen in consultation with the faculty and/or admission advisor.

Students should choose from the following Upper Division Electives

HSC 330	Health Education & Promotion
HSC 310	Issues & Trends in Healthcare
HSC 300	Legal/Ethical Issues & Hlth Pr
SPN 340A	Spanish for the Work Place
SPN 341	Cross-Cultural Communication
PHL 337	Ethics <i>Prerequisite: ENG 100 and ENG 101</i>
GER 310	Healthy Aging

## MAJOR IN RADIATION THERAPY

*Academic Program Director: Cheryl Young; (714) 429-5118; cyoung2@nu.edu*

The Bachelor of Science in Radiation Therapy builds on a broad-based foundation in liberal arts and sciences designed to strengthen critical thinking and communication skills to work with a diverse population in multiple healthcare settings. Graduates of this major will be able to understand all aspects of radiation therapy including effective patient care and education, treatment planning and radiation physics as well as the biological effects of radiation in a rapidly advancing high touch, highly technical profession. This program is offered at the Kearny Mesa (San Diego), Costa Mesa, and Sacramento campuses through distance education technology.

The Radiation Therapy major combines classroom with clinical experiences to prepare graduates for an entry level position in the profession as an integral member of the healthcare team using radiation to treat cancer and some benign diseases. Clinical internships are assigned by the Program and may require driving up to 100 miles from designated campus. This mileage is based on distance to the clinical setting from National University at each geographic site. Clinical internships require 40 hours per week in a clinical setting. Working while in the program is not encouraged. Graduates will use their competencies to assess the physical, emotional and educational needs of the patients they serve, determine the efficacy of a prescribed treatment and carry out the accurate delivery and documentation of treatment.

The Radiation Therapy major is a full-time, lock-step program in which each cohort of students' progress in unison, taking each of the courses in a sequenced manner. Courses in the program build on knowledge from courses previously completed with medical terminology as an integral component of all courses. Students will also take two courses in one month as scheduled. Students must pass each course with a C or better to progress in the program. Once the program is completed, students will be eligible to apply to sit for the American Registry of Radiologic Technologists (ARRT) national examination and apply for certification from the California Department of Public Health, Radiologic Health Branch. The Radiation Therapy Program has received accreditation by the California Department of Public Health, Radiologic Health Branch and has received accreditation by Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606 (312) 704-5300. [www.jrcert.org](http://www.jrcert.org)

The Radiation Therapy Program prepares the graduate to be able to fulfill the following outcomes as an entry-level professional.

### **Mission Statement**

The mission of the Radiation Therapy major is to prepare students to assume the professional role of a radiation therapist. Graduates of the major will be skilled in critical thinking to provide the highest quality of patient care, education and treatment.

### **Goals**

1. Students will be competent in the delivery of radiation therapy treatments and simulation.
2. Students will communicate effectively.
3. Students will utilize critical thinking and problem solving skills.
4. Students will demonstrate professional and ethical behavior.

### **Student Learning Outcomes**

- 1.1 Demonstrate safe practice in all aspects of radiation therapy and simulation.
- 1.2 Demonstrate clinical competence in all entry level aspects of radiation therapy.
- 2.1 Effectively communicate with patients and their families.
- 2.2 Effectively communicate with health providers.

- 3.1 Formulate priorities in daily clinical practice.
- 3.2 Demonstrate the ability to think critically by applying knowledge to new situations.
- 4.1 Demonstrate the concepts of teamwork.
- 4.2 Demonstrate attitudes and behaviors congruent with professional standards.

### **Admission Requirements**

Students seeking to study radiation therapy at National University must:

- A. Meet all requirements for admission to an undergraduate degree program at the University as outlined in the University Catalog.
- B. Have obtained a 2.50 cumulative GPA from all regionally accredited institutions attended.
- C. Students must complete a minimum of 40 hours of observation in a radiation therapy department. A completed time sheet must be signed by the therapist at the observation site. Time sheets are available in the radiation therapy office. Observation site placement is the student's responsibility and can be completed at any radiation therapy department.
- D. Submit a minimum of 2 letters of reference forms from radiations therapists in the department where the student observed, and 1 letter of reference form from a teacher, and/or an employer. Reference forms are available from the radiation therapy office. All letters of reference must use the reference form. No other letters will be accepted. All letters of reference must be mailed to National University/Radiation Therapy, 3390 Harbor Blvd., Costa Mesa, CA 92626.
- E. Submit a separate application for admissions to the Department of Health Science, Radiation Therapy major.
- F. Complete the written essay describing motivation to be a radiation therapist. Maximum one page, 12 point font, 1.5 spacing.
- G. Submit a current resume with application.
- H. Interview with the Radiation Therapy Admissions Committee.
- I. Have been formally evaluated by the University Office of the Registrar.
- J. Completed all General Education in all Areas A-G prior to the start of the program.
- K. Completed all preparation for major courses with a "C" grade or better.

\* Application is found in the student portal under e-forms.

**Note:** According to California Department of Public Health requirements, a student must be at least 18 years of age to participate in Clinical Internship.

**Note:** Meeting the minimum requirements, as listed above, does not guarantee admissions into the radiation therapy program.

### **Admission Process**

Admission to the radiation therapy program is a three-step process: 1) Application to the University; 2) Application to the respective radiation therapy major; and 3) Participation in an

interview with the Radiation Therapy Admission Committee. Prospective students should follow the University application requirements listed in the "General Admission Procedures" section of this catalog. In addition, prospective radiation therapy students will complete a separate application for admission. These applications, with supporting documentation, are accepted on January 30th of each year. A minimum GPA of 2.50 is required for entry into the Radiation Therapy Program.

A prospective student should first meet with an Admissions Advisor. The advisors are located at each of the University campus offices. The prospective student will arrange to have transcripts from all other Colleges and Universities sent to National University. These courses will be evaluated by the Registrar's Office for equivalency. All prospective students will enroll in RTT 201 Introduction to Radiation Therapy. This course will review all aspects of the Radiation Therapy curriculum, major and profession to provide applicants with a knowledge base to form their decision to enter the program.

A Calculation Worksheet will be used to evaluate each prospective student's application packet by the Radiation Therapy Admissions Committee. The prospective student will be ranked in comparison to the other applicants during that application year. Application deadline is January 30th.

#### **The scoring will be based on:**

- Quality of grades in the prerequisite courses.
- Ranking of the recommendation letters.
- Knowledge of the profession.
- Written essay included with the application packet.
- Ranked interview.

Once all prospective students for a given year have been interviewed, the Radiation Therapy Admissions committee will rank applicants based on the interview and application materials. The highest ranked individuals will be invited to enter the program at San Diego, Costa Mesa or Sacramento educational sites. While student education site preference is followed, students may be accepted to another educational site based on the number of spaces available. If a student is unwilling to relocate to the education site for which they were accepted, the student will not be able to join the program. Based on ranking, a student may be invited to enter the program at their second or third preferred education site. There is no waiting list. Students who are not accepted may re-apply for admission one more time in the following year. They are encouraged to speak with the Program Director about strategies to strengthen their application.

Before participating in clinical internship, students must submit proof of the Radiation Therapy Health Clearance, current health insurance and current Cardio-Pulmonary Resuscitation (CPR) certificate from the American Heart Association (BLS-Basic Life Support for Health Care Providers). Students are responsible for determining if their health insurance coverage includes provisions for emergency room visits in the event of a needle stick or other injury in the clinical setting, as well as the costs of anti-HIV drugs if the physician determines the medications are warranted. Please note: if the student is out of the program for 5 months or

more, she/he must re-do the drug screen and background check.

In addition, before engaging in clinical practice at health facilities, students will be required to obtain professional liability insurance in the amount of \$1,000,000 per occurrence/\$3,000,000 aggregate. Continued liability coverage as well as current health clearance, clear background check and drug screen, and immunity coverage is required throughout the program.

Each student is required to maintain membership to Trajesys, a cloud based clinical record keeping system. The membership is \$150.00- which will provide access for the entire length of the program (24 months).

**Note:** Failure to maintain health clearance and a clear background check during the radiation therapy program may result in dismissal from the nursing program and possible refusal of the ARRT to allow the student to take the Radiation Therapy licensure exam. Students are responsible for meeting all of the above requirements.

#### **Background Checks**

Radiation therapy departments used by the Radiation Therapy major require criminal background and drug screening prior to internship. Students who do not pass the background check and/or drug test may be unable to attend the internship, therefore, may be unable to complete the program of study. Any fee or cost associated with background checks and/or drug testing is the responsibility of the student. Students may be subject to random drug testing. Any fees associated with this will be the responsibility of the student.

Students will need to provide their own transportation to class and clinical internship. Proof of auto insurance and a valid driver's license is required. Travel to clinical internships may require driving up to 100 miles as measured from the National University educational site.

Students successfully completing the Radiation Therapy major will be eligible to apply for state and national examinations. Upon successful completion of the final course within the program, application for the national exam will be provided in the last course of the Program. Students are responsible for submitting applications and fees to the State of California and the American Registry of Radiologic Technologists (ARRT).

#### **Program Learning Outcomes**

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

- Demonstrate safe practice in all aspects of radiation therapy.
- Effectively communicate with patients and their families.
- Demonstrate clinical competence in the areas of patient care, treatment, and simulation.
- Formulate priorities in daily clinical practice.
- Apply concepts of teamwork.

- Evaluate the clinical significance of treatment parameters as prescribed and suspend treatment as appropriate.
- Develop plans based on patient assessment to address physical, emotional, and educational needs.
- Demonstrate the ability to think critically and apply knowledge to new situations.
- Analyze clinical data to ensure safety and quality improvement of radiation therapy operations.
- Evaluate treatment plans to ensure accurate and effective treatment delivery.
- Demonstrate values and attitudes congruent with the profession's standards and ethics.
- Analyze current health care research for application to radiation therapy practice.
- Apply strategies that promote professional development and lifelong learning.

### Degree Requirements

To receive a Bachelor of Science degree in Radiation Therapy, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper division level and a minimum 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general education 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. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

### Preparation for the Major

(12 courses; 42.75 quarter units)

MTH 215*	College Algebra & Trigonometry <i>Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B</i>
BST 322*	Intro to Biomedical Statistics
BIO 161*	General Biology I
BIO 201*	Human Anatomy & Physiol I <i>Recommended: Prior completion of: BIO 100, BIO 100A, CHE 101 and CHE 101A or equivalent courses.</i>
BIO 201A*	Human Anatomy & Physiol Lab I (1.5 quarter units) <i>Prerequisite: BIO 201</i>
BIO 202*	Human Anatomy & Physiol II <i>Recommended: Prior completion of: BIO 201 and BIO 201A, BIO 100 and BIO 100A, CHE 101 and CHE 101A or equivalent courses</i>
BIO 202A*	Human Anatomy & Physiol Lab II (1.5 quarter units) <i>Prerequisite: BIO 202</i>
BIO 203*	Introductory Microbiology <i>Recommended: Prior completion of: BIO 201 and BIO 201A, BIO 202 and BIO 202A, BIO 100 and BIO 100A, CHE 101 and CHE 101A or equivalent courses</i>

BIO 203A*	Introductory Microbiology Lab (1.5 quarter units) <i>Prerequisite: BIO 203</i>
PHS 181*	Physics for Non-Sci Majors I <i>Prerequisite: 2 years of high school algebra, and MTH 204, or MTH 215, or MTH 216A, or MTH 216B</i>
<b>or</b>	
PHS 171*	General Physics 1 <i>Prerequisite: MTH 215 or MTH 216A and MTH 216B</i>
PHS 182*	Physics for Non-Sci Majors II <i>Prerequisite: PHS 181</i>
<b>or</b>	
PHS 172*	General Physics 2 <i>Prerequisite: PHS 171</i>
RTT 201	Introduction to Radiation Ther (2.25 quarter units)

\* May be used to meet a General Education requirement

### Requirements for the Major

(21 courses; 73.5 quarter units)

Students must pass all courses with a C or better to progress in the program. Students will need 76.5 quarter units of upper division level coursework. In absence of unit's students may need to take additional upper division electives to satisfy the total upper division units for the degree.

RTT 310	Sectional/Topographic Anatomy <i>Prerequisite: BIO 201 with a minimum grade of C, and BIO 202 with a minimum grade of C</i>
RTT 300	Medical Imaging <i>Prerequisite: RTT 200 with a minimum grade of C Acceptance into the Radiation Therapy Program, or RTT 201</i>
RTT 305	Patient Care I (3 quarter units) <i>Prerequisite: BIO 201 with a minimum grade of C, and BIO 202 with a minimum grade of C, and BIO 203 with a minimum grade of C, and RTT 300 with a minimum grade of C, Corequisite: RTT 320</i>
RTT 320	Pro Ethics and Legal Issues (1.5 quarter units) <i>Prerequisite: RTT 300, Corequisite: RTT 305</i>
RTT 315	Clinical Concepts I <i>Prerequisite: RTT 305 with a minimum grade of C, and RTT 306 with a minimum grade of C</i>
RTT 480	Internship I <i>Prerequisite: RTT 300 with a minimum grade of C, and RTT 305 with a minimum grade of C, and RTT 306 with a minimum grade of C, and RTT 310 with a minimum grade of C, and RTT 320 with a minimum grade of C</i>



RTT 410	Clinical Radiation Physics I <i>Prerequisite: MTH 215 with a minimum grade of C, and PHS 171 with a minimum grade of C, and RTT 300 with a minimum grade of C</i>
RTT 411	Clinical Radiation Physics II <i>Prerequisite: RTT 410 with a minimum grade of C</i>
RTT 306	Patient Care II <i>Prerequisite: RTT 305 with a minimum grade of C</i>
RTT 415	Clinical Oncology I (2.25 quarter units) <i>Prerequisite: RTT 305 with a minimum grade of C, and RTT 306 with a minimum grade of C, and RTT 310 with a minimum grade of C, Corequisite: RTT 316</i>
RTT 316	Clinical Concepts II (2.25 quarter units) <i>Prerequisite: RTT 315 with a minimum grade of C, and RTT 480, Corequisite: RTT 415</i>
RTT 416	Clinical Oncology II (2.25 quarter units) <i>Prerequisite: RTT 415 with a minimum grade of C</i>
RTT 317	Clinical Concepts III (2.25 quarter units) <i>Prerequisite: RTT 316 with a minimum grade of C, Corequisite: RTT 416</i>
RTT 481	Internship II <i>Prerequisite: RTT 480 with a minimum grade of C</i>
RTT 420	Radiation Biology (3 quarter units) <i>Prerequisite: RTT 410 with a minimum grade of C, and RTT 411 with a minimum grade of C, and RTT 415 with a minimum grade of C, and RTT 416 with a minimum grade of C, and RTT 481 with a minimum grade of C, Corequisite: RTT 460</i>
RTT 460	Operational Issues (1.5 quarter units) <i>Prerequisite: RTT 316 with a minimum grade of C, and RTT 416 with a minimum grade of C, Corequisite: RTT 420</i>
RTT 455	Medical Dosimetry <i>Prerequisite: RTT 315 with a minimum grade of C, RTT 316 with a minimum grade of C, RTT 317 with a minimum grade of C, RTT 410 with a minimum grade of C, and RTT 411 with a minimum grade of C</i>
RTT 440	Research in Radiation Therapy (2.25 quarter units) <i>Prerequisite: BST 322 with a minimum grade of C, and RTT 315 with a minimum grade of C, and RTT 316 with a minimum grade of C, and RTT 317 with a minimum grade of C, and RTT 410 with a minimum grade of C, and RTT 411 with a minimum grade of C, and RTT 415 with a minimum grade of C, and RTT 416 with a minimum grade of C, Corequisite: RTT 450</i>

RTT 450	Quality Management (2.25 quarter units) <i>Prerequisite: RTT 410 with a minimum grade of C, and RTT 411 with a minimum grade of C, Corequisite: RTT 440</i>
RTT 482	Internship III (6 quarter units) <i>Prerequisite: RTT 481 with a minimum grade of C</i>
RTT 490	Advanced Capstone <i>Prerequisite: Completion of major requirements.</i>

## MASTER OF PUBLIC HEALTH

*Academic Program Director: Stephen Bowman;*  
(858) 309-3455; sbowman@nu.edu

The Master of Public Health (MPH) is a graduate professional degree designed to prepare students for leadership positions in health promotion and disease prevention, community mental health or public healthcare administration. Public Health involves multidisciplinary and collaborative strategies for solving health related problems and promoting social justice including programs that serve the public sector at all levels—local, state, federal, and global. Faculty members have expertise and experience in public health applied research and in higher education.

The MPH program emphasizes the application of broad-based, state-of-the-art quantitative and qualitative skills needed for problem-solving. Special attention is given to enhancement of communication skills needed to work with diverse populations. Ideal candidates for the MPH program are those students looking for career advancement within the public health sector; and those looking for career transition into public health from other health professions. Graduates will enhance their opportunities for professional growth and job placement through carefully planned internships and a comprehensive capstone experience. The National University Master of Public Health program is accredited by the Council on Education for Public Health (<https://ceph.org/>). The program maintains its accreditation despite its current probationary status through July 1, 2020.

### Admission Requirements

1. Successful completion of college level introductory statistics course such as BST322 or MTH210.
2. Have completed baccalaureate degree with a 2.85 cumulative GPA from regionally accredited institutions attended.

### Additional Prerequisite Requirement

Students should be proficient in operating a personal computer, including: standard computer operating systems, electronic filing systems, basic keyboarding skills, organizing and sorting electronic documents. Knowledge of standard computer applications to include Microsoft Word, Excel, and PowerPoint and familiarity with using internet browsers and standard email systems such as MS Outlook is required.

In accordance with the competency guidelines established by the National Commission for Health Education Credentialing (NCHEC) and the Council on Education for Public Health



(CEPH), the Master of Public Health program prepares graduates to master the following program learning outcomes.

### Program Learning Outcomes

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

- Analyze and interpret health data.
- Describe the distribution and determinants of disease, disabilities and death in human populations.
- Evaluate the environmental factors that affect the health of a community.
- Analyze the planning, organization, administration and policies of health care organizations.
- Apply the concepts and methods of social justice and social and behavioral sciences relevant to the identification and solution of public health problems.

### Degree Requirements

To receive an MPH degree, students must complete at least 72 quarter units of graduate work including the core MPH requirements and one area of specialization. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Refer to the section on graduate admission requirements for specific information regarding application and evaluation.

### Core Requirements

(7 courses; 28.5 quarter units)

COH 599	Public Health Foundation (1.5 quarter units)
HCA 600	U.S. Healthcare System
COH 602	Biostatistics
COH 604	Theories of Health Behavior <i>Prerequisite: COH 603 or COH 621 or HCA 620</i>
COH 606	Epidemiology <i>Prerequisite: COH 602</i>
COH 608	Public Health & the Enviro <i>Prerequisite: COH 606</i>
COH 611	Public Health Research Methods

### Specialization in Health Promotion

The specialization in Health Promotion will prepare MPH students for leadership positions in health promotion, health education and health enhancement. The program emphasizes the planning, implementation and evaluation of community-wide prevention programs. The pursuit of social justice and global health are overarching concepts throughout the MPH program.

### Program Learning Outcomes

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

- Assess individual and community needs for health education.
- Plan health education strategies, interventions, and programs.
- Implement health education strategies, interventions, and programs.

- Conduct evaluation related to health education.
- Administer health education strategies and interventions.
- Serve as a health education resource person.
- Communicate and advocate for health and health education.
- Apply appropriate research principles and techniques in health education.

### Requirements for the Specialization

(8 courses; 36 quarter units)

COH 601	Global Public Health <i>Prerequisite: HCA 600</i>
COH 603	Public Health Biology <i>Prerequisite: COH 602</i>
COH 605	Public Health Promotion <i>Prerequisite: COH 604</i>
COH 607	Public Health Program Develop <i>Prerequisite: COH 606</i>
COH 609	PH Program Evaluation <i>Prerequisite: COH 607 or COH 616</i>
COH 618	Health Promotion Strategies <i>Prerequisite: COH 605 and COH 609</i>
COH 612	Health Policy and Advocacy <i>Prerequisite: COH 611</i>
COH 613	Public Health Informatics <i>Prerequisite: COH 606 and COH 612</i>

### Health Experience

(1 Course 3 quarter units)

COH 550	Global Health Experience (3 quarter units)
<b>or</b>	
COH 693A	Health Promotion Experience (3 quarter units) <i>Prerequisite: COH 613</i>

### Capstone Requirement

(1 course; 4.5 quarter units)

COH 694A	Health Promotion Capstone <i>Prerequisite: COH 613</i>
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### Specialization in Healthcare Administration

The Specialization in Healthcare Administration will prepare MPH students for leadership positions in public and private healthcare. Healthcare management involves the organization, financing and delivery of services to prevent and treat illness and disease.

### Program Learning Outcomes

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

- Conduct financial analysis, explain financial and accounting information, and make long-term investment decisions for a healthcare organization.
- Apply healthcare management methods to healthcare organizations.

- Use administrative and health information technology to develop process and performance improvement plans.
- Incorporate the principles of quality management for improving outcomes in healthcare organizations.
- Synthesize best practices in healthcare leadership.

### Requirements for the Specialization

(8 courses; 36 quarter units)

HCA 610	Health Policy <i>Prerequisite: HCA 600</i>
HCA 620	Health Organization Management
HCA 626	Healthcare Information Systems <i>Prerequisite: HCA 620</i>
HCA 622	Quality Appraisal & Evaluation <i>Prerequisite: HCA 600, HCA 610, HCA 620 and COH 606</i>
HCA 628	HA Human Resources Management <i>Prerequisite: HCA 622</i>
HCA 663	Healthcare Accounting/Finance <i>Prerequisite: HCA 628</i>
HCA 624	Healthcare Planning & Marketing
HCA 670	Healthcare Leadership

### Health Experience (1 Course; 3 quarter units)

COH 550	Global Health Experience (3 quarter units)
or	
COH 693B	Healthcare Admin Experience (3 quarter units)

### Capstone Requirement

(1 course; 4.5 quarter units)

COH 694B	Healthcare Admin Capstone <i>Prerequisite: HCA 670</i>
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### Specialization in Mental Health

Students in the specialization in Mental Health will be prepared for leadership positions in planning, implementing and evaluating community-wide prevention programs to enhance mental health.

### Program Learning Outcomes

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

- Assess the social, political, and environmental context of mental health in relation to public health practice.
- Plan mental health interventions and programs.
- Conduct evaluations related to mental health.
- Relate fundamental principles of epidemiology to mental and substance abuse disorders.
- Apply appropriate research principles and techniques to mental health.
- Advocate for mental health in communities.

### Requirements for the Specialization

(8 courses; 36 quarter units)

COH 601	Global Public Health <i>Prerequisite: HCA 600</i>
COH 621	PH Aspects of Drug Addiction
COH 616	Mental Health Promotion
COH 614	Psychosocial Epidemiology <i>Prerequisite: COH 606</i>
COH 609	PH Program Evaluation <i>Prerequisite: COH 607 or COH 616</i>
COH 617	PH Aspects of Violence <i>Prerequisite: COH 604 and COH 609</i>
COH 612	Health Policy and Advocacy <i>Prerequisite: COH 611</i>
COH 619	PH Aspects of Human Sexuality <i>Prerequisite: COH 604 and COH 612</i>

### Health Experience

(1 Course; 3 quarter units)

COH 550	Global Health Experience (3 quarter units)
or	
COH 693C	Mental Health Experience (3 quarter units) <i>Prerequisite: COH 619</i>

### Capstone Requirement

(1 course; 4.5 quarter units)

COH 694C	Mental Health Capstone <i>Prerequisite: COH 619</i>
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### MASTER OF SCIENCE IN NURSING

*Academic Program Director: Tina Ho; (714) 429-5137; tho@nu.edu*

The Master of Science in Nursing (MSN) degree program is for baccalaureate prepared nurses. In keeping with the standards for graduate education for advanced practice nursing delineated by the American Association of Colleges of Nursing in the Essentials of Master's Education for Advanced Practice Nurses, the purpose of the MSN program is to prepare students to assume leadership roles in their particular specialization. Masters level nursing education is the appropriate level of education for nursing professionals who are seeking roles that require advanced practice skills in order to function as providers and organizers of the health care delivery process.

This program is approved by the Commission on Collegiate Nursing education (CCNE).

### Admission Requirements

The following candidates are eligible for admission into the MSN program:

- A. Candidates who hold a BSN degree from a nursing program that meets one of these criteria 1) State Board of Nursing approved, 2) Nationally accredited, 3) from a regionally accredited University/School, if applicable and meet the University requirements for graduate study,

listed in the General Catalog under Academic Information for Graduate Degrees.

- B. Candidates who are 1) in final course of their prelicensure BSN degree program at National University or 2) in final month of their BSN-RN Completion program at National University or 3) candidates recently graduated from National University with their BSN and meet the University requirements for graduate study. (\*)
- C. Candidates who hold a nursing diploma, or an associate nursing degree from a nursing program that meets one of these criteria 1) State Board of Nursing approved or 2) Nationally accredited nursing program, or 3) from a regionally accredited University/School, if applicable, and have completed a General Education curriculum or College Level Examination Program (CLEP) in these areas: Physical and Biological Sciences, Mathematical Concepts and Quantitative Reasoning, Social and Behavioral Sciences, Arts, Humanities and Language, Writing, Speech and Communication. (\*\*)

\*Candidates will be conditionally accepted into the MSN program until the following proofs are provided. Students may not begin specialization courses until the conditional acceptance is lifted, by providing proof of the following:

- Current, active, and unencumbered RN license in the State of employment and/or residence.
- Copy of BSN transcript.
- Proof of Employment offer in the capacity of a registered nurse (RN).

If candidates are unable to show proof of BSN degree conferral, RN license and employment offer, admission to the MSN program will be rescinded.

\*\*Exception: Candidates do not need to have a Bachelor's degree for admission to the graduate program as specified in Academic Information for Graduate Degrees and Credentials, Admission Procedures.

\*\*Candidates will follow the RN-MSN Pathway Course Requirements (successfully complete NSG 500 RN-MSN Portfolio Transition courses or NSG 444/444A Community Population Nursing with Lab, and NSG 442/442A Nursing Leadership and Management with Lab, and NSG 447/447A Quality Improvement with Lab) prior to transition to desired Master of Science in Nursing (MSN program of study).

#### **MSN Applicants must:**

- Have a cumulative GPA of at least 3.0 on a 4.0 scale. Candidates with a GPA of 2.5-2.99 will be considered by the MSN Admissions Committee on a case by case basis.
- Have completed the MSN application packet.

#### **Candidates who graduated from a BSN program other than at NU must:**

- Provide proof of current, active, and unencumbered RN license in the State of employment and/or residence.
- Complete the university admission application including the application fee.
- Provide one official transcript from each college or university attended to the Registrar's office.

- Provide two professional recommendation forms, preferably from individuals who hold graduate or doctoral degrees.

#### **Prior to the start of their specialization courses, candidates are required to:**

- Provide evidence of current, active professional liability and malpractice insurance coverage throughout the program.
- Provide evidence of specified immunizations, a report of a recent physical examination, a clear drug screen and background check, and current BLS certification.

#### **Additional Program Information**

- A. Candidates are required to meet with their Admission Counselor to review the process for applying to and acceptance into the Nursing Program. The specifics described are: program of study, schedules of courses, requirements for progression in the Program. **Note:** Prospective students should review the MSN & Post Graduate Certificate packet before submitting the application.
- B. Students should be proficient in operating a personal computer, including: demonstrated competency in standard computer operating systems and electronic filing systems, basic keyboarding skills, organizing and sorting electronic documents; demonstrated knowledge of standard computer applications to include Microsoft Word and Excel; familiarity with using internet browsers and standard email systems such as MS Outlook.
- C. MSN program with FNP and PMHNP specializations are 100% online with minimal in-person meeting requirements. All accepted applicants must attend the virtual online program orientation. Students in the FNP and PMHNP specializations are required to attend one-day onsite Objective Structured Clinical Examination (OSCE) every three months. In addition, FNP and PMHNP practicum courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings.
- D. Students who request a change in specialization after they have been admitted to a prior specialization must re-submit an application packet including a new goal statement, and one recommendation form completed addressing the new specialization area. A new resume is not required. All prerequisites must be met prior to admissions into the new specialization. The new application will be re-submitted via the Graduate Nursing E-form Application in SOAR by the Admission Counselor.
- E. Students who withdraw from the program or withdraw their application prior to beginning the program will not need to re-apply if the point of initial application occurred within one year of re-application. Students requesting to be re-admitted after one year of initial application for admissions will need to resubmit a new application packet including all required items needed for the application packet and drug screening, background check, immunizations and physical examination. Re-application to the program does not guarantee acceptance or provide an advantage to being accepted.

## Program Learning Outcomes

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

- Implement appropriate theories, models, frameworks, and concepts from nursing and non-nursing disciplines when designing interventions that influence healthcare outcomes for diverse populations in a variety of settings.
- Collaborate with interdisciplinary teams, to evaluate fiscally appropriate healthcare delivery systems that integrate research and clinical expertise to provide evidence-based, patient-centered care.
- Evaluate economic, policy, environmental, and social forces that impact nursing practice, health care delivery and quality of health care.
- Participate in the analysis, implementation and evaluation of strategies for improving nursing practice through the implementation of health information systems and technologies.
- Demonstrate a professional commitment to creating an environment of lifelong learning for patients, families, communities, and other healthcare practitioners.

## Degree Requirements

The Master of Science in Nursing requires a minimum of 49.5-82.5 quarter units of graduate credit, with a minimum of 40.5 quarter units completed at National University. Refer to the General Catalog section on graduate admission requirements for specific information regarding admission and evaluation. Students must maintain a cumulative GPA of 3.0 and must maintain a B (84%) in all core and specialization courses.

**NOTE:** FNP and PMHNP Area of Specializations carry additional program fees of \$11,325

## Core Requirements

(6 courses; 27 quarter units)

NSG 600	Advanced Practice Nursing
NSG 620	Theory in Advanced Practice
NSG 623	Biomedical Statistics
NSG 606	Health Policy & Finance
NSG 622	QI & Project Management
NSG 607	EBP for Advanced NSG Practice

## Specialization in Family Nurse Practitioner

Academic Program Director: Tina Ho; (714) 429-5137; tho@nu.edu

The Family Nurse Practitioner (FNP) specialization will prepare advanced practice nurses to manage the care of individuals and families across the lifespan. The FNP program is designed for nurses who hold a Baccalaureate Degree in Nursing (BSN) who wish to advance their knowledge, education, and skills to practice in an Advanced Practice role as a FNP. Graduates are eligible to sit for the FNP national certification examinations offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). The Program emphasis is to foster the FNP's abilities to critically think; make differential diagnoses; use evidence-based findings to improve healthcare outcomes; and be accountable for the provision of healthcare

to diverse individuals and families in the areas of health promotion, disease prevention, management of acute and chronic health conditions and primary care. The FNP provides clinical management of primary care conditions in a variety of clinics and community-based settings.

## Admission Requirements

Students applying for the FNP area of specialization must be concurrently applying to the MSN program.

## Program Learning Outcomes

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

- Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional advanced clinical nursing practice.
- Devise evidence-based health promotion and disease prevention strategies at the patient, family, organizational, community, and population levels for the purpose of improving healthcare outcomes.
- Utilize current technologies to deliver, enhance, and document care across multiple settings to achieve optimal outcomes.
- Advocate for culturally sensitive health care systems and policies that meet ethical and legal standards as a means to improve outcomes and reduce disparity.
- Model collaboration with interdisciplinary and intradisciplinary teams in healthcare systems delivering care to complex, multi-need patients, families, and communities.
- Analyze the impact of national and global health policy on the cost, quality, and access to care in diverse patient populations.

## Degree Requirements

Students must complete all core courses before beginning the FNP specialty courses. Students must maintain a cumulative GPA of 3.0 and must maintain a B (84%) in all core and specialty courses. Students must obtain at least 600 hours at an approved practicum site with a designated approved preceptor during the practicum courses.

**NOTE:** Program Fees.....\$11,325

## Specialization Requirements

(12 courses; 55.5 quarter units)

Students must pass all MSN Core Courses before beginning any specialization courses.

NSG 681	Advanced Physical Assessment (6 quarter units)
NSG 682	Advanced Pathophysiology
NSG 641	Advanced Pharmacology I
FNP 642	Advanced Pharmacology II
FNP 683A	Primary Care of Adult and Aged <i>Corequisite: FNP 683B</i>
FNP 683B	Care of Adult & Aged Practicum <i>Corequisite: FNP 683A</i>
NSG 680	Diversity Issues in APN



FNP 684A	Primary Care-Women & Children <i>Corequisite: FNP 684B</i>
FNP 684B	Women and Children Practicum <i>Corequisite: FNP 684A</i>
FNP 685A	FNP Residency <i>Corequisite: FNP 685B</i>
FNP 685B	FNP Residency Practicum <i>Corequisite: FNP 685A</i>
FNP 689	FNP Capstone

### Specialization in Nursing Administration

*Academic Program Director: Hope Farquharson;*  
(858) 521-3947; hfarquharson@nu.edu

The Master of Science in Nursing, Specialization in Nursing Administration prepares nurse managers who will provide leadership and management services to clinical care organizations. Successful decision-making strategies, evidence-based practice, team building and collaboration, fiscal management, quality improvement, and creating a learning culture that supports high quality and safe patient care are considered within a systems approach to management. The specialization courses offered in the MSN, Specialization in Nursing Administration are designed using the Interprofessional Education Model to develop IPE competencies. Graduates are being prepared to meet eligibility requirements to take the American Nurses Credentialing Center (ANCC) Nurse Executive-Advanced –Board Certified (NEA-BC) competency-based examination or the American Organization of Nurse Leadership (AONL) competency-based examination for Certification in Executive Nursing Practice (CENP).

### Program Learning Outcomes

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

- Effectively communicate with members of the multidisciplinary healthcare team in the design and management of healthcare delivery systems.
- Employ best evidence and judgment to make sound and ethical decisions that advance the quality and safety of healthcare and care delivery systems.
- Create and implement a plan for day-to-day operations for a clinical facility in order to maintain accreditation, meet organizational goals, achieve quality and safety outcomes, and carry out the mission of the facility.
- Provide effective, caring, culturally sensitive and fiscally responsible leadership to other members of the healthcare team in order to facilitate excellence in patient care services to diverse patient populations.
- Apply principles of leadership and management to foster an organizational culture that engenders lifelong learning, quality, safety, and competence in a clinical care organization.

### Degree Requirements

Student must maintain a cumulative GPA of 3.0 and must maintain a B average (84%) in all core and specialty courses. Students participating in the Nursing Administration specialization must complete 200 hours of a preceptored practicum experience within their specialty capstone course.

### Specialization Requirements

(5 courses; 22.5 quarter units)

Students must pass all MSN Core Courses before beginning any specialization courses.

HCA 600	U.S. Healthcare System
HCA 620	Health Organization Management <i>Prerequisite: COH 602</i>
HCA 624	Healthcare Planning & Marketin <i>Prerequisite: COH 611</i>
HCA 670	Healthcare Leadership <i>Prerequisite: HCA 624</i>
HCA 692	Healthcare Capstone <i>Prerequisite: HCA 691 or permission by instructor.</i>

**Please Note:** COH and HCA prerequisites are NOT required for students in the Specialization in Nursing Administration.

### Specialization in Nursing Informatics

*Academic Program Director: Hope Farquharson;*  
(858) 521-3947; hfarquharson@nu.edu

The Specialization in Nursing Informatics is designed for nurses who seek advanced education in informatics theory and practice. Nurses play an important leadership role in the implementation of health information technology in health care delivery organizations. Potential students include nurses who participate and, in some instances, lead the successful deployment of health information technologies to achieve improvement in the quality, safety, outcomes and thus value of health services in the United States. The goal is to prepare RNs for leadership roles in informatics that includes the information and knowledge management best practices and effective technology capabilities for nurses identified through the Technology Informatics Guiding Education Reform Initiative.

The Specialty courses offered in the MSN Program of Study in Nursing Informatics are designed using the Interprofessional Education (IPE) Model to develop IPE Competencies. Graduates are being prepared to take one of the following Health Information Management Systems Society's (HIMSS) competency-based certification examinations depending on their length of experience in the field: Certified Associate in Healthcare Information and Management Systems (CAHIMS), or Certified Professional in Healthcare Information and Management Systems (CPHIMS). Graduates also are being prepared to take the American Nurses Credentialing Center (ANCC) competency-based certification examination in nursing informatics (RN-BC).

### Program Learning Outcomes

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

- Collaborate with interprofessional teams to conduct a needs assessment, plan, design, transition to and evaluate information systems and innovative technologies.



- Employ evidenced-based practice resources and references to support the adoption and use of healthcare technologies at the point of care.
- Evaluate ongoing quality and process improvement for patient-centered care systems that optimize clinical workflow, care coordination, and patient outcomes.
- Appraise the healthcare technology environment to ensure compliance with ethical, legal and regulatory mandates and professional standards for advanced practice.

### Degree Requirements

Student must maintain a cumulative GPA of 3.0 and must maintain a B average (84%) in all core and specialty courses. Students participating in the Nursing Informatics specialization must complete 200 hours of a preceptored practicum experience within their specialty capstone course.

### Specialization Requirements

(5 courses; 22.5 quarter units)

Students must pass all MSN Core Courses before beginning any specialization courses.

HTM 552	EHR Meaningful Use
HTM 660	System Management and Planning
HTM 520	Health Information Exchange

HTM 680	Health Informatics Case Study
	<i>Prerequisite: HTM 520, HTM 552, HTM 660</i>

HTM 692	Health Informatics Capstone
	<i>Prerequisite: HTM 680</i>

### Specialization in Psychiatric-Mental Health Nurse Practitioner - Lifespan

*Academic Program Director: Jovita Ezirim; (310) 662-2181; jezirim@nu.edu*

The Psychiatric-Mental Health Nurse Practitioner-Lifespan (PMHNP) is a registered nurse prepared at the master's degree level who specializes in primary mental health care for individuals, groups and populations across the lifespan. The PMHNP Program is designed for nurses who hold a Bachelor of Science in Nursing (BSN) who wish to advance their knowledge, education, and skills to practice in an advanced practice role as a PMHNP. This advanced practice nurse maintains a critical role in the health care team and ensures collaboration and the provision of safe, effective, coordinated care. As an independent member of the health care team, and in partnership with patients, the PMHNP provides a variety of evidence-based services and therapies. The PMHNP assesses, makes diagnoses and plans care for complex psychiatric and concomitant medical issues, including the prescription and management of psychopharmacologic agents. The PMHNP advocates for patients and their families within a recovery and trauma-informed paradigm. The PMHNP ensures that patients and their families are engaged and actively participate in their behavioral health (mental health and substance use) care as they respond to the illness experience. The PMHNP continuously enhances their care through quality improvement and safety efforts and influences policy at the local, regional and national levels. The PMHNP melds the art and science of professional nursing and skillfully manages the acute and

enduring issues posed by people with behavioral health issues across the lifespan. Graduates of this PMHNP Program are eligible to sit for the American Nurses Credentialing Center (ANCC) Psychiatric-Mental Health Nurse Practitioner (Lifespan; formerly known as Family Psychiatric-Mental Health Nurse Practitioner) competency-based examination.

### Admission Requirements

Students applying for the PMHNP area of specialization must be concurrently applying to the MSN program.

### Program Learning Outcomes

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

- Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional advanced clinical nursing practice.
- Devise evidence-based health promotion and disease prevention strategies at the patient, family, organizational, community, and population levels for the purpose of improving health care outcomes.
- Utilize current technologies to deliver, enhance, and document care across multiple settings to achieve optimal outcomes
- Apply organizational and systems leadership to current healthcare issues for the promotion of quality, effective and safe patient care, including the emphasis on ethical and critical decision making, effective working relationships, and a systems-perspective approach.
- Model collaboration and coordination with interprofessional teams in health care systems delivering care to complex, multi-need patients, families and communities.
- Synthesize broad organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population behavioral health care and services to individuals, families, and identified populations.

### Degree Requirements

Students must complete all core courses before beginning the PMHNP specialty courses. Students must maintain a cumulative GPA of 3.0 and must maintain a B (84%) in all core and specialty courses. Students must obtain at least 510 hours at an approved practicum site with a designated approved preceptor during the practicum courses.

**NOTE:** Program Fees.....\$11,325

### Specialization Requirements

(12 courses; 55.5 quarter units)

Students must pass all MSN core courses before beginning any specialization courses.

NSG 681	Advanced Physical Assessment (6 quarter units)
NSG 682	Advanced Pathophysiology
NSG 641	Advanced Pharmacology I

MNP 643	Psychopharmacology in MH Care
MNP 694	MH Care: Adults/Aging Adults
MNP 696A	Adults/Aging Adults Practicum <i>Corequisite: MNP 694</i>
MNP 687	MH Care: Children/Adolescents
NSG 680	Diversity Issues in APN
MNP 696B	Children/Adoles Practicum <i>Corequisite: MNP 687</i>
MNP 688A	Introduction to Psychotherapy <i>Corequisite: MNP 688B</i>
MNP 688B	Intro Psychotherapy Practicum <i>Corequisite: MNP 688A</i>
MNP 697	PMHNP Capstone

## ACADEMIC COURSE INFORMATION COURSE TERMINATIONS

ABA 607	ABA Intensive Practicum
CED 620	Internship Seminar
CED 631	School Counseling Practicum
COH 691	Public Health Internship
COH 692	Public Health Capstone
FLM 205	Film History II
FSC 661	Internship in Forensic Science

## COURSE DESCRIPTIONS

### ACC – Accounting

#### ACC 600 Financial Accounting for MBAs

An introduction to accounting for students with no recent previous exposure to the subject. This course prepares students to comprehend the relationship among the financial statements, ascertain how business transactions are reflected in the financial statements, and analyze solvency, profitability, and stability of a business enterprise to make informed operating decisions.

### CED – Counselor Education

#### CED 621 Practicum/Fieldwork Seminar

*Prerequisite: CED 614*

Students will apply theoretical concepts in practical settings. Students will reflect and align their 100 hours of practicum experience and focus on the integration and practical application of counseling skills development. Students will review the knowledge, skills and standards of the graduate program in final preparation for their field (internship) experience. Students will demonstrate the knowledge and skills in applying the themes and functions in school settings in the areas identified in the standards for school counseling. Students will complete and present their program portfolio and will prepare for the ETS Praxis exam, per program requirements. A satisfactory completion is required of all candidates enrolled in the educational counseling program in order to advance to Field (internship) experience. Grading is by S or U only.

### CEE – Computer and Electrical Engineering

#### CEE 324 Linear Systems and Signals

*Prerequisite: CEE 310*

Introduction to fundamental concepts, analysis and applications of continuous-time and discrete-time signals and linear systems. Course contents include time-domain and frequency-domain characterization of signals and systems, Fourier Series and Fourier Transform, basic sampling and filtering concepts, the Laplace Transform, and the Z Transform etc. The course will be supplemented with MATLAB based exercises.

### COH – Community Health

#### COH 550 Global Health Experience

Demonstrate attainment of public health foundational competencies and specialization competencies through applied practice experience in a global setting. Faculty-led short-term study abroad program. Exploration of the healthcare system and public health issues facing global communities. Tour location and experience the healthcare, economic, political, legal, and cultural environment of a host country. Development of thorough knowledge of global public health through combination of pre-departure study, service learning, on-site lectures and presentations by host country experts and healthcare leaders, post-tour analysis and reflection.

#### COH 599 Public Health Foundation

Includes orientation to the Master of Public Health Program including history, philosophy, values, core functions and the critical importance of evidence in advancing public health knowledge. Introduction to the available options for attaining public health foundational competencies and competencies in their chosen MPH specialization. Can be taken concurrently with HCA 600: US Healthcare System. Grading is S/U only.

#### COH 693A Health Promotion Experience

*Prerequisite: COH 613*

Demonstrate attainment of public health foundational competencies and health promotion specialization competencies through applied practice experience. Students may either work in a public health agency planning, implementing and/or evaluating a health promotion program or provide a portfolio that demonstrates alignment of volunteer work with the competencies. Grading is H/S/U only.

#### COH 693B Healthcare Admin Experience

Demonstrate attainment of public health foundational competencies and healthcare administration specialization through applied practice experience. Students may either work in a healthcare agency applying leadership and management skills or provide a portfolio that demonstrates alignment of volunteer work with the competencies. Grading is H/S/U only.

#### COH 693C Mental Health Experience

*Prerequisite: COH 619*

Demonstrate attainment of public health foundational competencies and mental health specialization through applied practice experience. Students may either work in a mental health agency planning, implementing and/or evaluating a health promotion program or provide a portfolio that

demonstrates alignment of volunteer work with the competencies. Grading is H/S/U only.

### **COH 694A Health Promotion Capstone**

*Prerequisite: COH 613*

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

### **COH 694B Healthcare Admin Capstone**

*Prerequisite: HCA 670*

Two-month capstone project related to the contemporary practice of public health administration. Completion of a training manual, policy statement, business plan, or a program or protocol evaluation report. Student project may require Institutional Review Board (IRB) approval. Student produces a high-quality written product. Grading is S/H/U only.

### **COH 694C Mental Health Capstone**

*Prerequisite: COH 619*

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

## **CYB – Cyber Security**

### **CYB 211 Operating System Fundamentals**

An introduction to the basic architecture and functions of an operating system. Computer hardware and software integration will be explored. Basic design and functionality of the Windows and Linux operating systems will be explored. In addition, core aspects of securing operating systems are covered.

## **ECO – Economics**

### **ECO 607 Eco. for Managerial Decisions**

*Prerequisite: Recommended: Prior completion of: MNS 601*

In this course, students study the price system, market structure, and consumer theory as they apply to managers in a variety of decision-making environments. This course covers the use of mathematical and economic decision-making tools for determining optimal levels of output, resource usage, and capacity planning.

## **FIN – Finance**

### **FIN 609A Seminar in Financial Management**

*Prerequisite: FIN 310 or ACC 600*

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.

## **ILR – Information Literacy**

### **ILR 260 Academic Information Literacy**

*Prerequisite: ENG 100 and ENG 101*

A cross-disciplinary course that teaches effective report and research paper writing through the use of key computer technologies. Topics include library and Internet research; information organization, evaluation, and synthesis; MLA and APA style formats; and the use of document-production, image-editing, and presentation software.

## **NSG – Nursing**

### **NSG 443 Evidence Based Practice**

Explores evidence-based practice as a foundation for improved nursing practice and healthcare outcomes. Emphasizes the application of research theory to evidence-based practice, including ethics in research and application of the research process.

### **NSG 447 Qual Improvement**

*Corequisite: NSG 447A*

This course introduces the concepts, techniques, strategies and metrics of quality improvement using the Quality and Safety Education for Nurses (QSEN) framework. Patient care quality and safety in the context of structure, process and outcomes in care delivery are explored. Identification of improvement opportunities, action plan development and outcomes evaluation through project management are addressed.

### **NSG 447A Qual Improvement Practicum**

*Corequisite: NSG 447*

During this 8 week course students conduct a quality improvement project under the supervision of a mentor or preceptor and the course instructor. Grading is S/U only.

## **SCM – Supply Chain Management**

### **SCM 610 Supply Chain Collaboration**

*Prerequisite: MGT 608*

Supply Chain Collaboration focuses on aligning business processes and goals between firms within the supply chain toward improving the performance of all members. This course presents the eight managerial processes at the strategic and operational levels, first within the firm and then between firms. Successful Supply Chain Collaboration requires cross-functional integration, right-sizing of partnerships and correct adoption of performance measures, which will be studied in depth with attention to practical applications and deployment techniques.

### **SCM 620 Strategic Supply Management**

*Prerequisite: SCM 610 and MGT 608*

Strategic Supply Management focuses on the fundamental principles, processes and strategies that are currently used by successful companies to manage their supply networks and significantly improve their bottom lines. This course provides strategic and comprehensive insights into the field of supply

management by analyzing markets, suppliers and business needs. Concepts also include developing and implementing effective supply management strategies that balance quality, technology and delivery to achieve the lowest Total Cost of Ownership. The course puts a strategic focus on sourcing, price management and supplier relationship management with emphasis on risk management, by covering key knowledge and skills that are in demand today.

### **SCM 630 Supply Chain Planning**

*Prerequisite: SCM 610 and MGT 608*

This course focuses on the fundamentals of planning as a primary input into the conception and execution of a robust supply chain architecture. Core facets of planning such as Resource capacity maximization, Supply and demand balancing, Forecast development, Service requirements, Internal and external plan collaboration, and Inventory optimization are discussed in detail. Using simulation and mathematical models as a basis, coupled with practical real life scenarios, this course connects the individual components of the production and inventory planning functions into an integrated supply chain strategy.

### **SCM 640 Distribution Management**

*Prerequisite: SCM 610 and MGT 608*

The ability to deliver the right products to the right customer at the right cost, the right time and the right quantity is mission-critical to any business' success. Successful companies have turned this competency into a key competitive advantage. With most supply chains now spanning the globe several times over, a multitude of service providers, IT systems and distribution systems must all work in concert to deliver excellence. This course will provide the student with an in-depth understanding of the building blocks of transportation modes, warehousing techniques and the strategies companies employ to achieve a competitive advantage in the marketplace.