2003 General Catalog

Academic and Administrative Headquarters
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
(619) 563-7100 • (858) 642-8000

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Volume 66, Published September 1, 2002

Defining the Future of Higher Education

for Adult Learners

NATIONAL · UNIVERSITY

Dear Student,

I am pleased to welcome you to National University on behalf of our faculty, staff, Board of Trustees, your fellow students and more than 102,900 alumni.
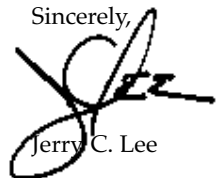
Founded in 1971, National was among the first in higher education to recognize and strive to meet the needs of adult learners. As awareness has grown that contemporary university students may no longer be recent high school graduates, but rather working professionals, National has stepped forward as a leader in the development of innovative, challenging and accessible degree programs.

Throughout this catalog, and in every class offered at National, you will see a constant focus on quality and an ongoing commitment to incorporate new technologies into National's curriculum. Our online courses are continually evolving, allowing students worldwide to receive instruction via the Internet in the areas of teacher education, business, criminal justice, e-commerce, global studies and instructional technology.

Always looking toward the future, National University shapes its new programs to reflect the changing demands of a global business environment.

It is our goal to ensure that the education you receive from National University is high-quality, relevant and on the cutting edge of adult learning. We look forward to an even more distinguished future as we seek new ways to meet the needs of our students and of our communities.

Sincerely,

Jerry C. Lee

Jerry C. Lee
Chancellor
National University System

President
National University

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

Not all courses or programs listed in this catalog
will be available at every learning facility or online.

Catalog Effective Date: September 1, 2002

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Calendar and Class Schedules

Summer 2002
Summer Quarter Begins:
  Monday, July 8
Labor Day:
  Monday, September 2
Summer Quarter Ends:
  Saturday, September 28

Fall 2002
Fall Quarter Begins:
  Monday, September 30
Thanksgiving:
  Thursday and Friday,
  November 28 and 29
Fall Quarter Ends:
  Saturday, December 21

Winter 2003
Winter Quarter Begins:
  Monday, January 6
Martin Luther King's Birthday:
  Monday, January 20
President's Day:
  Monday, February 17
Winter Quarter Ends:
  Saturday, March 29

Spring 2003
Spring Quarter Begins:
  Monday, April 7
Memorial Day:
  Monday, May 26
Spring Quarter Ends:
  Saturday, June 28
Northern Commencement:
  Sunday, June 1
Southern Commencement:
  Sunday, June 29

Summer 2003
Summer Quarter Begins:
  Monday, July 7
Labor Day:
  Monday, September 1
Summer Quarter Ends:
  Saturday, September 27

Fall 2003
Fall Quarter Begins:
  Monday, September 29
Thanksgiving:
  Thursday and Friday,
  November 27 and 28
Fall Quarter Ends:
  Saturday, December 20

Winter 2004
Winter Quarter Begins:
  Monday, January 5
Martin Luther King's Birthday:
  Monday, January 19
President's Day:
  Monday, February 16
Winter Quarter Ends:
  Saturday, March 27

Spring 2004
Spring Quarter Begins:
  Monday, April 5
Memorial Day:
  Monday, May 31
Spring Quarter Ends:
  Saturday, June 26

Summer 2004
Summer Quarter Begins:
  Tuesday, July 6
Independence Day:
  Monday, July 5
Labor Day:
  Monday, September 6
Summer Quarter Ends:
  Saturday, September 25

Fall 2004
Fall Quarter Begins:
  Monday, September 27
Thanksgiving:
  Thursday and Friday,
  November 25 and 26
Fall Quarter Ends:
  Saturday, December 18

Winter 2005
Winter Quarter Begins:
  Monday, January 3
Martin Luther King's Birthday:
  Monday, January 17
President's Day:
  Monday, February 21
Winter Quarter Ends:
  Saturday, March 26

Spring 2005
Spring Quarter Begins:
  Monday, April 4
Memorial Day:
  Monday, May 30
Spring Quarter Ends:
  Saturday, June 25

Summer 2005
Summer Quarter Begins:
  Tuesday, July 5
Labor Day:
  Monday, September 5
Summer Quarter Ends:
  Saturday, September 24

Fall 2005
Fall Quarter Begins:
  Monday, September 26
Thanksgiving:
  Thursday and Friday,
  November 24 and 25
Fall Quarter Ends:
  Saturday, December 17

Winter 2006
Winter Quarter Begins:
  Monday, January 2
Martin Luther King's Birthday:
  Monday, January 16
President's Day:
  Monday, February 20
Winter Quarter Ends:
  Saturday, March 25

Spring 2006
Spring Quarter Begins:
  Monday, April 3
Memorial Day:
  Monday, May 29
Spring Quarter Ends:
  Saturday, June 24

Summer 2006
Summer Quarter Begins:
  Monday, July 3
Independence Day:
  Tuesday, July 4
Labor Day:
  Monday, September 4
Summer Quarter Ends:
  Saturday, September 23

Fall 2006
Fall Quarter Begins:
  Monday, September 25
Thanksgiving:
  Thursday and Friday,
  November 23, 24
Fall Quarter Ends:
  Saturday, December 16

Winter 2007
Winter Quarter Begins:
  Monday, January 8
Martin Luther King's Birthday:
  Monday, January 15
President's Day:
  Monday, February 19
Winter Quarter Ends:
  Saturday, March 31

Spring 2007
Spring Quarter Begins:
  Monday, April 9
Memorial Day:
  Monday, May 28
Spring Quarter Ends:
  Saturday, June 30

Class Calendar at a Glance

◯ denotes starting dates of classes.

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

September 2002

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

October 2002

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

November 2002

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

December 2002

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

January 2003

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

February 2003

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

March 2003

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

April 2003

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

May 2003

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

June 2003

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

July 2003

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

August 2003

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

September 2003

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

October 2003

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

November 2003

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

December 2003

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

January 2004

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

February 2004

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

Onsite Undergraduate Class Schedule

Onsite Undergraduate Classes (4.5 quarter units, 45 contact hours)

Online classes follow the same beginning date as onsite classes. Ending dates vary by program.

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

UNDERGRADUATE COLLEGE	Time	Friday Schedule
Monday/Wednesday (8 sessions)	First two sessions: 9:00 a.m.-3:00 p.m. Last six sessions: 9:00 a.m.-2:30 p.m.	Scheduled when a regular class date falls on a holiday.
Tuesday/Thursday (8 sessions)	First two sessions: 9:00 a.m.-3:00 p.m. Last six sessions: 9:00 a.m.-2:30 p.m.	Scheduled when a regular class date falls on a holiday.

24 month calendar follows:

Onsite Undergraduate Class Schedule M/W
Monday/Wednesday

Summer Quarter 2002
July 8,10,15,17,22,24,27(8:00-12:30),29,31,August 3(8:00-12:30)
August 5,7,12,14,17(8:00-12:30),19,21,26,28,31(1:00-5:30)
September 4,7(8:00-12:30),9,11,16,18,21(8:00-12:30),23,25,28(8:00-12:30)

Fall Quarter 2002
September 30,October 2,7,9,12(8:00-12:30),14,16,21,23,26(1:00-5:30)
October 28,30,November 4,6,11,13,16(8:00-12:30),18,20,23(8:00-12:30)
November 25,27,December 2,4,7(8:00-12:30),9,11,16,18,21(1:00-5:30)

Winter Quarter 2003
January 6,8,11(8:00-12:30),13,15,22,25(8:00-12:30),27,29,February 1(8:00-12:30)
February 3,5,8(8:00-12:30),10,12,15(8:00-12:30),19,24,26,March 1(1:00-5:30)
March 3,5,10,12,17,19,22(8:00-12:30),24,26,29(8:00-12:30)

Spring Quarter 2003
April 7,9,14,16,19(8:00-12:30),21,23,28,30,May 3(1:00-5:30)
May 5,7,10(8:00-12:30),12,14,17(1-5:30),19,21,28,31(8:00-12:30)
June 2,4,9,11,14(8:00-12:30),16,18,23,25,28(1:00-5:30)

Summer Quarter 2003
July 7,9,14,16,21,23,26(8:00-12:30),28,30,August 2(8:00-12:30)
August 4,6,11,13,16(8:00-12:30),18,20,25,27,30(1:00-5:30)
September 3,6(8:00-12:30) 8,10,15,17,20(8:00-12:30),22,24,27(8:00-12:30)

Fall Quarter 2003
September 29,October 1,6,8,11(8:00-12:30),13,15,20,22,25(1:00-5:30)
October 27,29,November 3,5,10,12,15(8:00-12:30),17,19,22(8:00-12:30)
November 24,26,December 1,3,6(8:00-12:30),8,10,15,17,20(1:00-5:30)

Winter Quarter 2004
January 5,7,10(8:00-12:30),12,14,21,24(8:00-12:30),26,28,31(8:00-12:30)
February 2,4,7(8:00-12:30),9,11,18,21(1:00-5:30),23,25,28(1:00-5:30)
March 1,3,8,10,15,17,20(8:00-12:30),22,24,27(8:00-12:30)

Spring Quarter 2004
April 5,7,12,14,17(8:00-12:30),19,21,26,28,May 1(1:00-5:30)
May 3,5,10,12,17,19,22(8:00-12:30),24,26,29(8:00-12:30)
June 2,5(8:00-12:30),7,9,12(8:00-12:30),14,16,21,23,26(1:00-5:30)

Summer Quarter 2004
July 7,10(8:00-12:30),12,14,19,21,24(8:00-12:30),26,28,31(8:00-12:30)
August 2,4,9,11,14(8:00-12:30),16,18,23,25,28(1:00-5:30)
August 30,September 1,8,11(1:00-5:30),13,15,18(8:00-12:30),20,22,25(8:00-12:30)

Onsite Undergraduate Class Schedule T/Th
Tuesday/Thursday

Summer Quarter 2002
July 9,11,16,18,20(8:00-12:30),23,25,30,August 1,3(1:00-5:30)
August 6,8,13,15,20,22,24(8:00-12:30),27,29,31(8:00-12:30)
September 3,5,10,12,14(8:00-12:30),17,19,24,26,28(1:00-5:30)

Fall Quarter 2002
October 1,3,8,10,15,17,19(8:00-12:30),22,24,26(8:00-12:30)
October 29,31,November 5,7,9(8:00-12:30),12,14,19,21,23(1:00-5:30)
November 26,December 3,5,7(1:00-5:30),10,12,14(8:00-12:30),17,19,21(8:00-12:30)

Winter Quarter 2003
January 7,9,14,16,21,23,25(1-5:30),28,30,February 1(1:00-5:30)
February 4,6,11,13,15(1-5:30),18,20,25,27,March 1(8:00-12:30)
March 4,6,11,13,15(8:00-12:30),18,20,25,27,29(1:00-5:30)

Spring Quarter 2003
April 8,10,15,17,22,24,26(8:00-12:30),29,May 1,3(8:00-12:30)
May 6,8,13,15,17(8:00-12:30),20,22,27,29,31(1:00-5:30)
June 3,5,10,12,17,19,21(8:00-12:30),24,26,28(8:00-12:30)

Summer Quarter 2003
July 8,10,15,17,19(8:00-12:30),22,24,29,31,August 2(1:00-5:30)
August 5,7,12,14,19,21,23(8:00-12:30),26,28,30(8:00-12:30)
September 2,4,9,11,13(8:00-12:30),16,18,23,25,27(1:00-5:30)

Fall Quarter 2003
September 30,October 2,7,9,14,16,18(8:00-12:30),21,23,25(8:00-12:30)
October 28,30,November 4,6,8(8:00-12:30),11,13,18,20,22(1:00-5:30)
November 25,December 2,4,6(1:00-5:30),9,11,13(8:00-12:30),16,18,20(8:00-12:30)

Winter Quarter 2004
January 6,8,13,15,20,22,24(1:5:30),27,29,31(1:00-5:30)
February 3,5,10,12,17,19,21(8:00-12:30),24,26,28(8:00-12:30)
March 2,4,9,11,13(8:00-12:30),16,18,23,25,27(1:00-5:30)

Spring Quarter 2004
April 6,8,13,15,20,22,24(8:00-12:30),27,29,May 1(8:00-12:30)
May 4,6,11,13,15(8:00-12:30),18,20,25,27,29(1:00-5:30)
June 1,3,8,10,15,17,19(8:00-12:30),22,24,26(8:00-12:30)

Summer Quarter 2004
July 6,8,13,15,17(8:00-12:30),20,22,27,29,31(1:00-5:30)
August 3,5,10,12,17,19,21(8:00-12:30),24,26,28(8:00-12:30)
August 31,September 2,7,9,11(8:00-12:30),14,16,21,23,25(1:00-5:30)

Onsite Graduate Classes (4.5 quarter units, 40 contact hours)

Online classes follow the same beginning date as onsite classes. Ending dates vary by program.

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

24 month calendar follows:

Onsite Graduate Class Schedule M/W
Monday/Wednesday

Summer Quarter 2002
July 8,10,15,17,22,24,29,31,August 3(8:30-12:30)
August 5,7,12,14,19,21,26,28,31(1:00-5:00)
September 4,7(8:00-12:30),9,11,16,18,23,25,28(8:30-12:30)

Fall Quarter 2002
September 30,October 2,7,9,14,16,21,23,26(1:00-5:00)
October 28,30,November 4,6,11,13,18,20,23(8:30-12:30)
November 25,27,December 2,4,9,11,16,18,21(1:00-5:00)

Winter Quarter 2003
January 6,8,11(8:00-12:30),13,15,22,27,29,February 1(8:30-12:30)
February 3,5,8(8:00-12:30),10,12,19,24,26,March 1(1:00-5:00)
March 3,5,10,12,17,19,24,26,29(8:30-12:30)

Spring Quarter 2003
April 7,9,14,16,21,23,28,30,May 3(1:00-5:00)
May 5,7,10(8:00-12:30),12,14,19,21,28,31(8:30-12:30)
June 2,4,9,11,16,18,23,25,28(1:00-5:00)

Summer Quarter 2003
July 7,9,14,16,21,23,28,30,August 2(8:30-12:30)
August 4,6,11,13,18,20,25,27,30(1:00-5:00)
September 3,6(8:00-12:30),8,10,15,17,22,24,27(8:30-12:30)

Fall Quarter 2003
September 29,October 1,6,8,13,15,20,22,25(1:00-5:00)
October 27,29,November 3,5,10,12,17,19,22(8:30-12:30)
November 24,26,December 1,2,8,10,15,17,20(1:00-5:00)

Winter Quarter 2004
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March 1,3,8,10,15,17,22,24,27(8:30-12:30)

Spring Quarter 2004
April 5,7,12,14,19,21,26,28,May 1,(1:00-5:00)
May 3,5,10,12,17,19,24,26,29(8:30-12:30)
June 2,5(8:00-12:30),7,9,14,16,21,23,26(1:00-5:00)

Summer Quarter 2004
July 7,10(8:00-12:30),12,14,19,21,26,28,31(8:30-12:30)
August 2,4,9,11,16,18,23,25,28(1:00-5:00)
August 30,September 1,8,13,15,18(8:00-12:30),20,22,25(8:30-12:30)

Onsite Graduate Class Schedule T/Th
Tuesday/Thursday

Summer Quarter 2002
July 9,11,16,18,23,25,30,August 1,3(1:00-5:00)
August 6,8,13,15,20,22,27,29,31(8:30-12:30)
September 3,5,10,12,17,19,24,26,28(1:00-5:00)

Fall Quarter 2002
October 1,3,8,10,15,17,22,24,26(8:30-12:30)
October 29,31,November 5,7,12,14,19,21,23(1:00-5:00)
November 26,December 3,5,10,12,14(8:00-12:30),17,19,21(8:30-12:30)

Winter Quarter 2003
January 7,9,14,16,21,23,28,30,February 1(1:00-5:00)
February 4,6,11,13,18,20,25,27,March 1(8:30-12:30)
March 4,6,11,13,18,20,25,27,29(1:00-5:00)

Spring Quarter 2003
April 8,10,15,17,22,24,29,May 1,3(8:30-12:30)
May 6,8,13,15,20,22,27,29,31(1:00-5:00)
June 3,5,10,12,17,19,24,26,28(8:30-12:30)

Summer Quarter 2003
July 8,10,15,17,22,24,29,31,August 2(1:00-5:00)
August 5,7,12,14,19,21,26,28,30(8:30-12:30)
September 2,4,9,11,16,18,23,25,27(1:00-5:00)

Fall Quarter 2003
September 30,October 2,7,9,14,16,21,23,25(8:30-12:30)
October 28,30,November 4,6,11,13,18,20,22(1:00-5:00)
November 25,December 2,4,9,11,13(8:00-12:30),16,18,20(8:30-12:30)

Winter Quarter 2004
January 6,8,13,15,20,22,27,29,31(1:00-5:00)
February 3,5,10,12,17,19,24,26,28(8:30-12:30)
March 2,4,9,11,16,18,23,25,27(1:00-5:00)

Spring Quarter 2004
April 6,8,13,15,20,22,27,29,May 1(8:30-12:30)
May 4,6,11,13,18,20,25,27,29(1:00-5:00)
June 1,3,8,10,15,17,22,24,26(8:30-12:30)

Summer Quarter 2004
July 6,8,13,15,20,22,27,29,31(1:00-5:00)
August 3,5,10,12,17,19,24,26,28(8:30-12:30)
August 31,September 2,7,9,14,16,21,23,25(1:00-5:00)

S-R REDDING

S-T SACRAMENTO

S-Q STOCKTON

J-S SAN JOSE

Headquartered in San Diego, National University has 28 regional centers in eleven major metropolitan areas throughout California and online.

F-S FRESNO

F-K BAKERSFIELD

L-S SHERMAN OAKS

O-S SAN BERNARDINO

P-N TWENTYNINE PALMS

L-A INGLEWOOD

O-B ORANGE

O-P COSTA MESA

N-B CARLSBAD

N-A VISTA

N-R RANCHO BERNARDO

SAN DIEGO COUNTY 13 LOCATIONS (V-XX)

map not shown to scale

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

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

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

L-A **Los Angeles Academic Center**
9920 South La Cienega Boulevard,
Suite 404
Inglewood, CA 90301-4423
(310) 258-6600

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

N-A **Vista Learning Center**
2022 University Drive
Vista, CA 92083-7736
(760) 945-6100

N-B **Carlsbad Learning Center**
705 Palomar Airport Road,
Suites 100 & 200
Carlsbad, CA 92009-1029
(760) 268-1500

N-R **Rancho Bernardo Learning Center**
16875 West Bernardo Drive,
Suites 105 & 210
San Diego, CA 92127-1675
(800) 628-8648

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

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

O-S **San Bernardino Academic Center**
804 East Brier Drive
San Bernardino, CA 92408-2815
(909) 806-3300

P-N **Twentynine Palms Learning Center**
Marine Air Ground Task Force
Training Center
Building 1526, P.O. Box 6051
Twentynine Palms,
CA 92278-1118
(760) 830-6887

Q-Z **Online Classes**
(858) 642-8210

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

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

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

V-2 **Marine Corps Air Station Learning Center**
Building 5305
MCAS Miramar
San Diego, CA 92145
(619) 563-7355

V-4 **Naval Hospital Admissions Office**
Naval Hospital
Building 26, Room 115
San Diego, CA 92134-5000
(619) 563-7470

V-5 **Naval Station 32nd Street Learning Center**
Naval Station, Building 151
San Diego, CA 92136-5000
(619) 563-7474

V-6 **Fleet Anti-Submarine Warfare Training Center Learning Center**
Fleet Anti-Submarine Warfare
Training Center, Building 7
San Diego, CA 92147-5090
(619) 563-7488

V-8 **Naval Submarine Base Admissions Office**
Naval Submarine Base,
140 Sylvester Road, Building 138
San Diego, CA 92106-3521
(619) 563-7490

V-A **Student Service Center**
4121 Camino del Rio South
San Diego, CA 92108-4103
(619) 563-7241

V-E **Technology Center**
4141 Camino del Rio South
San Diego, CA 92108-4103
(619) 563-7240

V-F **Naval Amphibious Base Learning Center**
NAB Coronado, Building 345
San Diego, CA 92155-5000
(619) 563-7492

V-H **Academic and Administrative Headquarters**
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
(858) 642-8000

V-I **Balboa Learning Center**
4719 Viewridge Avenue
San Diego, CA 92123-1685
(619) 563-2500

V-J **South Bay Learning Center**
660 Bay Boulevard,
Suite 207
Chula Vista, CA 91910-5200
(619) 563-7415

V-K **Kearny Mesa Learning Center**
3580 Aero Court
San Diego, CA 92123-1711
(619) 563-7300

V-M **Marine Corps Recruit Depot Learning Center**
Building 111
San Diego, CA 92140-5000
(619) 563-7482

V-O **La Mesa Learning Center**
7787 Alvarado Road
La Mesa, CA 91941-3643
(619) 337-7500

V-P **Spectrum Business Park Academic Center**
9388 Lightwave Avenue
San Diego, CA 92123-1426
(858) 541-7700

V-T **National University Library at Spectrum Business Park**
9393 Lightwave Avenue
San Diego, CA 92123-1447
(858) 541-7900

Location Maps
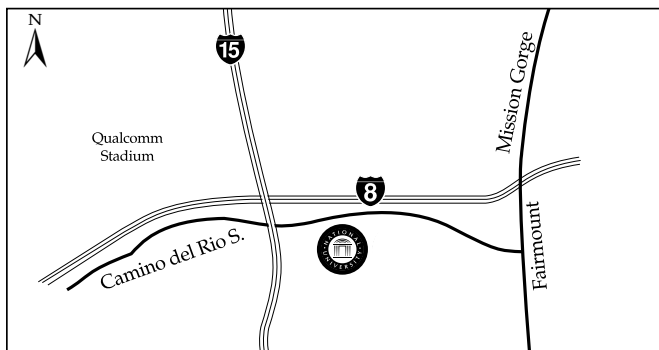
V-A Student Service Center
4121 Camino del Rio South
San Diego, CA 92108-4103
(619) 563-7100
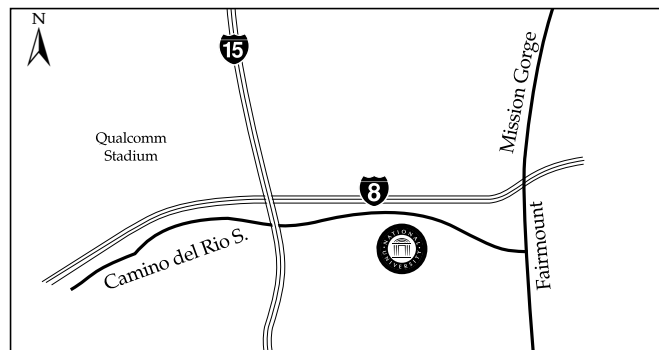
V-E Technology Center
4141 Camino del Rio South
San Diego, CA 92108-4103
(619) 563-7200
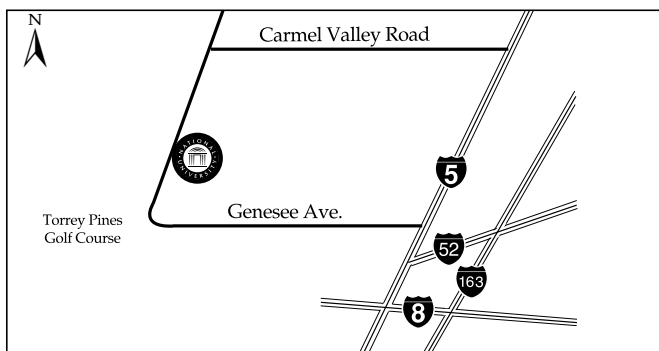
V-H Academic and Administrative Headquarters
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
(858) 642-8000
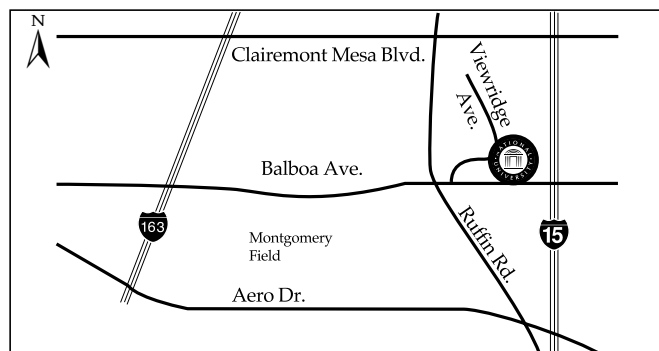
V-I Balboa Learning Center
4719 Viewridge Avenue
San Diego, CA 92123-1685
(619) 563-2500
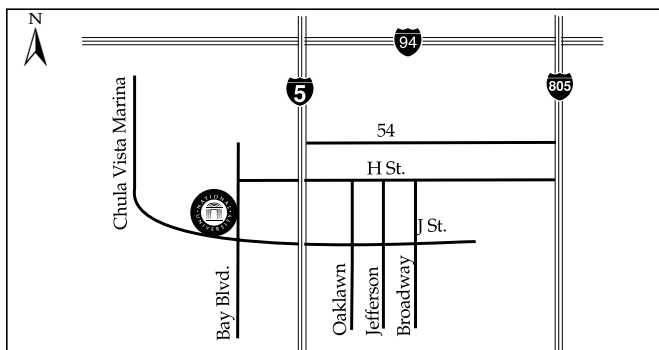
V-J South Bay Learning Center
660 Bay Boulevard, Suite 207
Chula Vista, CA 91910-5200
(619) 563-7415
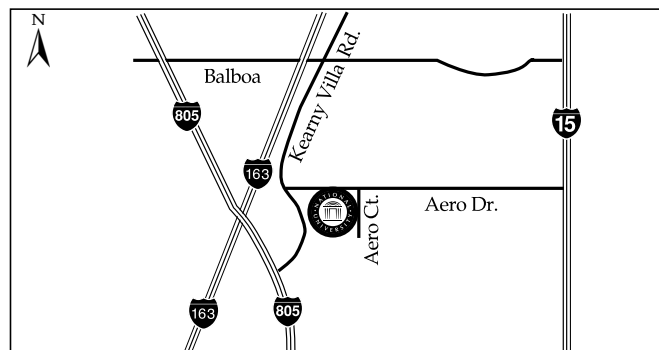
V-K Kearny Mesa Learning Center
3580 Aero Court
San Diego, CA 92123-1711
(619) 563-7300
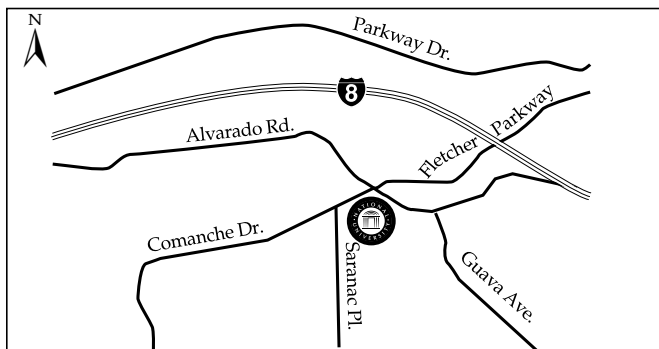
V-O La Mesa Learning Center
7787 Alvarado Road, La Mesa
CA 91941-3643
(619) 337-7500
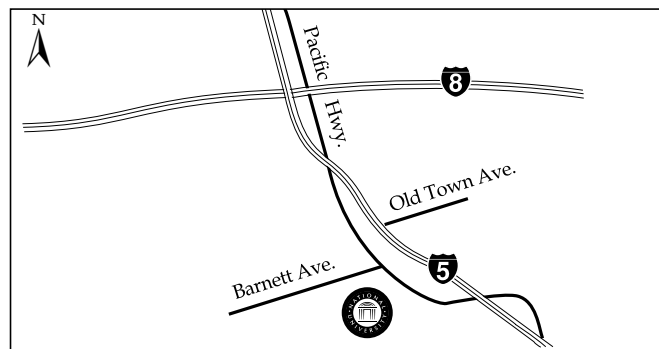
V-M Marine Corps Recruit Depot Learning Center
Building 111, San Diego
CA 92140-5000
(619) 563-7482
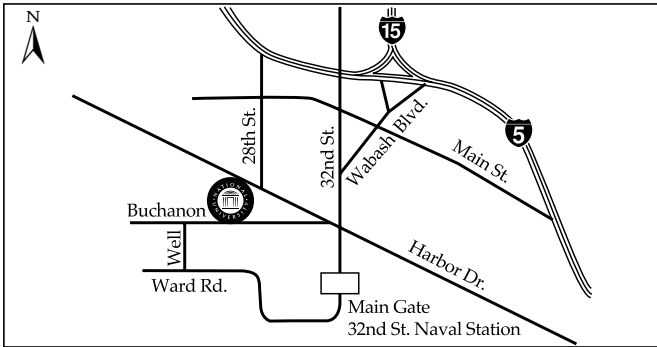
V-5   Naval Station 32nd Street Learning Center
Naval Station, Building 151
San Diego, CA 92136-5000
(619) 563-7474
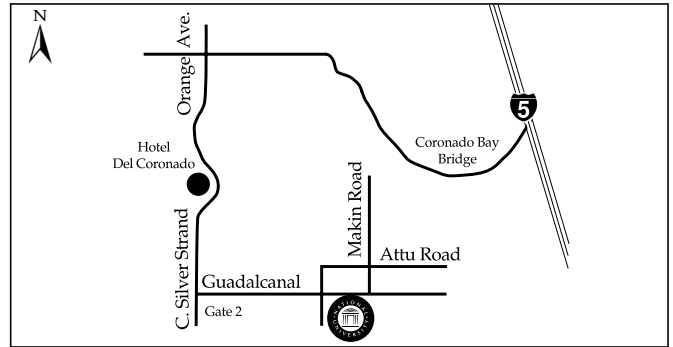
V-F   Naval Amphibious Base Learning Center
NAB Coronado, Building 345
San Diego, CA 92155-5000
(619) 563-7492
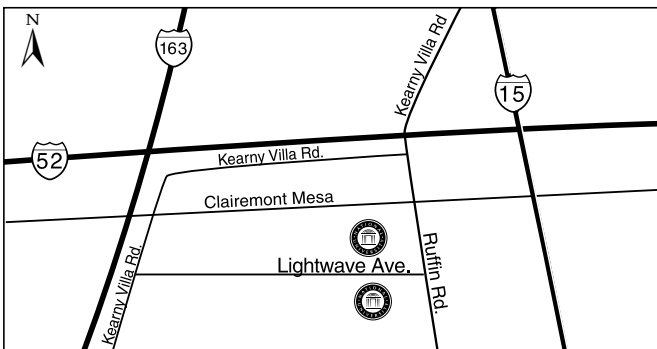
V-P   Spectrum Business Park Academic Center
9388 Lightwave Avenue
San Diego, CA 92123-1426
(858) 541-7700
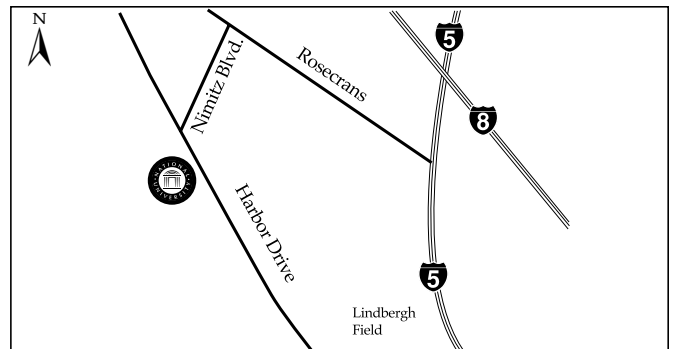
**V-6   Fleet Anti-Submarine Warfare Training Center Learning
Center,** Fleet Anti-Submarine Warfare Training Center, Building 7,
San Diego, CA 92147-5090
(619) 563-7488
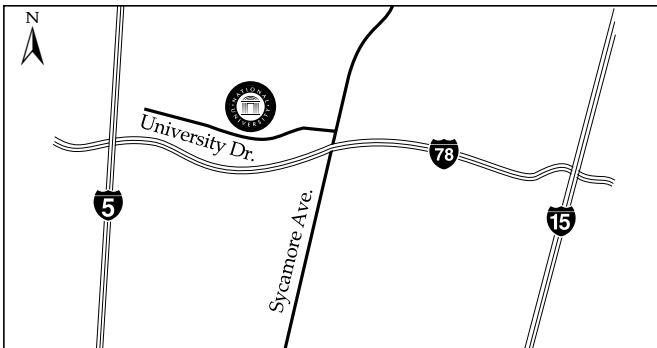
N-A   Vista Learning Center
2022 University Drive
Vista, CA 92083-7736
(760) 945-6100
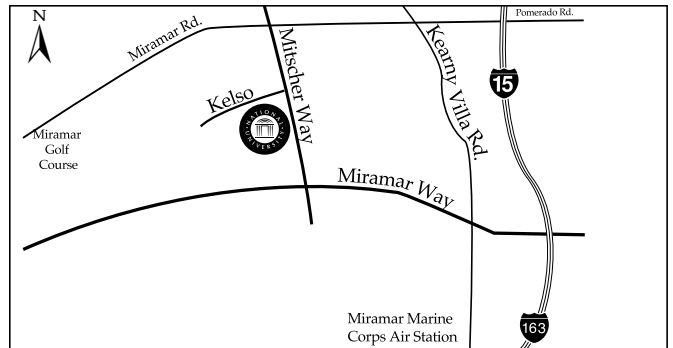
V-2   Marine Corps Air Station Learning Center
Building 5305, MCAS Miramar
San Diego, CA 92145
(619) 563-7355
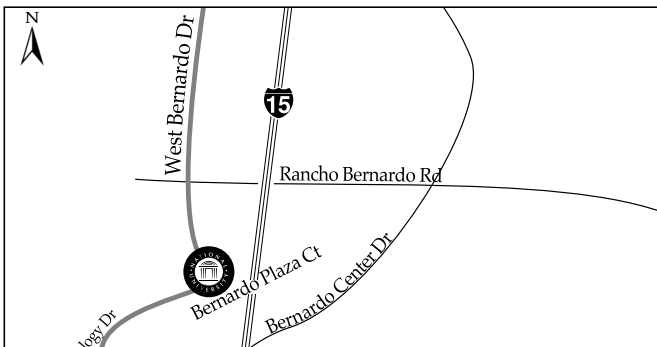
N-R   Rancho Bernardo Learning Center
16875 West Bernardo Drive, Suites 105 & 210
San Diego, CA 92127-1675
(800) 628-8648

N-B   Carlsbad Learning Center
705 Palomar Airport Road, Suites 100 & 200
Carlsbad, CA 92009-1029
(760) 268-1500

9
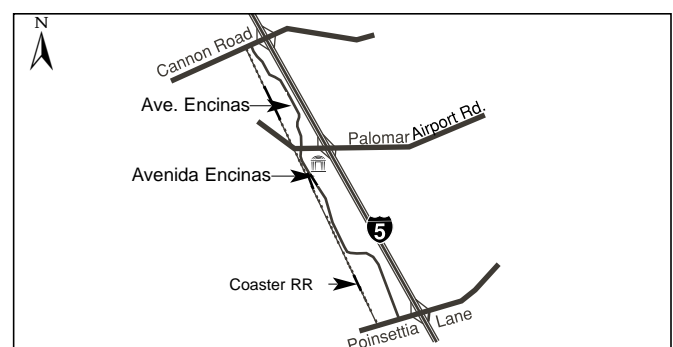
Location Maps

San Bernardino County
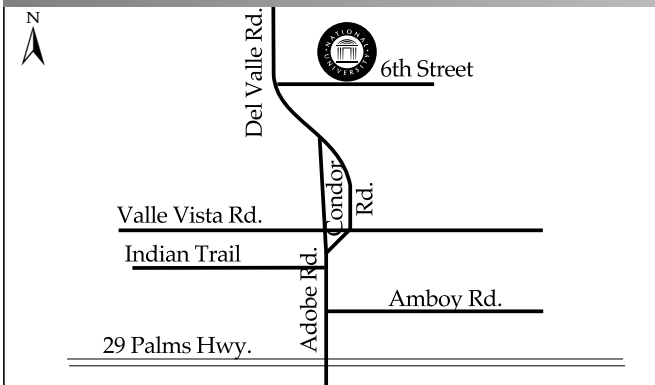
P-N **Twentynine Palms Learning Center**
Marine Air Ground Task Force Training Center
Bldg. 1526, P.O. Box 6051, Twentynine Palms, CA 92278-1118
(760) 830-6887
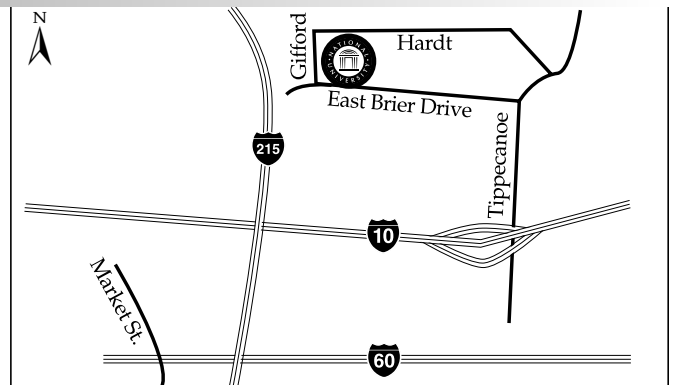
O-S **San Bernardino Academic Center**
804 East Brier Drive
San Bernardino, CA 92408-2815
(909) 806-3300

Los Angeles County
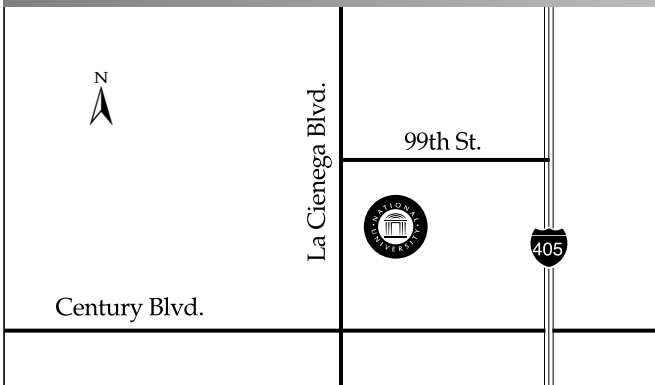
L-A **Los Angeles Academic Center**
9920 South La Cienega Boulevard, Suite 404
Inglewood, CA 90301-4423
(310) 258-6600
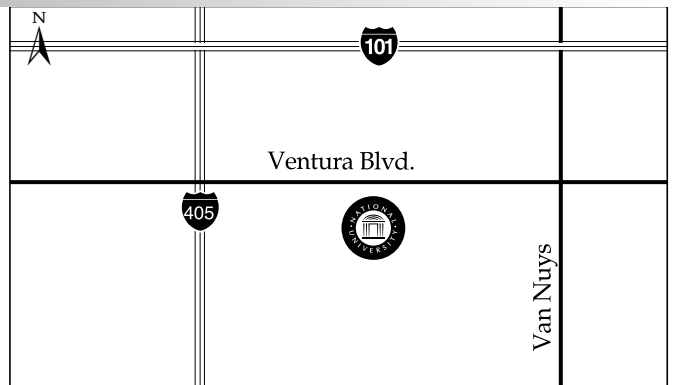
L-S **San Fernando Learning Center**
14724 Ventura Boulevard, Suite 801
Sherman Oaks, CA 91403-3501
(818) 817-2460

Orange County
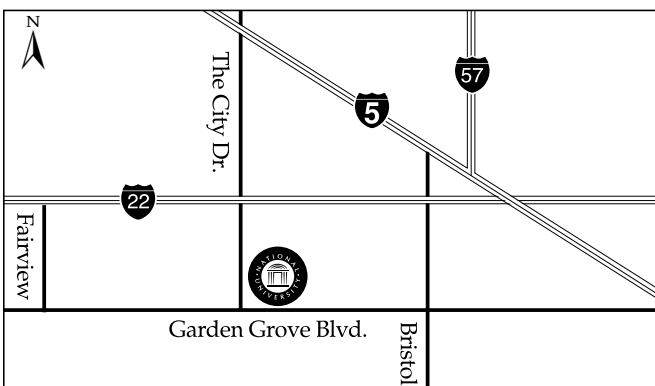
O-B **Orange Learning Center**
765 The City Drive South
Orange, CA 92868-4942
(714) 429-5300
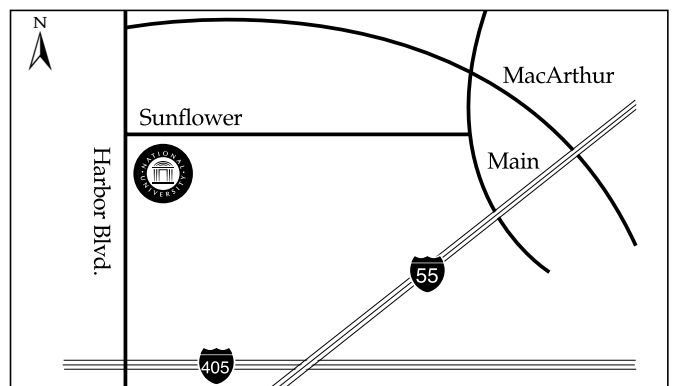
O-P **Costa Mesa Academic Center**
3390 Harbor Boulevard
Costa Mesa, CA 92626-1502
(714) 429-5100

Location Maps

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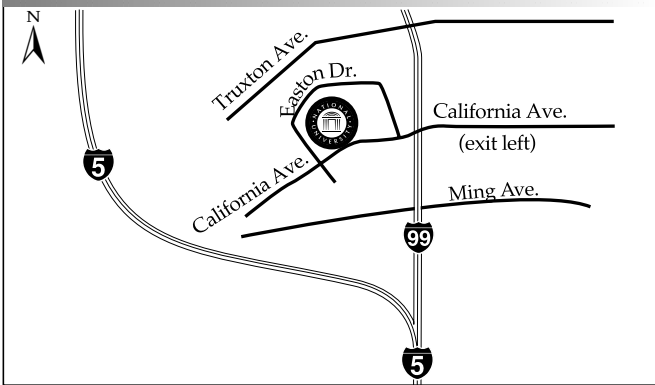
F-K Bakersfield Academic Center
4560 California Avenue, Suite 300
Bakersfield, CA 93309-1150
(661) 864-2360

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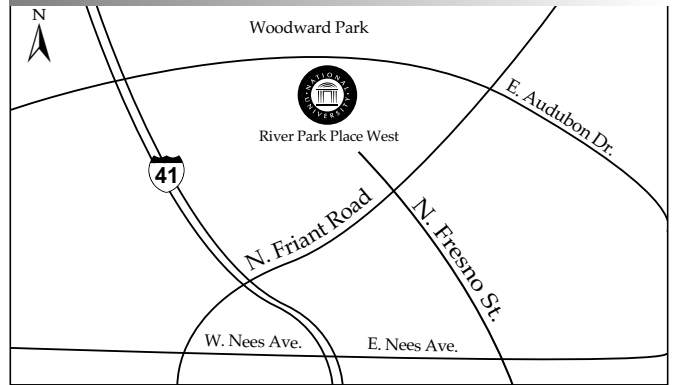
F-S Fresno Academic Center
20 River Park Place West
Fresno, CA 93720-1551
(559) 256-4900

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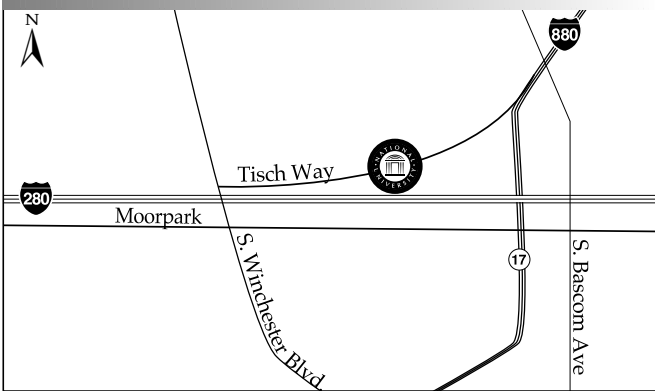
J-S San Jose Academic Center
3031 Tisch Way, 100 Plaza East
San Jose, CA 95128-2541
(408) 236-1100

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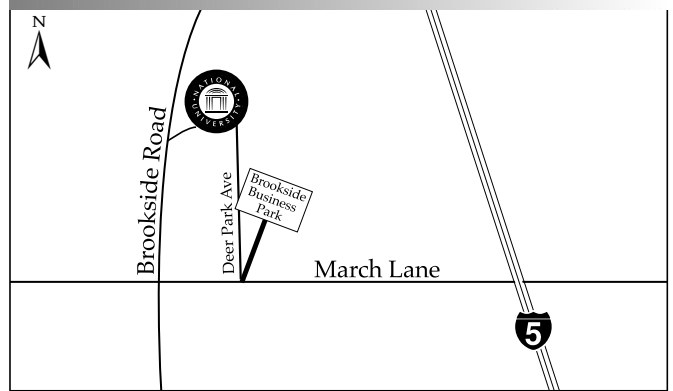
S-Q Stockton Academic Center
3520 Brookside Road
Stockton, CA 95219-2319
(209) 475-1400

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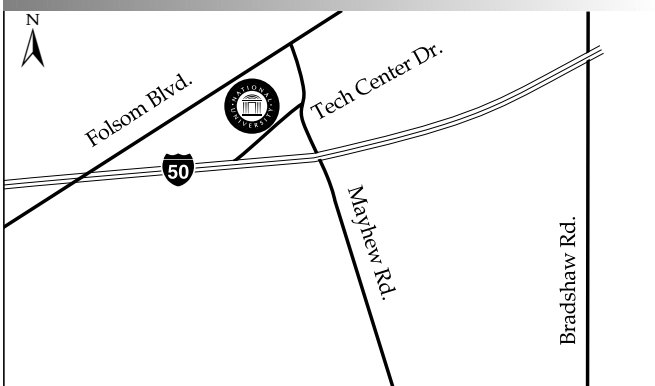
S-T Sacramento Academic Center
9320 Tech Center Drive
Sacramento, CA 95826-2558
(916) 855-4100

Shasta County

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

13

Central Administration

Academic Affairs
11255 North Torrey Pines Road • (858) 642-8135 • Fax: (858) 642-8707

Accounts Payable
(858) 642-8573 • Fax: (858) 642-8723

Administration and Business
11255 North Torrey Pines Road • (858) 642-8593 • Fax: (858) 642-8711

Admissions
4121 Camino del Rio South • (619) 563-7200 • Fax: (619) 563-7299 • E-mail: advisor@nu.edu

Career Development & Student Assessment Services
9393 Lightwave Avenue • San Diego, CA 92123 • (858) 541-7951 • Fax: (858) 541-7996

Communications
11255 North Torrey Pines Road • (858) 642-8235 • Fax: (858) 642-8706

Conference Facilities
3580 Aero Court • San Diego, CA 92123-1711 • (619) 563-7280

Credentials
Fax: (858) 642-8717 • E-mail: credentials@nu.edu

Development & Alumni Relations
11255 North Torrey Pines Road • (858) 642-8093 • Fax: (858) 642-8705 • alumni@nu.edu • development@nu.edu

Educational Services
4121 Camino del Rio South • San Diego, CA 92108 • (619) 563-7282 • Fax: (619) 563-7298

English Language Programs
4121 Camino del Rio South • (619) 563-2657 • Fax: (619) 563-7393

Evaluation/Matriculation
(858) 642-8260 • Fax: (858) 642-8721 • E-mail: evaluation@nu.edu

Financial Aid
11255 North Torrey Pines Road • (858) 642-8516 • Fax: (858) 642-8720 • E-mail: finaidinfo@nu.edu

General Information
(619) 563-7100 or 1-800-NAT-UNIV (628-8648)

Grades and Attendance
(858) 642-8252 • Fax: (858) 642-8718 • E-mail: grades@nu.edu

Graduation
(858) 642-8267 • Fax: (858) 642-8721 • E-mail: graduation@nu.edu

Human Resources
11255 North Torrey Pines Road • (858) 642-8195 • Fax: (858) 642-8713

Information Technology
4141 Camino del Rio South • (619) 563-2647 • Fax: (619) 563-7399

International Programs Office
4121 Camino del Rio South • (619) 563-7212 • Fax: (619) 563-7393 • E-mail: ipo@nu.edu

Leadership/Scholarship Awards
11255 North Torrey Pines Road • (858) 642-8185 • Fax: (858) 642-8709

Library
9393 Lightwave Avenue • Fax: (858) 541-7994 • Reference/Information • (858) 541-7900 • E-mail: refdesk@nu.edu

Office of the President
11255 North Torrey Pines Road • (858) 642-8101 • Fax: (858) 642-8704

Online Admissions
(858) 642-8210 • Fax: (858) 642-8709 • E-mail: advising@nu.edu

Postal and Copy Services
11255 North Torrey Pines Road • (858) 642-8160 • Fax: (858) 642-8725

Public Relations
11255 North Torrey Pines Road • (858) 642-8111 • Fax: (858) 642-8705

Purchasing
11255 North Torrey Pines Road • (858) 642-8155 • Fax: (858) 642-8703

Regional Operations
11255 North Torrey Pines Road • (858) 642-8114 • Fax: (858) 642-8704

Registrar
11255 North Torrey Pines Road • (858) 642-8260 • E-mail: registrar@nu.edu

School of Arts and Sciences
11255 North Torrey Pines Road • (858) 642-8450 • Fax: (858) 642-8715

School of Business and Information Management
11255 North Torrey Pines Road • (858) 642-8400 • Fax: (858) 642-8716

School of Education
11255 North Torrey Pines Road • (858) 642-8320 • Fax: (858) 642-8724

School of Engineering and Technology
11255 North Torrey Pines Road • (858) 642-8482

Student Accounts
4121 Camino del Rio South • (619) 563-7153 • Fax: (619) 563-7199 • E-mail: stuact@nu.edu

Student Accounts Receivable
(858) 642-8563 • Fax: (858) 642-8712 • E-mail: stuact@nu.edu

Student Service Center
4121 Camino del Rio South • (619) 563-7241 • Fax: (619) 563-7299

Student Services
11255 North Torrey Pines Road • (858) 642-8036 • Fax: (858) 642-8732 • src@nu.edu

Transcripts
(858) 642-8264 • Fax: (858) 642-8718 • E-mail: transcripts@nu.edu

Tuition Assistance (Military)
(619) 563-7272 • E-mail: tuitionassistance@nu.edu

Veterans Affairs
4121 Camino del Rio South • (619) 563-7270 • Fax: (619) 563-7395 • E-mail: veteransaffairs@nu.edu

Nancy Rohland-Heinrich
Director of Regional Operations and Associate Regional Dean
MBA, National University

Student Service Center
4121 Camino del Rio South
San Diego, CA 92108-4103
(619) 563-7241
Fax: (619) 563-7299

Technology Center
4141 Camino del Rio South
San Diego, CA 92108-4103
(619) 563-7240
Fax: (619) 563-7299

Balboa Learning Center
4719 Viewridge Avenue
San Diego, CA 92123-1685
(619) 563-2500
Fax: (619) 563-2509

Kearny Mesa Learning Center
3580 Aero Court
San Diego, CA 92123-1711
(619) 563-7300
Fax: (619) 563-7307

La Mesa Learning Center
7787 Alvarado Road
La Mesa, CA 91941-3643
(619) 337-7500
Fax: (619) 337-7568

Marine Corps Air Station, Miramar Learning Center
Building 5305
San Diego, CA 92145
(619) 563-7355

Marine Corps Recruit Depot Learning Center
Building 111
San Diego, CA 92140-5000
(619) 563-7482
Fax: (619) 563-2592

Naval Amphibious Base
Building 345
San Diego, CA 92155-5000
(619) 563-7492
Fax: (619) 563-7493

Naval Station 32nd Street Learning Center
Naval Station, 32nd Street,
Building 151
San Diego, CA 92136-5000
(619) 563-7474

South Bay Learning Center
660 Bay Boulevard, Suite 207
Chula Vista, CA 91910-5200
(619) 563-7415
Fax: (619) 563-7414

Spectrum Business Park Academic Center
9388 Lightwave Avenue
San Diego, CA 92123-1426
(858) 541-7700
Fax: (858) 541-7792

National University Library
at Spectrum Business Park
9393 Lightwave Avenue
San Diego, CA 92123-1447
(858) 541-7900
Fax: (858) 541-7994

Rancho Bernardo Learning Center
16875 West Bernardo Drive
Suites 105 & 210
San Diego, CA 92127-1675
(800) 628-8648

Vista Learning Center
2022 University Drive
Vista, CA 92083-7736
(760) 945-6100
Fax: (760) 945-6397

Carlsbad Learning Center
705 Palomar Airport Road
Suites 100 & 200
Carlsbad, CA 92009-1029
(760) 268-1500

Admissions
Mission Valley
4121 Camino del Rio South
  (619) 563-7200
4141 Camino del Rio South
  (619) 563-7240
  E-mail: mvadmissions@nu.edu
Balboa
  (619) 563-2504
  E-mail:
  balboaadmissions@nu.edu
Fleet Anti-Submarine Warfare Training Center
  (619) 563-7488
Kearny Mesa
  (619) 563-7306
  E-mail: kmadmissions@ne.edu
La Mesa
  (619) 337-7500
  E-mail: lmadmissions@nu.edu
Marine Corps Recruit Depot
  (619) 563-7483
Marine Corps Air Station, Miramar
  (619) 563-7355
Naval Amphibious Base
  (619) 563-7492
Naval Hospital
  (619) 563-7470
Naval Submarine Base
  (619) 563-7490
Naval Station
  (619) 563-7474
South Bay
  (619) 563-7422
  E-mail: cvadmissions@nu.edu
Spectrum
  (858) 541-7900
Vista
  (760) 945-6100
  E-mail:vistaadmissions@nu.edu

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

Business Office/Student Accounts
9388 Lightwave Avenue
(858) 541-7770
Vista, (760) 945-6169

Conference Facilities
3580 Aero Court
(619) 563-7280
Vista, (760) 945-6280

Copy/Postal Services
11255 North Torrey Pines Road
(858) 642-8160

Credential Analysts
4121 Camino del Rio South
  (619) 563-7338
Balboa
  (619) 563-2505
Kearny Mesa
  (619) 563-7304
La Mesa
  (619) 337-7575
Mission Valley
  (619) 563-7338
South Bay
  (619) 563-7420
Spectrum
  (858) 541-7759
Vista
  (760) 945-6363
  E-mail: credentials@nu.edu

Educational Services
4121 Camino del Rio South
San Diego, CA 92108

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

Financial Aid
4121 Camino del Rio South
  (619) 563-7175
  E-mail: finaidinfo@nu.edu
Kearny Mesa
  (619) 563-7308
Marine Corps Recruit Depot
  (619) 563-7489
Naval Amphibious Base
  (619) 563-7494
South Bay
  (619) 563-7420
Spectrum
  (858) 541-7757
Vista
  (760) 945-6175

International Programs Office
4121 Camino del Rio South,
Suite 17
(619) 563-7212
Fax: (619) 563-7393
E-mail: ipo@nu.edu

Main Library
9393 Lightwave Avenue
(858) 541-7900
  Reference/Information
  (858) 541-7980
  Fax: (858) 541-7994

Vista Resource Center
  (760) 945-6180
  Fax: (760) 945-6398

School of Arts and Sciences
11255 North Torrey Pines Road
(858) 642-8450
Fax: (858) 642-8715

School of Business and Information Management
11255 North Torrey Pines Road
(858) 642-8400
Fax: (858) 642-8716

School of Education
11255 North Torrey Pines Road
(858) 642-8320
Fax: (858) 642-8724

School of Engineering and Technology
11255 North Torrey Pines Road
(858) 642-8482

Student Service Center
4121 Camino del Rio South
(619) 563-7241

Tuition Assistance
4121 Camino del Rio South
(619) 563-7272
E-mail: tuitionassistance@nu.edu

Veterans Affairs
4121 Camino del Rio South
(619) 563-7270
Fax: (619) 563-7395
E-mail: veteransaffairs@nu.edu

Southern California Administration

David Waller
Director of Regional Operations and
Associate Regional Dean
Master of Counseling Psychology,
National University

COSTA MESA ACADEMIC CENTER
3390 Harbor Boulevard
Costa Mesa, CA 92626-1502
(714) 429-5100 • Fax: (714) 429-5396

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

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

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

Mahvash Yadegarpour
Director of Regional Operations and
Associate Regional Dean
MBA,
National University

LOS ANGELES ACADEMIC CENTER
9920 South La Cienega Blvd., Suite 404
Inglewood, CA 90301-4423
(310) 258-6600 • Fax: (310) 258-6698

Academic Department
(310) 258-6604
Administration
(310) 258-6603
Admissions
(310) 258-6600
Fax: (310) 258-6697
Bookstore
Phone: (800) 325-3252
Fax: (800) 499-0143
Internet: www.mbsdirect.net/national
Business Office/Student Accounts
(310) 258-6660
Conference Facilities
(310) 258-6670
Credential Analyst
(310) 258-6740
Financial Aid
(310) 258-6659
Library Information Center
(310) 258-6780
Fax: (310) 258-6696
School of Arts and Sciences
(310) 258-6700
Fax: (310) 258-6694
**School of Business and Information
Management**
(310) 258-6700
Fax: (310) 258-6694
School of Education
(310) 258-6700
Fax: (310) 258-6694

**SAN FERNANDO VALLEY LEARNING
CENTER**
14724 Ventura Boulevard, Suite 801
Sherman Oaks, CA 91403-3501
(818) 817-2460
Fax: (818) 817-2468

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

Olivia Horton
Director of Regional Operations and
Associate Regional Dean
MA in Human Behavior,
National University

SAN BERNARDINO ACADEMIC CENTER
804 East Brier Drive
San Bernardino, CA 92408-2815
(909) 806-3300 • Fax: (909) 806-3398

Admissions
(909) 806-3300
Fax: (909) 806-3398
Bookstore
Phone: (800) 325-3252
Fax: (800) 499-0143
Internet: www.mbsdirect.net/national
Business Office/Student Accounts
(909) 806-3310
Credential Analyst
(909) 806-3332
Fax: (909) 806-3398
Financial Aid
(909) 806-3375
Library Information Center
(909) 806-3381
Fax: (909) 806-3380
**School of Business and Information
Management**
(909) 806-3343
School of Education
(909) 806-3342

TWENTYNINE PALMS LEARNING CENTER
Marine Corps Air Ground
Task Force Training Center, Building 1526
P.O. Box 6051
Twentynine Palms, CA 92278-1118
(760) 830-6887
Fax: (619) 563-7341

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

Melissa Bellinger
Associate Director of Regional Operations
BA, Art
California State University, Bakersfield

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

Administration
(661) 864-2361
Admissions
(661) 864-2363
Bookstore
Phone: (800) 325-3252
Fax: (800) 499-0143
Internet: www.mbsdirect.net/national
Business Office/Student Accounts
661-864-2372
Conference Facilities
(661) 864-2360
Credential Analyst
(661) 864-2375
Financial Aid
(661) 864-2371
School of Arts and Sciences
(661) 864-2381
School of Education
(661) 864-2383

Sharon Mont
Director of Regional Operations and
Associate Regional Dean
MA, Human Behavior
National University

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

Academic Department
(916) 855-4309
Fax: (916) 855-4398
Admissions
(916) 855-4100
Fax: (916) 855-4295
Audio Visual
(916) 855-4241
Bookstore
Phone: (800) 325-3252
Fax: (800) 499-0143
Internet: www.mbsdirect.net/national
Business Office/Student Accounts
(916) 855-4161
Fax: (916) 855-4395
Cafeteria
(916) 855-4285
Conference Facilities
(916) 855-4131
Educational Services
(916) 855-4131
Copying/Postal Services
(916) 855-4195
Credential Analyst
(916) 855-4304 and 4307
Financial Aid
(916) 855-4175 and 4176
Library Information Center
(916) 855-4180
Fax: (916) 855-4396
School of Arts and Sciences
(916) 855-4309
School of Business and Information Management
(916) 855-4309
School of Education
(916) 855-4309
Student Teaching Placement
(916) 855-4305

Bernell Hirning
Associate Director of Regional Operations,
MS, Management,
Minot State University

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

Admissions
(530) 226-4000
Bookstore
Phone: (800) 325-3252
Fax: (800) 499-0143
Internet: www.mbsdirect.net/national
Business Office/Student Accounts
(530) 226-4011

Roland Jones
Director of Regional Operations and
Associate Regional Dean
MA, Management
National University

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

Academic Department
(559) 256-4930
Fax: (559) 256-4996
Administrative Services
(559) 256-4910
Admissions
(559) 256-4900
Fax: (559) 256-4992
Bookstore
Phone: (800) 325-3252
Fax: (800) 499-0143
Internet: www.mbsdirect.net/national
Business Office/Student Accounts
(559) 256-4913
Fax: (559) 256-4993
Conference Facilities
(559) 256-4918
Credential Analyst
(559) 256-4932
Financial Aid
(559) 256-4929
Library Information Center
(559) 256-4951
School of Arts and Sciences
(559) 256-4934
School of Business and Information Management
(559) 256-4934
School of Education
(559) 256-4934

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

SAN JOSE ACADEMIC CENTER
3031 Tisch Way, 100 Plaza East
San Jose, CA 95128-2541
(408) 236-1100 • Fax: (408) 236-1395

Academic Department
(408) 236-1130
Fax: (408) 236-1398
Administration
(408) 236-1170
Fax: (408) 236-1395
Admissions
(408) 236-1100
Fax: (408) 236-1395
Bookstore
Phone: (800) 325-3252
Fax: (800) 499-0143
Internet: www.mbsdirect.net/national
Business Office/Student Accounts
(408) 236-1171
Fax: (408) 236-1394
Credential Analyst
(408) 236-1304, 1365
Financial Aid
(408) 236-1175
Library Information Center
(408) 236-1246
School of Arts and Sciences
(408) 236-1131
School of Business and Information Management
(408) 236-1131
School of Education
(408) 236-1131
Student Teaching/Placement Coordinator
(408) 236-1363

Mary Demetre
Associate Director of Regional Operations
BA, International Relations
University of California at Davis

STOCKTON ACADEMIC CENTER
3520 Brookside Road
Stockton, CA 95219-2319
(209) 475-1400 • Fax: (209) 475-1498

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

General Information

Defining the Future of Higher Education

for Adult Learners

NATIONAL UNIVERSITY

Degree Programs Offered at National University

Undergraduate Degrees

Associate of Arts

Bachelor of Arts
with Majors in:
Behavioral Science
English
⌐ Global Studies (Internet)
Interdisciplinary Studies
Legal Studies
Management
Multimedia Arts
Multiple Subjects
Psychology

⌐ Bachelor of Business Administration
with Concentrations in:
⌐ Accountancy – CPA/Non CPA
⌐ Finance
Hospitality and Casino Management
Human Resource Management
⌐ Marketing
⌐ Sports Management

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

⌐ Bachelor of Science in Nursing

Undergraduate Minors
⌐ Accountancy
Addictive Disorders
Business Administration
Business Studies
Computer Science
⌐ Criminal Justice Administration
Information Technology
Legal Studies
Mathematics
Psychological Research
Technology
Total Quality Management

Graduate Degrees

⌐ Global Master of Business Administration

Master of Arts
Fields of Study in:
Counseling Psychology
English
Human Behavior
Human Resources Management
Management
⌐ Teaching

Master of Business Administration
Areas of Specialization in:
⌐ Accountancy – CPA/Non CPA
⌐ Electronic Business
⌐ Financial Management
Health Care Administration
Human Resources Management
⌐ International Business
⌐ Marketing

⌐ Master of Education
Field of Study in:
Crosscultural Teaching

Master of Fine Arts
Field of Study in:
⌐ Film Art Studies

⌐ Master of Forensic Sciences

Master of Health Care Administration

Master of Public Administration
Area of Specialization in:
Public Finance

Master of Science
Fields of Study in:
Computer Science
⌐ Electronic Business
⌐ Educational Administration
Educational Counseling
⌐ Educational Technology
⌐ Environmental Engineering
Finance
Information Systems
⌐ Instructional Technology
School Psychology
Software Engineering
Special Education
Taxation
Technology Management

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

⌐ Preliminary Multiple Subject Teaching Credential with Teacher Education or BCLAD emphasis
Professional Clear Multiple Subject Teaching Credential with Teacher Education or BCLAD emphasis
(Only available to students enrolled prior to September 1, 2002, who maintain continuous enrollment)
⌐ Preliminary Single Subject Teaching Credential with Teacher Education or BCLAD emphasis
⌐ Professional Clear Single Subject Teaching Credential with Teacher Education or BCLAD emphasis
(Only available to students enrolled prior to September 1, 2002, who maintain continuous enrollment)
⌐ Fifth Year Professional Clear Credential
Preliminary Administrative Services Certificate
Professional Administrative Services Credential
Pupil Personnel Services, School Counseling Specialization Credential
Pupil Personnel Services, School Psychology Specialization Credential
Preliminary Level I Education Specialist Credential: Mild/Moderate Disabilities
Professional Level II Education Specialist: Mild/Moderate Disabilities
Professional Level II Education Specialist: Moderate/Severe Disabilities
Multiple/Single Subject Internships available in some locations
Education Specialist Internships available in some locations

Certificate Programs

⌐ CLAD Multiple or Single Subject
⌐ Criminal Justice Administration
⌐ Educational Technology
⌐ Electronic Business
Finance
⌐ Financial Accounting
Human Resources Management
Information Technology
International Business
⌐ Marketing
Total Quality Management
⌐ Teachers Using Technology

⌐ denotes program also offered or partially offered online.
Note: Not all online programs or courses are offered in entirety via Internet.
Note: Not all courses or programs listed in this catalog are available at every learning facility.
Various undergraduate minors are available in some degree programs.
Consult the appropriate school listing for more complete information.

Mission Statement

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

General Description

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

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

Academic Centers	Learning Centers
Bakersfield	ASW *(Fleet Anti-Submarine Warfare)*
Costa Mesa	Balboa
Fresno	Carlsbad
Los Angeles	Kearny Mesa
Redding	La Mesa
Sacramento	MCAS Miramar
San Bernardino	MCRD
San Jose	Mission Valley
Stockton	Naval Amphibious Base
	Naval Station, 32nd Street
	Orange
	Rancho Bernardo
	Sherman Oaks
	South Bay / Chula Vista
	Spectrum
	Twentynine Palms
	Vista

Accreditation/Memberships

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

The University is also:

- approved by the California Commission on Teacher Credentialing (CCTC)
- approved by the Commission on Collegiate Nursing Education (CCNE) for the offering of the Bachelor of Science in Nursing Program
- accredited by the International Assembly for Collegiate Business Education (IACBE) for programs offered by the School of Business & Information Management
- a member of the American Association of Colleges for Teacher Education (AACTE)
- approved to train veterans under Title 38, U.S. Code (GI Bill)
- approved for student financial aid by the Department of Education
- a member of the Council of Colleges of Arts and Sciences (CCAS)
- authorized under federal law to enroll non-immigrant alien students
- a member of the American Association of Intensive English Programs (AAIEP) through its American Language and Intercultural Studies program
- a participant in the Service Members Opportunity College network
- approved for Army, Air Force, Coast Guard, Marine Corps, Navy and U.S. government tuition assistance. Students in San Diego who qualify may enroll in the Army or Air Force ROTC cross-enrollment programs.

Faculty

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

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

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

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

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

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

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

Granting of Credit

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

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

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

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

Tuition

Tuition rates in effect as of October 1, 2002:

Course Level	4.5 Qtr. Unit	3 Qtr. Unit	1.5 Qtr. Unit
100, 200, 300 & 400	$885	$590	$295
500 (Undergrad)*	$885	$590	$295
500 (Graduate)*	$995	$663	$332
600 & 700	$995	$663	$332

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

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

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

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

Refund Policy

Students are accepted and registered for classes with the understanding that they will remain for the entire course. Faculty contracts and the commitment of space and other University resources are made on that assumption, creating obligations that are not relieved when students withdraw. National University's refund policy is designed so students who withdraw from class share in the costs incurred. Students must inform an admissions advisor immediately of their intent to withdraw from a course. The effective date of withdrawal is the student's last date of actual attendance.

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

Continuing Student

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

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

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

Financial Aid Refund Policy

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

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

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

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

For example, if you complete 30% of the payment period, you earn 30% of the financial aid you were originally scheduled to receive. This means that 70% of the scheduled awards you received at the beginning of the payment period becomes unearned and must be returned.

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

The withdrawal date will be determined as either:
- the effective date of withdrawal from the last course attempted, as documented by the University or,
- the last date of attendance at an academically related activity, as documented by the University.

If it is determined that the student received excess funds that must be returned, the University shares the responsibility of returning those excess funds. The University's portion of the excess funds to be returned is equal to the lesser of:
- the entire amount of the excess funds, or
- the total in tuition and fee charges multiplied by the percentage of unearned aid received.

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

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

Online Course Refund Policy

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

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

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

Tuition refunds are determined according to the following schedule:

Refund Percentage	Course Log-in Time
100%	In order to receive a full tuition refund, students must withdraw prior to the 2nd Monday of class start (prior to 5 p.m. Pacific Time). Any student who has logged into class after this date and time is ineligible for a full refund.
50%	Students will receive a 50% tuition refund if they notify an admissions advisor of their intent to withdraw prior to the 2nd Wednesday of class start (5 p.m. Pacific Time).
0%	Students who have not notified an admissions advisor of their intent to withdraw prior to the 2nd Wednesday of class start (5 p.m. Pacific Time) will be responsible for the full cost of tuition.

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

Enrollment Agreement

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

Payments and Release of Records

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

General Fees

Fees are non-refundable.

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

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

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

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

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

Returned Check Charge $20

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

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

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

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

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

BSN Testing Fee $200

International Application Fee $100

University Library System

The Central Library, located in San Diego, houses:

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

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

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

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

Library Resources

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

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

Resources

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

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

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

Library Services

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

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

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

Formal library instruction is available in Libros, Electronic Resources, Term Paper Clinic and Internet Research, as well as general orientation and advanced course-related instruction. Both group and one-on-one sessions may be scheduled. Library Guides and tutorials are also available online. Traditional Inter/Intra Library Loan using print or electronic forms may be used to request items.

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

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

Writing Across the Curriculum

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

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

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

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

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

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

Writing intensive courses
Workshops for faculty
Writing centers

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

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

Learning Partnerships

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

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

Public Programs

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

Conferences and Special Events

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

Safety Program

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

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

Academic Center Security

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

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

Safety procedures are posted at learning centers and labs.

Students should never single-handedly try to stop a criminal in the act. Students should call for security or report the act by calling "911." (Note: From a University phone, students should first dial "9" to get an outside line and then dial "911.") When the emergency operator answers, students should give the operator their direct dial number, name and specific location, including building and room number. (The location displayed on the 911 emergency operator's console will be that of the central telephone switch unit, Building 4141, rather than that of the caller.) If time permits, students should also notify the University operator by dialing "O", since it is possible the 911 emergency operator may try to contact them through the main University number.

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

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

Student Services

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

Student Service Center

The Student Service Center is a focal point for all National University students by assessing students' requests and providing answers and solutions. Students can call a 24-hour help line at (619) 563-2655 or 1-800-NAT-UNIV, ext. 7200, to identify the best resource for University services. In Mission Valley, the center provides student workstations, Internet terminals and career resources. Online requests can be sent to advisor@nu.edu.

Faculty Advising

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

Computer-Based Information Systems Research and Development Center

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

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

National Network Newspaper

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

Internet Student Access

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

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

Web Site

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

Writing Centers

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

Bookstore

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

Textbooks may be purchased through a secure server online – www.mbsdirect.net/national (credit card), by phone – (800) 325-3252 (credit card or personal check) or by fax – (800) 499-0143. Orders shipped to California are not subject to sales tax. All domestic orders are shipped second-day air, via UPS, at an additional charge of $3.50. Students may track shipments through UPS package tracking system. UPS Next Day Air is available at an additional charge of $15 per order, which is a 50% discount from UPS' published rates.

English Language Programs

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

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

Career Development and Student Assessment Center

The Career Development and Student Assessment Center of National University has established partnerships with professional career service providers. Its Web site offers links to the job placement pages of major California daily newspapers. The site also hosts Community Online, a service that permits National University alumni to post job opportunities for each other and for graduating students. Community Online also permits alumni to volunteer as mentors for

students. Center personnel hold job fairs, conduct career development seminars and help students with resume writing. For further information, contact the Career Development and Student Assessment manager at (858) 541-7950, or e-mail careerservices@nu.edu.

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

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

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

Development and Alumni Relations

National University Alumni Relations

National University alumni are an integral part of the University. The University's graduates number more than 98,268 undergraduate, graduate students and students recommended for credentials. Upon graduation or receipt of credential, National University alumni are eligible to participate in an array of programs and services coordinated through the Office of Development and Alumni Relations. There are no membership fees for National University alumni.

Information

Communication between National University and its graduates is strengthened through printed publications, information on the National University Web site and through an electronic newsletter. The National Network is a biannual publication highlighting the accomplishments of alumni and providing current University-wide information. The Alumni Relations Web page located at www.nu.edu/alumni provides up-to-date information on various alumni initiatives and alumni networking events and access to NU CONNECTIONS – an online community exclusively for NU alumni. NU CONNECTIONS is designed for alumni to build meaningful relationships with each other as well as with the University. NU CONNECTIONS features an alumni online directory, Career Center, Message Boards and Chats, Permanent E-mail, Personal Web Pages, Business Advertising/Yellow Pages and more. The e-newsletter, NU

NewsWire, is circulated monthly to alumni whose e-mail address we currently have on file. To subscribe, e-mail alumni@nu.edu or call 1 (800) 628-8648, ext. 8093 for general information on alumni services.

Job Placement and Career Services

National University has established partnerships with professional career service providers and also provides links to job placement Web sites for major California newspapers and other job search sites. These services provide important career information as well as guidance on resume building, interview skills and other job search guides. Students and alumni can take advantage of free enrollment in these career services by registering their personal data online and establishing a personal password for each service provider. In addition, students and alumni can contact NU's Career and Student Assessment Services manager at (858) 541-7950, or e-mail careerservices@nu.edu.

Additionally, students and alumni may access the National University Library System and its career information by utilizing these systems onsite at any National University academic center.

Commencement Exercises

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

Commencement dates for 2003 are June 1 for Sacramento and June 29 for San Diego.

Development

As a not-for-profit institution, National University relies on private contributions. Donations from students, alumni, faculty and staff, corporations and the community-at-large are integral to the University's resource development efforts. Presently, the University is building a permanent endowment. As one of the hallmarks of a strong university, the Endowment Fund will ensure National's ability to continue to provide quality education for future generations of adult learners. For opportunities to participate and to discuss ways to make a gift to the University, please contact the Director of Development and Alumni Relations at (858) 642-8131 or e-mail development@nu.edu.

Undergraduate College at National University

Goal Statement

The goal of the Undergraduate College at National University is to promote individual student growth in a stimulating educational environment, one which fosters a desire for lifelong learning. The Undergraduate College is designed for recent high school graduates and offers small classes, close faculty advisement and co-curricular activities.

Degree Offerings

The Bachelor of Arts in Interdisciplinary Studies (BAIS) and the Bachelor of Business Administration (BBA) are the two degree programs initially offered in San Diego only, at Spectrum Center.

Class Sessions

4.5 quarter unit classes meet two days per week for a total of eight sessions. During week one, classes will be from 9 a.m.-3 p.m. (50 minute hours with 30 minute lunch break). During each subsequent week, classes will be from 9-2:30 p.m. (50 minute hours with 30 minute lunch break) for a total of 45 class hours.

Orientation

Students enrolled in UCNU begin by completing an orientation course UCS 100.

UCS 100
Freshman Seminar
(4.5 quarter units)
This course is designed and required to be taken as the first course in each student's course sequence at UCNU. It serves as an introduction to higher education and ongoing orientation to the Undergraduate College at National University. The focus of this course is on the student. The course is designed to assist new college students in adjusting to college life and foster the development of skills or strategies to be successful in UCNU and life after college.

For details of the degree offerings and general information about National University, see the appropriate entries in this catalog.

Continuing Education

Defining the Future of Higher Education

for Adult Learners

NATIONAL UNIVERSITY

Continuing Education

The Department of Continuing Education meets the needs of National University's diverse community of adult learners through convenient and contemporary offerings under continuing education, certificate and professional programs and English language programs (ELP), as well as partnerships.

Continuing Education provides a variety of innovative services to enable adults to compete in today's fast-paced business world. The courses facilitate professional and organizational development, giving adults the opportunity to meet the ongoing challenges of changing careers by implementing new technologies and updating crucial skills.

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

Continuing Education & English Language Programs Department
NATIONAL UNIVERSITY
4121 Camino del Rio South
San Diego, CA 92108
Phone: 1 (800) NAT-UNIV, ext. 7265
        (619) 563-7265
Fax: (619) 563-7298
Web: **www.nu.edu/conted**

Continuing Education Course Numbering System

Credit Courses

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

Course Levels and Numbers

The course numbering system described below is effective only for those Continuing Education courses offered after 1991:

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

Non-Credit Courses

There are two categories of non-credit courses through Continuing Education.

800X-899X: These courses offer Continuing Education Units (CEU's), a nationally recognized measurement of a non-credit continuing education learning experience. Professional groups, employers, licensing agencies and others who routinely evaluate individual accomplishments and training generally accept this unit of measurement. One CEU is awarded for every 10 hours of participation.
900X-999X: These courses carry neither academic credit nor CEU's. They are offered in response to the growing need for quality educational opportunities for professional, career, personal growth or general cultural interest and knowledge.

Grading System

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

Financial Aid

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

For more information, please call (800) 628-8648, ext. 7265.

Refund/Withdrawal Requests

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

The refund policy is as follows:

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

Corporate Training

Corporate training is available for businesses or school districts through Continuing Education. Classes can be held at a place of business or at a National University learning center. Each program can be tailored to target an organization's unique challenges and in-house training programs can be customized to any specifications necessary.

Through these courses, National University can provide the services to maximize training budgets. Discounts are available for three or more students from the same organization.

Payment Options

Payment can be made by either telephone, fax, or in person. Checks and any one of the following credit cards are accepted for your convenience: American Express, Discover, Visa, or MasterCard. Company invoicing is also available. *Payment for Continuing Education courses is required before attending class.*

Veterans' Information

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

Continuing Education Course Offerings

Courses for Educators

ED 342X	Vocational Education Level I: The Instructional Process in Vocational Education and Techniques of Teaching – 90 hours
ED 343X	Vocational Education Level II: Principles and Practices of Vocational Education – 90 hours
TED 328X	Spanish as a Professional Tool for Teachers 1A – 45 hours
TED 329X	Spanish as a Professional Tool for Teachers 1B – 45 hours

Preparatory Courses
Prerequisite: TED621B

ED 820X	Reading Instruction Competence Assessment (RICA) Preparatory Course – 10 hours
ED 809X	Multiple Subject Assessment Test (MSAT) Preparatory Course – 20 hours
ED 938X	U.S. Constitution Preparatory Course and Examination – 10 hours

Information Technology Courses

Certification Preparatory Courses
| CS 861X | A+ Certification Preparatory Course – 50 hours |
| PM 800X | Project Management Professional Preparatory Certification Course – 40 hours |

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

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

Oracle9i Database Administrator Preparatory Certification Program
Oracle Database Administration is the premiere database management software used by more businesses than any other database system. The program consists of four courses in a one-course-per-month format.

ORC 850X	Introduction to Oracle9i: SQL
ORC 851X	Oracle9i Database Administration
ORC 852X	Oracle9i Back-Up and Recovery
ORC 853X	Oracle9i Performance Tuning

English Language Programs (ELP)

Language Proficiency

Students can complete the University's language proficiency requirement through the English Language Programs University Preparation program in San Diego. International students who need English proficiency are tested and placed in the appropriate class level. English language classes follow the University calendar and provide 100 hours of instruction per month. At the end of each month, students are evaluated for promotion. Students in the advanced level can apply for early admission to academic courses. Neither TOEFL nor International Orientation is required for students who have completed ELP.

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

ELP offers programs for students who want to study the English language but do not plan to attend National University. Students can also meet the English language requirements by satisfactorily completing the highest level of study at the following five language training institutions.

ELS in the following California locations:
- San Diego, Orange County, Santa Monica, San Francisco and Oakland
- San Diego State University's "American Language Institute"
- San Jose State's "Studies in American Language"
- University of California at Davis' "International Training and Education Center"
- Fresno International English Institute

English Language Programs

ALS 962X	Academic Beginning 210
ALS 963X	Academic Beginning 220
ALS 967X	Low Intermediate 310
ALS 968X	Low Intermediate 320
ALS 972X	Intermediate 410
ALS 973X	Intermediate 420
ALS 925X	High Intermediate 510
ALS 926X	High Intermediate 520
ALS 930X	Low Advanced 610
ALS 931X	Low Advanced 620
ALS 932X	intermediate Advanced 710
ALS 933X	intermediate Advanced 720
ALS 935X	Advanced 810
ALS 936X	Advanced 820
ALS 941X	Accent Reduction Workshop

All English language levels take required core courses increasing in difficulty and complexity from beginning level 210 to more advanced 820.

Listening

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

Speaking

Students gain proficiency in oral communication through group discussions and individual presentations of personal as well as academic topics. In the more advanced levels, they also practice giving short speeches. Small groups allow students to interact with each other and with the instructor.

Grammar and Writing

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

Writing and Editing

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

Reading

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

Vocabulary Development

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

Accent Reduction Workshop

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

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

TESOL Certificate Program

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

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

TSL 400X	Theories and Methods of Language Teaching and Acquisition – 36 hours
TSL 401X	Structure of English and Grammar Teaching Techniques – 36 hours
TSL 402X	Teaching Reading and Writing – 36 hours
TSL 403X	Teaching Listening and Speaking – 36 hours
TSL 404X	Practical Issues in Second Language Pedagogy – 36 hours
TSL 900X	TESOL Practicum – 40 hours

Continuing Education Course Descriptions

CS 861X
A+ Certification Preparatory Course

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

ED 342X
Vocational Education Level I: The Instructional Process in Vocational Education and Techniques of Teaching

As more and more adult learners return to the classroom, it is important that teachers know how to reach this mature audience student population. This class will provide you with the concepts and developmental skills necessary for vocational instruction.

ED 343X
Vocational Education Level II: Principles and Practices of Vocational Education

Building upon the concepts presented in Level I, this course provides a broad overview of vocational education.

ED 809X
Multiple Subject Assessment Test (MSAT) Preparatory Course

This informative, four-day course is designed to familiarize students with a variety of proven strategies for passing the MSAT. It emphasizes techniques for multiple choice and constructed response questions to help you effectively utilize knowledge of specific subject areas. It is a test preparation class only and is not a substitute for required class work.

ED 820X
Reading Instruction Competence Assessment (RICA) Preparatory Course

This intensive, three-day course is specifically designed to help prepare current and future teachers to pass the new RICA Written Examination. It is a test preparation class only and is not a substitute for the required reading and reading instruction classes.

ED 938X
U.S. Constitution Preparatory Course and Examination

This insightful, two-part course is designed to help you pass the U.S. Constitution exam, a requirement for the California teaching credential. Prior to taking the exam, you will review essential elements of the U.S. Constitution; analyze the meaning, amendments and judicial interpretation; and examine the Bill of Rights and the framers' intents.

MS 807X
Installing, Configuring and Administering Microsoft Windows 2000 Professional

Students will gain the knowledge and skills necessary to install and configure Windows 2000 Professional on a stand-alone computer and on client computers that are part of a workgroup or a domain.

MS 808X

Installing, Configuring and Administering Microsoft Windows 2000 Server

Students will acquire the skills and knowledge necessary to install and configure Windows 2000 Server to create file, print and terminal servers.

MS 809X

Supporting Windows 2000 Network Infrastructure

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

MS 810X

Implementing and Administering Windows 2000 Directory Services

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

MS 811X

Designing a Windows 2000 Directory Services Infrastructure

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

MS 812X

Designing a Secure Windows 2000 Network

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

MS 815X

Designing a Windows 2000 Networking Service Infrastructure

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

MS 816X

Windows 2000 Network and Operating System Essentials

Students who are new to Microsoft Windows 2000 gain the knowledge necessary to understand and identify the tasks involved in supporting Windows 2000 networks. This is an introductory course designed to provide an overview of networking concepts and

how they are implemented in Windows 2000. *This course is a recommended prerequisite for the MCSE program.*

ORC 850X

Introduction to Oracle: SQL

The class will develop Oracle9i database programming skills using SQL and PL/SQL. Students will learn the Oracle9i architecture, simple and complex query skills, proper software engineering techniques for database programming, table and index creation, creating and executing scripts, the iSQL Plus environment and more. Basic relational database concepts will also be reviewed.

ORC 851X

Oracle9i Database Administration

In this course, students will learn the fundamental skills they need to manage an Oracle9i database. Students will learn database administration skills by designing, setting up, configuring and managing their own Oracle9i server. By the end of the course, each student will have gone through the main tasks necessary to administer an Oracle9i database.

ORC 852X

Oracle Back-Up and Recovery

This course builds a foundation in back-up and recovery strategies. Through lecture and labs, students will be exposed to different failure and recovery scenarios. Other topics include understanding the advantages and disadvantages of hot, cold, physical, logical, complete and partial backups will be covered. This class is taught in a workshop environment to simulate real life backup and recovery situations.

ORC 853X

Oracle91 Performance Tuning

The focus in this course is on performance tuning tools and techniques for optimizing the efficiency of an Oracle9i server. An emphasis will be placed on the major focus areas of the Oracle server. Students will learn how to generate tuning statistics, evaluate the information and then tune the Oracle server. Special emphasis will be placed on common tuning solutions in the students "real life" production database experience.

PM 800X

Project Management Professional Certification

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

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

TED 328X

Spanish as a Professional Tool for Teachers 1A – 45 hours

Teachers are introduced to the fundamentals of the Spanish language, speaking, vocabulary, grammar and conversation. This course is the first of a two-part requirement designed to fulfill the foreign language prerequisite for CLAD Certification. Taught sequentially, this course offers 4.5 units of non-academic credit.

TED 329X

Spanish as a Professional Tool for Teachers 1B – 45 hours

Building on previous Spanish skills, the focus in this course is on grammatical structure, communication and writing. The second part of the two-part requirement, this course is designed to fulfill the foreign language prerequisite for CLAD Certification. This course offers 4.5 units of non-academic credit.

TED 352X

Immersion Spanish as a Professional Tool for Teachers – 90 hours

This immersion course in Mexico fulfills the foreign language prerequisite for CLAD Certification. The course focuses on language acquisition, vocabulary, writing and communication. Immersed in the culture and the language for 10 days, students gain insight and knowledge into the nuances and mores of the country. This class is conducted in various popular locations several times a year, offering all 9 units of non-academic credit.

TSL 400X

Theories and Methods of Language Teaching and Acquisition – 36 hours

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

TSL 401X

Structure of English and Grammar Teaching Techniques – 36 hours

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

TSL 402X

Teaching Reading and Writing – 36 hours

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

TSL 403X

Teaching Listening and Speaking – 36 hours

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

TSL 404X

Practical Issues in Second Language Pedagogy – 36 hours

Teachers in this course will cover topics such as lesson planning, teaching materials, classroom interaction and classroom management, all essential to efficient teaching. Other topics include the teaching of vocabulary, pronunciation and other subjects sometimes deemed "elective" classes. The goal of the course is to synthesize and to fill in the gaps in the rather large amount of material covered to this point in the series. Upon completion, participants will have acquired the tools necessary to feel confident entering the ESL/EFL classroom.

TSL 900X

TESOL Practicum – 40 hours

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

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

Continuing Education

Defining the Future of Higher Education

for Adult Learners

NATIONAL UNIVERSITY

Continuing Education

The Department of Continuing Education meets the needs of National University's diverse community of adult learners through convenient and contemporary offerings under continuing education, certificate and professional programs and English language programs (ELP), as well as partnerships.

Continuing Education provides a variety of innovative services to enable adults to compete in today's fast-paced business world. The courses facilitate professional and organizational development, giving adults the opportunity to meet the ongoing challenges of changing careers by implementing new technologies and updating crucial skills.

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

Continuing Education & English Language Programs Department
NATIONAL UNIVERSITY
4121 Camino del Rio South
San Diego, CA 92108
Phone: 1 (800) NAT-UNIV, ext. 7265
      (619) 563-7265
Fax: (619) 563-7298
Web: **www.nu.edu/conted**

Continuing Education Course Numbering System

Credit Courses

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

Course Levels and Numbers

The course numbering system described below is effective only for those Continuing Education courses offered after 1991:

001X-099X Course for which lower division credit may be allowed toward degree requirements.

100X-199X Course for which upper division credit may be allowed toward degree requirements.

200X-299X Course for which graduate credit may be allowed toward degree requirements.

300X-399X Credit course for teachers designed to serve the need for professional upgrading, salary advancement and in-service education requirements.

400X-499X Course that meets requirements for professional level and certificate programs or provides opportunities for professionals and others from the general public to enhance their knowledge in various academic fields.

Non-Credit Courses

There are two categories of non-credit courses through Continuing Education.

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

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

Grading System

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

Financial Aid

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

For more information, please call (800) 628-8648, ext. 7265.

Refund/Withdrawal Requests

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

The refund policy is as follows:

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

Corporate Training

Corporate training is available for businesses or school districts through Continuing Education. Classes can be held at a place of business or at a National University learning center. Each program can be tailored to target an organization's unique challenges and in-house training programs can be customized to any specifications necessary.

Through these courses, National University can provide the services to maximize training budgets. Discounts are available for three or more students from the same organization.

Payment Options

Payment can be made by either telephone, fax, or in person. Checks and any one of the following credit cards are accepted for your convenience: American Express, Discover, Visa, or MasterCard. Company invoicing is also available. *Payment for Continuing Education courses is required before attending class.*

Veterans' Information

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

Continuing Education Course Offerings

Courses for Educators

ED 342X   Vocational Education Level I: The Instructional Process in Vocational Education and Techniques of Teaching – 90 hours
ED 343X   Vocational Education Level II: Principles and Practices of Vocational Education – 90 hours
TED 328X   Spanish as a Professional Tool for Teachers 1A – 45 hours
TED 329X   Spanish as a Professional Tool for Teachers 1B – 45 hours

Preparatory Courses
Prerequisite: TED621B
ED 820X   Reading Instruction Competence Assessment (RICA) Preparatory Course – 10 hours
ED 809X   Multiple Subject Assessment Test (MSAT) Preparatory Course – 20 hours
ED 938X   U.S. Constitution Preparatory Course and Examination – 10 hours

Information Technology Courses

Certification Preparatory Courses
CS 861X   A+ Certification Preparatory Course – 50 hours
PM 800X   Project Management Professional Preparatory Certification Course – 40 hours

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

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

Oracle9i Database Administrator Preparatory Certification Program
Oracle Database Administration is the premiere database management software used by more businesses than any other database system. The program consists of four courses in a one-course-per-month format.

ORC 850X   Introduction to Oracle9i: SQL
ORC 851X   Oracle9i Database Administration
ORC 852X   Oracle9i Back-Up and Recovery
ORC 853X   Oracle9i Performance Tuning

English Language Programs (ELP)

Language Proficiency

Students can complete the University's language proficiency requirement through the English Language Programs University Preparation program in San Diego. International students who need English proficiency are tested and placed in the appropriate class level. English language classes follow the University calendar and provide 100 hours of instruction per month. At the end of each month, students are evaluated for promotion. Students in the advanced level can apply for early admission to academic courses. Neither TOEFL nor International Orientation is required for students who have completed ELP.

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

ELP offers programs for students who want to study the English language but do not plan to attend National University. Students can also meet the English language requirements by satisfactorily completing the highest level of study at the following five language training institutions.

ELS in the following California locations:
• San Diego, Orange County, Santa Monica, San Francisco and Oakland
• San Diego State University's "American Language Institute"
• San Jose State's "Studies in American Language"
• University of California at Davis' "International Training and Education Center"
• Fresno International English Institute

English Language Programs

ALS 962X   Academic Beginning 210
ALS 963X   Academic Beginning 220
ALS 967X   Low Intermediate 310
ALS 968X   Low Intermediate 320
ALS 972X   Intermediate 410
ALS 973X   Intermediate 420
ALS 925X   High Intermediate 510
ALS 926X   High Intermediate 520
ALS 930X   Low Advanced 610
ALS 931X   Low Advanced 620
ALS 932X   intermediate Advanced 710
ALS 933X   intermediate Advanced 720
ALS 935X   Advanced 810
ALS 936X   Advanced 820
ALS 941X   Accent Reduction Workshop
All English language levels take required core courses increasing in difficulty and complexity from beginning level 210 to more advanced 820.

Listening

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

Speaking

Students gain proficiency in oral communication through group discussions and individual presentations of personal as well as academic topics. In the more advanced levels, they also practice giving short speeches. Small groups allow students to interact with each other and with the instructor.

Grammar and Writing

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

Writing and Editing

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

Reading

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

Vocabulary Development

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

Accent Reduction Workshop

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

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

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

TSL 400X	Theories and Methods of Language Teaching and Acquisition – 36 hours
TSL 401X	Structure of English and Grammar Teaching Techniques – 36 hours
TSL 402X	Teaching Reading and Writing – 36 hours
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TSL 900X	TESOL Practicum – 40 hours

Continuing Education Course Descriptions

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Project Quality Management
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Spanish as a Professional Tool for Teachers 1B – 45 hours

Building on previous Spanish skills, the focus in this course is on grammatical structure, communication and writing. The second part of the two-part requirement, this course is designed to fulfill the foreign language prerequisite for CLAD Certification. This course offers 4.5 units of non-academic credit.

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Immersion Spanish as a Professional Tool for Teachers – 90 hours

This immersion course in Mexico fulfills the foreign language prerequisite for CLAD Certification. The course focuses on language acquisition, vocabulary, writing and communication. Immersed in the culture and the language for 10 days, students gain insight and knowledge into the nuances and mores of the country. This class is conducted in various popular locations several times a year, offering all 9 units of non-academic credit.

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Theories and Methods of Language Teaching and Acquisition – 36 hours

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Discussion of common problem areas for students.
English specific to academic writing.
Games and activities to make grammar accessible to students.
TOEFL-related grammar issues.

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Teaching Reading and Writing – 36 hours

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

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Teachers in this course will cover topics such as lesson planning, teaching materials, classroom interaction and classroom management, all essential to efficient teaching. Other topics include the teaching of vocabulary, pronunciation and other subjects sometimes deemed "elective" classes. The goal of the course is to synthesize and to fill in the gaps in the rather large amount of material covered to this point in the series. Upon completion, participants will have acquired the tools necessary to feel confident entering the ESL/EFL classroom.

TSL 900X

TESOL Practicum – 40 hours

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

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

Financial Aid

Defining the Future of Higher Education

for Adult Learners

NATIONAL UNIVERSITY

Student Financial Aid

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

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

How to Apply for Financial Aid

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

To be considered for Federal and State financial aid, students must complete the process of "need analysis." Need analysis is the method used to estimate the amount of money students and their families can reasonably contribute toward the cost of education. For the 2002-2003 school year, student awards will be determined using 2001 income (taxed and untaxed) and current assets. Other factors considered include the student's marital status and family size.

Application Packets

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

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

Student Eligibility Requirements

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

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

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

Dependency Status

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

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

- students who were born before January 1, 1979 (for the 2002-2003 school year)
- students who are married
- students who are enrolled in a graduate program (this does not include students who are enrolled in a credential program)
- students who have legal dependents other than a spouse
- students who are orphans or wards of the court (or were wards of the court until they reached age 18)
- students who are veterans of the U.S. Armed Forces (this does not include active duty military students)

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

Student Loan Deferment

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

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

In-School Deferment

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

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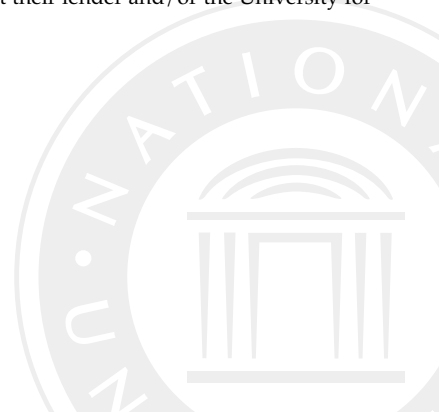
Financial Aid Calendar

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

2001-2002	2002-2003	
January 1, 2001	January 1, 2002	• Apply for financial aid. Students must file a new Free Application for Federal Student Aid (FAFSA) annually.
March 2, 2001	March 2, 2002	• Deadline for new Cal Grant A and B applications. • National University Financial Aid priority filing date for FSEOG and Federal Perkins Loans. Note: The Financial Aid Office will continue to make awards after this date as long as funds remain.
April 2001	April 2002	• National University begins processing student awards. Financial Aid Packets containing the IAFFA and other verification documents will be mailed to aid applicants.
June 2001	June 2002	• Announcements of Cal Grant A and B Awards.
July 2001	July 2002	• The funding period begins for the Federal Pell Grant and Campus-Based programs (FSEOG, Federal Perkins).
October 2001	October 2002	• The funding period begins for the Cal Grant programs.
June 30, 2002	June 30, 2003	• Federal Pell Grant deadline. • Last day to file the FAFSA. *Note: The Federal Student Aid Center must receive the student's FAFSA by this date (June 30th). Applications postmarked June 30th and received by the processor after June 30th will not be accepted for processing.*
June 30, 2002	June 30, 2003	• National University Verification/Processing deadline. Students must submit all requested forms by this date in order to receive financial aid for the school year.
Completion of Student's Academic Year		• Applying for an additional loan (Stafford and/or PLUS): Because students apply for and are awarded aid during different times of the year, each student's academic year will vary. Generally, students are eligible to reapply after they successfully complete all courses in the previous loan period. In addition, 32 weeks of in-class instruction (8 months) must be completed. To submit a new loan application, students must have at least three months remaining in their academic year and they must meet the University's minimum unit requirement: Undergraduate /Credential: 12 units Graduate: 9 units

Financial Aid Programs

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

Grant	Loan	Undergraduate	Graduate	CRED - 1	CERT - 2	Need-Based	Financial Aid Programs 2002-2003	Application Deadline	Date Funding Begins
•		•			•	•	**FEDERAL PELL GRANT** is a grant program to help students with tuition cost. This program assists students who are working towards a first bachelor's degree. Award Range: $400 to $4,000 Applications: FAFSA, IAFFA	June 30, 2003	July 2002
•		•			•	•	**FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)** is a grant program to assist with tuition cost. Like Pell Grant, a student must be enrolled in a first bachelor's degree. Awards are made on a limited basis to students with an exceptional financial need. Award Range: $100 to $3,000 Applications: FAFSA, IAFFA	Priority filing date: March 2, 2002	July 2002
•		•				•	**CAL GRANT A** is a state funded grant program to help students with tuition cost. Grant recipients are selected on the basis of financial need and grade point average. Students must be California residents working towards a first bachelor's degree. Recipients of this award will be notified by the California Student Aid Commission in June. Award Range: $300 to $10,320 Applications: FAFSA, GPA verification	March 2, 2002	Oct. 2002
•		•				•	**CAL GRANT B** is a state funded grant program to help students with tuition cost. This program is intended to assist students with high-potential from disadvantaged/low-income families. Students must be California residents who have completed less than one semester of undergraduate studies. Recipients of this award will be notified by the California Student Aid Commission in June. Tuition Award Range: $300 to $10,320 Subsistence Range: $156 to $2,068 Applications: FAFSA, GPA verification	March 2, 2002	Oct. 2002
•				•		•	**CAL GRANT T** is a state funded grant program for students who are enrolled in and attend programs of professional preparation for a California K-12 single or multiple subject Teaching Credential. These grants, which are offered for one academic year only (3 quarters), are specifically awarded to students who already have a bachelor's degree or higher and are attending California institutions approved by the California Commission on Teacher Credentialing. All students must complete a FAFSA and a Cal Grant T GPA Verification and Enrollment form. The Cal Grant T program now includes a teaching service requirement. New recipients will be required to teach one (1) year, up to the maximum of four (4) years, for each $2,000 received. A Cal Grant T recipient who does not provide teaching service will have to repay the award. Award Range: $300 to $7,740 Applications: FAFSA, Cal Grant T GPA verification and Enrollment Form.	June 1, 2002	Oct. 2002

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

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

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

Grant	Loan	Undergraduate	Graduate	CRED - 1	CERT - 2	Need-Based	**Financial Aid Programs 2002-2003**	Application Deadline	Date Funding Begins
•	•	•	•	•	•	•	**FEDERAL STAFFORD STUDENT LOAN** is a loan program to assist students with educational expenses. The interest rate for a new borrower is a variable interest rate capped at 8.25% and is adjusted July 1 of each year. The 2002-2003 rate is 3.46%. Stafford recipients are not required to make payments or pay the interest during full-time attendance or the first six months after the student's last date of attendance. Loan Amount: For each academic year, a dependent student may borrow: • up to $2,625 as a first year undergraduate • up to $3,500 as a second year undergraduate • up to $5,500 as a third, fourth, or fifth year undergraduate Dependent students may receive both an unsubsidized and subsidized Stafford up to the amounts listed above. Applications: FAFSA, IAFFA, Loan Application	Three months prior to the student's last course of the academic year	Based on each student's individual course schedule

	•	•	•	•	•		**UNSUBSIDIZED FEDERAL STAFFORD LOAN** is a program available to students who may not qualify for a subsidized Stafford Loan or for students who may qualify for only a partial subsidized Stafford Loan. This loan has a variable interest rate capped at 8.25% adjusted July 1 of each year. The 2002-2003 rate is 3.46%. The terms and conditions are the same as the subsidized Stafford Loan, except that the borrower is responsible for the interest that accrues while the student is in school and during the grace period.
							
							Loan Amount: Students may receive both subsidized and unsubsidized Stafford Loans totaling up to the applicable Stafford limit (based on grade level).
							
							Applications: FAFSA, IAFFA, Loan Application
							
							Loan Amount: For each academic year, an independent student may borrow:
							
							• up to $6,625 as a first year undergraduate
							  (at least $4,000 of this amount must be in unsubsidized Stafford)
							• up to $7,500 as a second year undergraduate
							  (at least $4,000 of this amount must be in unsubsidized Stafford)
							• up to $10,500 as a third, fourth, or fifth year undergraduate
							  (at least $5,000 of this amount must be in unsubsidized Stafford)
							• up to $18,500 as a graduate
							  (at least $10,000 of this amount must be in unsubsidized Stafford)
							
							Note: Students enrolled in an academic year requiring less than 40 units will be subject to a pro-rated loan.
							
							Aggregate Stafford Loan Limits
							Dependent Undergraduate: **$ 23,000**
							Independent Undergraduate: **$ 46,000**
							Graduate: **$138,500**
							($65,500 in subsidized Stafford and $73,000 in unsubsidized Stafford)
							
							Note: The graduate debt limit includes any Stafford Loans received as an undergraduate.
							
							Fees:
							• Loan Origination Fee: A loan origination fee of up to 3% of the loan principal is deducted proportionately from each loan disbursement.
							• Insurance Premium: An insurance premium of up to 1% of the loan principal is also deducted proportionately from each loan disbursement.
								Three months prior to the student's last course of the academic year	Based on each student's individual course schedule

Financial Aid

Grant	Loan	Undergraduate	Graduate	CRED - 1	CERT - 2	Need-Based	Financial Aid Programs 2002-2003	Application Deadline	Date Funding Begins
	•	•		•	•		**FEDERAL PARENT LOANS FOR STUDENTS (PLUS)** is a loan program to assist parents of undergraduate dependent students with educational costs. This loan has a variable interest rate capped at 9% and is adjusted July 1 of each year (the 2002-2003 rate is 4.86%). Like the unsubsidized Stafford Loan, the interest is not subsidized by the government. Repayment begins 60 days after the loan is made; however, for parents who qualify, payments (principal only) can be deferred during full-time attendance, but interest will accrue. Loan Amount: For each academic year, a parent may borrow up to the student's cost of attendance minus other aid, per undergraduate dependent student. Fees: (same as the Stafford Loan Program) Applications: IAFFA, FAFSA, PLUS Loan Application	Three months prior to the student's last course of the academic year	Based on each student's individual course schedule
	•	•	•	•	•	•	**FEDERAL PERKINS LOAN** is a low-interest (5%) loan program. This program assists students with tuition cost and is funded on a limited basis to students with exceptional need. The major advantage for Perkins recipients is that the government pays the interest during at least half-time attendance and for nine months after the student's last date of attendance. In addition, students are not required to make payments during that time. Award Range: $300 to $3,600 Cumulative Totals • Up to $20,000 for undergraduate study • Up to $40,000 for graduate or professional study Applications: IAFFA, FAFSA, Perkins Loan Application	Priority filing date March 2, 2002	July 2002
•		•	•	•	•		**NATIONAL UNIVERSITY SCHOLARSHIP PROGRAM** consists of the Leadership Award, the Collegiate Honor Award and the NU Presidential Scholarship. These awards are designed to recognize students for outstanding leadership, superior job performance and exceptional scholastic achievement. The NU Presidential Tuition Scholarship is also designed to recruit and retain underrepresented educationally and economically disadvantaged students, single parents with financial need and handicapped students. Awards: • Leadership and Collegiate Honor up to $1,600 • Presidential Tuition Scholarship up to $2,500 Application: Scholarship Application	Open, but subject to available funds	Funding will begin upon receipt of the signed scholarship acceptance letter by the Fin. Aid Dept.
	•	•	•	•	•	•	**NATIONAL UNIVERSITY HIGHER EDUCATION LOAN PROGRAM (NU-HELP)** is a low-interest (6.75%) loan established by National University. This loan program is designed to supplement other resources the student may receive. Applicants are selected on the basis of financial need and credit history. Repayment begins six months after the student's last date of attendance. The maximum repayment term is 10 years. Funds are awarded to assist students with tuition cost, on a limited basis. Award Range: up to full tuition for 12 months Cumulative total of tuition for fiscal year Origination Fee: $30 will be charged to the student's account. Applications: FAFSA, IAFFA, NU-HELP Loan Application	Open, but subject to available funds	July 2002

Scholarship Program

University Scholarships and Grants

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

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

Admissions and financial aid advisors are available to assist students in applying for scholarships. However, students are responsible for reading and complying with the policies and procedures contained in this catalog prior to applying for a scholarship.

Types of Awards

■ Collegiate Honor Award
Tuition scholarships of up to $1,600 are available to students who have demonstrated exceptional scholastic achievement and are in need of financial assistance. To be eligible for this award, applicants must have graduated from a U.S. accredited community college or four-year college—including National University—with an undergraduate grade point average of at least 3.5 on a scale of 4.0. Unofficial transcripts from previous schools attended must accompany the application form. Awards will be credited to students' accounts in increments, up to the maximum of $400 per course. Application forms are available in the admissions office.

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

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

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

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

They must:

- have an annual income below $15,000 for single independent or $22,000 for a family of two or more
- demonstrate a cumulative college grade point average of 2.30 on a 4.00 scale
- have at least 56 college semester hours of credit from an accredited college or university
- apply for federal and state financial aid
- be an undergraduate student working toward a first bachelor's degree
- be a U.S. citizen or eligible non-citizen

Awards will be credited to students' accounts in increments, up to the maximum of the full cost of tuition per course. Students may apply for the NU Presidential Tuition Scholarship by submitting a Presidential Tuition Scholarship Application and supporting documentation to the following address:

Financial Aid Processing Center
NATIONAL UNIVERSITY
11255 North Torrey Pines Road
La Jolla, CA 92037-1011

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

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

Scholarship Rules and Policies

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

- Funds will only be applied toward the student's tuition account for courses charged at the standard rate of tuition. Funds will not be applied toward non-degree or certificate courses.
- Recipients must enroll and begin attending courses within three months from the notification of award. Otherwise the award is revoked.
- Funds will only be applied toward courses the student has not yet attended. Funds will be not applied to past due balances.
- Funds are credited to a student's account in maximum increments of, $225 per 4.5 unit course per month for the Need-Based Grant.
- $400 per 4.5 unit course per month for the Collegiate Honor Award.
- Up to the full cost of tuition per month for the Presidential Tuition Scholarship.
- Award funds will only be applied toward the tuition cost for academic coursework toward an intended degree objective.
- Awards are not transferable. Only one award can be received and used per degree objective, except for eligible Presidential

Tuition applicants who may re-apply and may receive a new award each Fiscal Year while pursuing their first bachelor's degree.

- Awards are made to students for their intended degree objective at the time of application.
- Students who receive other educational assistance in excess of 90% of the cost of tuition for a course are not eligible to receive award funds for the course.
- Recipients must maintain good standing with the Student Accounts Office to ensure continuation of their award. Recipients who do not maintain a good standing with the Student Accounts Office risks losing their award.
- This award may affect the amount of other financial aid for which a student may qualify, or the award may be reduced or nullified by other educational assistance and aid the student receives.
- Application of award funds toward a withdrawn course will be based on the charge incurred. If no charge, there will be no application of funds.
- Award funds must be used within 12 months of the original award. Funds not used within 12 months of the award are forfeited.

Externally Funded Scholarships

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

V.A. Educational Benefits

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

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

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

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

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

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

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

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

Military Tuition Assistance

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

Students who want to apply for programs administered by the Department of Veterans Affairs can obtain information on how to apply for their benefits by calling or visiting the Veterans Affairs Office located in the Student Services Center at the Learning Center in San Diego's Mission Valley. Veterans who enroll at National University are encouraged to call or visit the veterans representative for instructions prior to signing up for benefits. The Veterans Affairs Office telephone number is (619) 563-7270 or (800) 628-8648, ext. 7270.

Alternative Educational Funding

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

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

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

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

Corporate Tuition Assistance

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

Aid for Native Americans

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

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

California State Rehabilitation

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

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

Private Lenders

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

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

Specialized Programs

The APLE program is a competitive teacher incentive program designed to attract outstanding students into the teaching profession. For those selected, the APLE program assumes up to $11,000 in outstanding educational loans. Students must be California residents and enrolled in a course of study or a teacher preparation program leading to an initial teaching credential or a specialist credential in special education or reading. To receive the full benefit of the program, selected APLE recipients must agree to teach for four consecutive years in a California public school in a subject matter shortage area (math, science, foreign language, or special education) or in schools that serve a high proportion of students from low-income areas. For those applicants selected, the program will assume up to $2,000 in educational loan debts for the first year of eligible teaching service and up to $3,000 for each of the second and third years of eligible teaching service. Application period: March through June – see your financial aid advisor for current deadlines.

Additional Information Sources

California Student Aid Commission
www.csac.ca.gov
U.S. Department of Education
www.ed.gov/finaid.html
College is Possible
www.collegeispossible.org
Scholarship Search and Financial Aid Calculator   www.fastweb.com

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

William D. Ford Federal Direct Stafford Loans: Subsidized and Unsubsidized Direct Stafford Loans, Direct PLUS Loans (for parents) and Direct Consolidation Loans.
Federal Family Education Loans: Subsidized and Unsubsidized Stafford Loans, FFEL PLUS Loans (for parents) and FFEL Consolidation Loans.
Guaranteed Student Loans, SLS Loans and Perkins Loans

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

Policies and Procedures

Defining the Future of Higher Education

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NATIONAL UNIVERSITY

Policies and Procedures

General Admission Procedures

Selection of Candidates

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

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

Academic/Admissions Advising

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

Registration

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

Use of Social Security Number

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

Transcript Requests of Other Institutions

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

are used to procure the documents. If a transcript has not arrived within six weeks, the registrar's office will submit a second request and notify the student that a transcript is still outstanding. Thereafter, it becomes the student's responsibility to ensure that the University receives the document. When the admission process is complete, any further acquisition of transcripts is the sole responsibility of the student.

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

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

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

Office of the Registrar
NATIONAL UNIVERSITY
11255 North Torrey Pines Road
La Jolla, California, 92037-1011

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

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

Readmission Procedures

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

International Students

Admission

Applicants who require a Certificate of Eligibility for Nonimmigrant (F-1) Student Status, Form I-20, should contact an international admissions advisor for information on special admission requirements. A non-refundable application fee of $100 is required for all international students. Prospective international students must establish means of financial support, provide official transcripts of previous education and establish English language proficiency.

Note: The University is required to maintain student records and to furnish the information to the Immigration and Naturalization Service upon request.

Transcript Evaluation

Official transcripts are required for issuance of an I-20. Transcripts from international institutions of higher education may require a credit recommendation by a recognized evaluation service selected by National University. Applicants are responsible for any required evaluation fees. The final decision on awarding credit is made by National University, which carefully considers the evaluation service's recommendations. Further information is available from the Office of the Registrar in San Diego.

Language Proficiency

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

1) Possessing a Baccalaureate or Masters degree from a U.S> college or university
2) TOEFL score of 525/197 for undergraduate students or 550/213 for graduate students taken within 12 months before beginning course work.
3) Completing National University's English Language Program in San Diego
   - International students who need English Proficiency are tested and placed in the appropriate class level.
   - English Language classes follow the University calendar and provide 100 hours of instruction per month
   - At the end of each month, the students are evaluated for promotion
   - TOEFL is not required for students who have completed ELP
   - Interested students should apply directly to:
     English Language Program
     NATIONAL UNIVERSITY
     4121 Camino del Rio South
     Suite 18
     San Diego, CA 92108

   - ELP also offers programs for students who want to study English language but do not plan to attend National University.
4) Students can also meet the English Language Proficiency requirements by satisfactorily completing the highest level of study at the following five language training institutions:
   1) ELS in locations throughout the United States and abroad (in California, ELS centers are in San Diego, Orange County, Santa Monica, San Francisco and Oakland) (Students must complete level 109 for undergraduate studies and level 112 for graduate studies)
   2) San Diego State University's "American Language Institute" – level 106 or pre-MBA program.
   3) San Jose State University's "Studies in American Language" – advanced level
   4) University of California at Davis' "International Training and Education Center" – advanced level
   5) Fresno International English Institute

For additional information regarding the English Language requirements, students should contact an international student advisor at (619) 563-7212 or 1 (800) NAT-UNIV, ext. 7212.

Test of English as a Foreign Language

Students can establish English language proficiency by a Test of English as a Foreign Language (TOEFL) taken within 12 months before beginning course work. Acceptable TOEFL scores are 525/213

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

Orientation for International Students

Orientation is sone one-on-one by an advisor before a student's first academic class. Orientation sessions introduce American culture and the San Diego and Southern California region. Other sessions introduce National University's intensive one-month format, academic policies and procedures, library and research facilities. Immigration regulations, auto and health insurance, banking and other topics of interest are also covered. During orientation, students have the opportunity to review and practice study skills that are necessary for academic success. Except for international students who possess a baccalaureate degree from a U. S. college or university, orientation is a non-credit program required for all students who have not completed English Language Programs University Preparation program.

Attendance Procedures

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

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

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

Tardiness to and early departure from classes accrue on a real-time equivalency, with the potential for a cumulative effect of absences.

Any dispute about attendance must be addressed by the student in writing to the Registrar's Office within thirty days of the posting of grades for the class. Once grades have been issued and credit awarded, neither the coursework nor the grade can be expunged from the student's record and tuition will not be refunded.

With instructor approval, students may be allowed to make up examinations or class assignments missed due to absence or

tardiness. Students must arrange to complete any make-up work with the instructor, in advance.

Course Substitutions

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

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

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

Course Withdrawal

The term "Withdrawal" applies to dropping one or all scheduled courses. Notifying the instructor of one's intent to withdraw is insufficient and will not constitute a withdrawal. To withdraw, the student must notify an admissions advisor in person or in writing. The effective date of withdrawal is the last date of actual attendance. Students withdrawing from one course while retaining their registration with the University should refer to the Withdrawal section under Grading System in this catalog.

Cancellation of Classes or Programs

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

Bar from Attendance

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

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

Withdrawal from the University

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

Students with Disabilities

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

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

The Office of Scholarships and Special Services
NATIONAL UNIVERSITY
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
Phone: (858) 642-8185

The California Relay Operator can be reached at 711.

Complaints Relating to Discrimination or Sexual Harassment

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

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

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

Grievance Procedures

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

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

> *Vice President for Student Services*
> NATIONAL UNIVERSITY
> 11255 North Torrey Pines Road
> La Jolla, CA 92037-1011
> Telephone: (858) 642-8024

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

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

Informal Procedures

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

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

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

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

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

Formal Procedures

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

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

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

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

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

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

C. Once the review panel is established:

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

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days of the panel's formation.

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

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

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

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

The panel will make every reasonable effort to forward its written findings to the Vice President for Student Services and to the parties within 7 days after the close of the hearing.

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

In the event disciplinary action is recommended, the Respondent will be entitled to fair process provided by University rules and regulations. Only when a complaint reaches the formal process and only if it is sustained will it be recorded in the Respondent's student or personnel file.

Appeal

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

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

Within 21 days following receipt of an appeal, the Provost and Vice President for Academic Affairs will render a final decision.

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

complaint procedures.

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

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

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

> *Office for Civil Rights*
> U.S. DEPARTMENT OF EDUCATION
> 50 United Nations Plaza, Room 239
> San Francisco, California 94102

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

Office for Student Affairs

The Student Relations Coordinator (SRC)

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

- Serving as an advisor who listens and identifies options to address the student's problem;
- Encouraging and assisting people to resolve their own conflicts. When requested, the SRC will intervene and work with all parties to resolve a dispute;
- Identifying personnel appropriate to handle a given problem, explain National University policies, connect people with University resources and explain how the University system works;
- Assisting when normal channels have failed to resolve students' problems or when there is not a well-defined channel to address the concern;
- Providing a confidential way to raise sensitive or very private concerns; and
- Providing feedback to the President, Board of Trustees, deans and other University officers about policies, practices and structure that regularly produce conflicts, problems and complaints.

Contact the Student Relations Coordinator

In deciding whether to initiate contact with the SRC, it is best to view this step as a last resort to be taken only when other approaches have failed. For many problems, a normal procedure or route of appeal can be found in the University rules or policies. Academic advisors, department chairpersons, deans and directors are all, by virtue of their office, experts at handling specific types of problems and should normally be consulted first. The SRC does not take sides, but

considers the rights and interests of all parties to a dispute with the aim of achieving a fair outcome. The SRC does not make, change, or set aside policies or decisions, but advocates for fairness. The SRC will not identify students or reveal their confidences without permission except when required by law. Conversations with the SRC may not be used in grievance or other formal proceedings. For help in identifying alternative courses of action please contact the Student Relations Coordinator:

Student Relations Coordinator
NATIONAL UNIVERSITY
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
(858) 642-8035
src@nu.edu

Student Discipline

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

Academic Dishonesty

Academic dishonesty includes cheating, plagiarism and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means. Below is a list of some of the forms academic dishonesty may take.
- Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- Submitting work previously submitted in another course without the consent of the instructor.
- Sitting for an examination by surrogate or acting as a surrogate.
- Representing the words, ideas, or work of another as one's own in any academic exercise.
- Conducting any act that defrauds the academic process.

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

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

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

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

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

Avoiding Plagiarism

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

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

Reasons for Probation, Suspension and Dismissal of Students

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

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University or its employees.
- Any action that would grossly violate the purpose of the University or the rights of those who comprise the University

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

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

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

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

Normally, the Judicial Officer will contact the student in writing informing the student of the charges in sufficient detail, including the time and place the alleged violation occurred and the penalty that would be appropriate if the student did in fact violate the policy. The student will be given the option of attending a hearing or waiving the hearing and accepting the penalty. Unless the student waives the hearing, disciplinary action is determined by a hearing committee. See Hearing and Appellate Procedures below.

Hearing Procedures

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

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

Hearing procedures include the following:
- A written or electronic record of the proceedings is maintained. The hearing is closed and members of the committee will take reasonable precautions to ensure that the proceedings remain confidential, unless disclosure is required by law. A scribe or technician may be present to record the minutes.
- The proceeding is not governed by formal rules of evidence or by trial-like procedures. The procedures are those used by reasonable persons conducting a serious proceeding. The chairperson rules on all procedural questions.
- The chairperson reads the charges or complaint to the committee.
- Each side presents its case.
- Members of the committee have the right to question any of the

parties or witnesses.
- Parties may be advised by legal counsel, but legal counsel may not be present during the hearing.
- The chairperson may terminate a party's right to address the committee if the party becomes abusive or persists in presenting irrelevant evidence or information.
- If either party fails to appear, the hearing will continue as if the absent party were present.
- After the hearing, the committee deliberates and renders a decision by simple majority based on a preponderance of the evidence. If the committee decides to impose a penalty, it specifies the disciplinary action to be imposed.
- The Judicial Officer and the committee chairperson send written notification of the committee's decision and of the right to appeal it.

Appellate Procedures

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

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

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

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

All documentation for all hearings will be kept on file.

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

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

Hearing Rights

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

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

Grade Appeals

Faculty members are vested with the authority to establish course requirements and standards of performance. It is the responsibility of faculty to articulate and communicate course requirements and standards of performance to students at the beginning of each course and apply all grading criteria uniformly and in a timely manner. Final grades submitted by faculty to the Registrar's Office are presumed to be accurate and final.

Grounds for a Grade Appeal

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

The Appeal Process

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

The student must submit a written appeal to the School Dean within 45 days of the end date of the course. The student must provide in writing relevant evidence pertinent to the above criteria in support of

the request for a grade appeal. If the evidence meets the criteria, the dean forwards the student's written statement to the instructor for a response, which the instructor must provide within 15 days. The dean then refers all documentation to the grade appeals committee.

Grade Appeals Committee

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

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

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

General Policies and Procedures

Non-Degree Students

A limited number of applicants are allowed to enroll as non-degree students. Non-degree student applicants must follow the usual admission procedures, establish academic qualifications to enter the courses desired and remit the customary tuition and fees. Admission as a non-degree student neither implies nor assures acceptance as a degree candidate. Non-degree students are permitted to enroll in no more than six courses (30 quarter units). Students requesting an exception must submit a statement to the Committee on the Application of Standards.

Auditing Courses

To audit a course, students must complete an admission application with an admissions advisor and register for the course. Approval is given on a space-available basis. Students auditing a course must pay the regular fees and tuition for the course and participate in class activities, but are not required to take examinations. No course credit is awarded to the student, nor is a permanent record maintained.

Visitors

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

Animals on Campus

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

Library Borrowing Privileges and Fines

All National University students, faculty and staff are eligible to borrow library materials. NULS library cards are required to borrow items and are available from the libraries at no charge. Online registration is also available through the library's Web site at www.nu.edu/library.

Policies and Procedures

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

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

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

Accelerated Study/Maximum Number of Units

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

1) Completed 13 quarter units at National University prior to the request
2) Maintained a 3.5 grade point average for undergraduates and a 3.7 for graduates
3) Completed all prior coursework with no outstanding grades of "Incomplete"
4) Maintained a current account balance, *i.e.*, the balance should not exceed the current month's tuition. Note: This requirement can be waived if the student has an approved financial aid packet in the Financial Aid Office or an approved company-reimbursement plan on file in the Student Business Services Office.
5) Demonstrated a compelling, exceptional need

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

Additional Considerations:

- With regard to summer intensive programs, students who wish to accelerate may take either a summer intensive course with an evening course or two summer intensive courses in the same month, provided that they meet the above criteria.
- Students in credential programs in the School of Education who have a GPA of 3.0 may take a regular evening course while doing student teaching, provided they meet the rest of the criteria for accelerated study. Students approved to accelerate their studies will be limited to register for two of the following courses concurrently while student teaching. For multiple subject: TED 621B, TED 622A, or TED 622B. For single subject: TED 625A, TED 625B, or TED 624.
- Approval to take more than 18 units in a quarter requires advance approval from the Committee on the Application of Standards. Under no circumstances are students approved to accelerate their studies every month.

Independent Study

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

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

1) The course must be approved for independent study
2) The student must be matriculated
3) The student must have completed 13 quarter units in residence with a grade point average of 3.0
4) The student must have no grades of "Incomplete" at time of application
5) The student must have no more than one other independent study at the current degree level
6) The student must have a current account balance

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

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

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

If the school dean approves the requested independent study, an approved instructor is assigned to prepare the terms of the contract. After the contract terms have been finalized, the student and the instructor sign the contract, which is then formally approved by the appropriate full-time faculty member and the school dean. The signed contract is forwarded to the Office of the Registrar for entry into the student's computer record and tracking.

Work on the independent study cannot begin until the student and the instructor have received their copies of the approved contract with all required signatures. The length of an independent study may range from 27 to 60 days.

Students who are not approved by the school dean to do an independent study are notified by the dean. Students may not withdraw from independent study contracts; however, an instructor may grant an extension if it seems warranted. If an instructor submits a grade of "Incomplete," the instructor must also notify the Office of the Registrar of the date of the extension. "Incompletes" not

removed before the time limit become permanent grades of "F." Standard tuition charges apply to independent studies.

Guided Study

Guided study is an individualized course that deals with material not covered in any approved catalog course. Guided study course numbers are XXX 490 or XXX 690. Students in guided study courses work independently under the guidance of an instructor. Guided studies follow the same approval process as independent studies and are available only to matriculated students in good standing. Requests should be made well in advance of the start of the guided study.

Special Study

Special study is a regularly scheduled course that, for administrative reasons, must be retitled, renumbered, or assigned a different number of units in order to meet the graduation requirements of an individual student. Special studies follow the same approval process as independent studies.

Change of Academic Program

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

Practica, Internships, & Residencies

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

- Standard tuition charges apply.
- Students who do not complete practica, internships, or residencies in the time allotted are issued a grade of "Incomplete." If students do not clear the "Incomplete" within the time specified, they can file for an extension with their professor, who in turn files the extension with the registrar's office. Students who fail to complete the course at the end of the extension receive the grade of "F" or "U." No second extension can be given.

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

Concurrent Enrollment at Other Institutions

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

1) Be matriculated and have a DARS Report or a Notice of Matriculation
2) Not exceed the maximum number of units authorized by the University for each term
3) Maintain a 2.0 grade point average in undergraduate studies or a 3.0 grade point average in graduate studies
4) Submit a "Request for Concurrent Enrollment" accompanied by a course description to the Office of the Registrar
5) Request that an official transcript be sent directly to the Office of the Registrar upon completion of the approved course(s)
6) Be in good financial standing
7) International students must complete 16 units prior to concurrent enrollment approval.

Student Records

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

Grade Reporting

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

Granting Credit

National University grants credits in quarter units and each course is normally 4.5 quarter units of credit. A course at the undergraduate

level requires 45 hours of classroom instruction. A course at the graduate level requires 40 hours of instruction. Courses that are less than 4.5 quarter units meet for the proportionate number of hours, unless otherwise stipulated. University policy for granting credit for previous related course work is discussed in the section governing the various degree programs.

Transcript Requests

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

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

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

Full-Time Student Status

Undergraduate students or post-baccalaureate students pursuing a credential must meet one of the following requirements to obtain "Full-Time Student Status:"

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

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

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

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

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

Transfer of Credits to Other Institutions

Each institution has policies that govern the acceptance of credit from other institutions. Accreditation by one of six regional accrediting associations is the normal and primary criterion for making such determinations. National University is accredited by the Western Association of Schools and Colleges (WASC). Generally, credits and degrees from National University have been accepted by transfer institutions. Students who are anticipating a transfer, or advanced studies, are encouraged to contact such institutions directly to determine how National University credits will relate to the requirements of those institutions.

Memorandum of Agreement

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

(SOC) Servicemembers Opportunity College Agreement

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

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

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

Approval for the Training of Veterans

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

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

Family Educational Rights and Privacy Act of 1974 (FERPA)

National University maintains all student records in accordance with the provisions of FERPA as amended. FERPA affords students certain rights with respect to their education records. They are:

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

> *Family Policy Compliance Office*
> U.S. DEPARTMENT OF EDUCATION
> 400 Maryland Avenue, SW
> Washington, DC 20202-4605.

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

- Name of student
- Date of birth
- Major field of study
- Dates of enrollment

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

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

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

Committee on the Application of Standards/Exceptions to Academic Regulations

Students can request an exception to a published University academic policy by submitting the request to the Committee on the Application of Standards. Students should make such a request through their admissions advisor. Students can request a special academic privilege in the same manner. Students must submit documentary evidence in support of each written request. Each case is decided upon its own merits and the decision of the committee is final and not subject to appeal, unless there is information pertinent to the outcome which was not available to the student at the time of the initial request. Any appeal to review a committee decision must include additional information and must be submitted in writing to the committee coordinator in the Office of the Registrar in order to be reconsidered by the Committee.

Finance Committee

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

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

Computer Lab Regulations

Computer labs are available at many University locations for use by students, faculty and staff. Lab assistants are available at each location to ensure availability and operability of computing resources and to ensure that the resources are used appropriately. By using any National University Computer Lab, students agree to comply with the computer and Internet access policy and additionally agree to follow the following regulations:

1) Students must sign in to use the facilities. They may be asked to show University identification.
2) Students may not install privately owned or acquired software on University computers. Software copyrights are strictly enforced. The Computer Software Policy provides complete details.

3) Students may not bring food or drink into the labs.
4) Students may use computing resources for University-related purposes only.
5) Students should minimize their use of lab printers. They should make multiple copies of large documents using a copy machine rather than the lab printer. The lab assistant has the right and responsibility to limit printing based on overall requirements.
6) When using computers with multimedia/speakers attached, students should adjust speaker volume in a manner that will not disturb other lab users.

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

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

Computer Software and E-mail Policies

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

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

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

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

Academic Information
for Undergraduate Degrees

Defining the Future of Higher Education

for Adult Learners

NATIONAL UNIVERSITY

Academic Information for Undergraduate Degrees

Familiarity With University Regulations

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

Admission

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

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

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

3) Applicants who have completed fewer than 90 quarter (60 semester) units of transferable college credit must have graduated from high school, passed a high school-level G.E.D. test (standard score for each section must be at least 40 with an overall score of 225), or received a Certificate of Proficiency from a State Department of Education to be granted admission on "Provisional Status." Students may not attend any courses at National University prior to proving that they graduated from high school.

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

5) Applicants must also:

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

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

Placement by Evaluation

Mathematics and English Evaluation

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

Students must take ACCUPLACER within 30 days of admission. Because this placement test is so important for academic success, students who do not take it within that time frame will be temporarily stopped from further attendance at the University until they do.

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

Mathematics Placement

Students who have met the highest mathematics requirement in their degree program can transfer credit for equivalent courses, if a grade of "C" or better was received. Students who are required to complete mathematics course work can transfer credit for equivalent courses, if a grade of "C" or better was received and the courses were completed within five years before beginning studies at National University. All other incoming undergraduate students are placed into AIME, unless they demonstrate the level of proficiency needed to enter required mathematics courses.

English Placement

Students who are required to complete English course work can transfer credit for equivalent courses, if a grade of "C" or better was received and the courses were completed within five years before beginning studies at National University. Proficiency at the level of ENG 100 is required to transfer in English course work over five years old. All other incoming undergraduate students are placed into AIME, unless they demonstrate the level of proficiency required to enter ENG 100.

Students with transferable units under five years old in collegiate mathematics or English whose scores indicate a need for AIME are recommended to take AIME before entering required courses.

The AIME (Assisted Instruction in Mathematics and English) Program

Program Purpose and Population Served

The Assisted Instruction in Mathematics and English (AIME) Program provides online and onsite developmental courses in mathematics and English that are augmented by teaching assistance with the purpose of broadening access to higher education. The program is designed to strengthen the basic skills of returning and adult students so that they have a greater chance of academic success in the undergraduate or graduate degree program of their choice.

Students may take the English and mathematics AIME courses simultaneously.
Note: Instructors may refer students who entered the university prior to Catalog 65 to take ACCUPLACER. If the placement scores of these students indicate a need for AIME, they are recommended to take the appropriate AIME course(s) concurrently with their program courses.

Academic Information for Undergraduate Degrees

Students are encouraged to move as rapidly as possible through the modules in order to expedite their entry into baccalaureate courses. On successful completion of AIME, students should enroll immediately in required program courses in mathematics and English.

Curriculum Requirements

The placement scores from ACCUPLACER determine the AIME courses students must take. Some students will take only English or Mathematics; others will take both. Students take only those modules within the courses for which the placement scores indicate a need. Students must pass required AIME courses with an "S" before completing the program.

There is an entrance fee of $295 for enrolling in either the AIME program for English or the AIME program for mathematics. Upon payment of the fee, students may take as many AIME courses as needed within that AIME series. AIME courses do not grant academic credit.

These courses are also offered onsite at the normal cost for an undergraduate course.

AIM 080 Assisted Instruction in English

A mandatory course for students whose placement scores indicate a need for review of writing essentials. Introductory course in the basics of sentences, paragraphs and essays to prepare students for ENG 100 Effective College English I. Taken by referral or placement. S/U grading only.

This is an online course with sixteen modules. Students are placed in the appropriate module based on the placement scores.

Modules 1 - 8	Basic Writing
Modules 9 - 16	Introduction to Composition

Students may progress through the series at their own pace, though the maximum time for each module is one week. Students who begin with Module 9 must complete the course within sixteen weeks; students who begin with Module 5 must finish within eight weeks. Students who score into Module 9 may request to begin on Module 1 and adjust their deadline to sixteen weeks.

AIM 090 Assisted Instruction in Mathematics

A mandatory course for students whose placement scores indicate a need for review of essentials in mathematics. Introductory course in the basics of mathematical concepts to prepare students for college-level mathematics. Beginning with arithmetic skills (real number representation and use, grouping symbols and word problems), the course progresses through basic algebra (methods of simplifying algebraic expressions, solving equations and inequalities, operations with exponents, monomials and polynomials and translating statements to symbols, analytic geometry, functions, sequences and series) and concludes with the fundamentals of two-dimensional geometry. Taken by referral or placement. S/U grading only.

This is an online course with 20 modules. Students are placed in the appropriate module based on the placement scores.

Modules 1 - 4	Pre-Algebra
Modules 5 - 8	Beginning Algebra I
Modules 9 - 12	Beginning Algebra II
Modules 13 - 16	Intermediate Algebra
Modules 17 - 20	Plane Geometry

Students may progress through the series at their own pace, though the maximum time for each module is two weeks. Students who begin with Module 1 must complete the course within forty weeks; students who begin with Module 17 must finish within eight weeks. Students may request to begin on an earlier module and adjust their deadlines accordingly. Students are encouraged to move as rapidly as possible through the modules in order to expedite their entry into baccalaureate courses. AIME courses grant 1.5 quarter units of continuing education credit.

Provisional Status Admission

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

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

Note: Students must complete the ACCUPLACER evaluation process in order to qualify for "Provisional Status."

Undergraduate Provisional Status

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

Matriculation

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

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

Academic Information for Undergraduate Degrees

Degree Audit Reporting System (DARS)

The Office of the Registrar is in the process of changing the method of matriculation and the form of the matriculation notice sent to students. The 'Notice of Matriculation' is being replaced by the automated Degree Audit Reporting System (DARS) Report. When students matriculate, a DARS Report is automatically mailed to their home. This report includes the following items:

- The coursework completed at National University

- The transfer coursework completed at other institutions matched with the requirements of the National University degree

- The coursework or other specific requirements that must still be completed

The report helps students, advisors and the University determine progress toward completion of program requirements and also serves as a graduation audit. As students progress through their degree requirements, they can request updated copies of the DARS report through the registrar's office.

Sources of Credit

Transfer Credit

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

In addition to credit earned at an accredited college or university, students may be given credit for certain non-collegiate learning experiences. All credit must relate to the level and content of the respective degree program. The following guidelines apply in allowing credit for previous education:

Collegiate

The maximum number of lower-division credits acceptable for transfer to an associate degree program is 59 quarter units (39 semester units). For a bachelor degree program, no more than 104 quarter units (69 semester units) are allowed.

The maximum number of upper-division credits acceptable for transfer is 41 quarter units (27 semester units). Exceptions to this policy are determined by the Committee on the Application of Standards. A total of 23 quarter units (15 semester units) may be accepted from the extension division of a regionally accredited university. Up to 9 quarter units (6 semester units) are allowed for correspondence courses from a regionally accredited institution. In either case, only credits that the previous institution accepts toward degree requirements are transferable.

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

Credits from institutions of collegiate level that are not regionally accredited may be rejected entirely, accepted wholly or in part, or accepted on a provisional basis to be validated by satisfactory course work in residence. Students who are accepted from such institutions on a provisional basis must petition for credit after completing 13 quarter units in residence with at least a 2.0 (C) average. To receive credit, students must forward petitions, an official transcript and a catalog from the originating institution to the Committee on the Application of Standards.

Non-collegiate

The maximum number of credits acceptable for non-collegiate learning is 54 quarter units (36 semester units) for an associate degree, with a cumulative total of 68 quarter units (45 semester units) for a baccalaureate degree. The credits may be from the following sources:

- A maximum of 45 quarter units (30 semester units) may be earned at the lower-division level by CLEP general examinations.
- No more than 23 quarter units (15 semester units) may be earned for:

1) CLEP subject exams
2) DANTES independent study/credit-by-examination courses
3) ACT PEP: Regents College Examinations
4) Credit recommended in the National Guide to Credit Recommendations for Non-Collegiate Courses (American Council on Education [ACE]) or the Directory of the National Program on Non-Collegiate Sponsored Instruction (PONSI).
5) Local, state and federal law enforcement training recommended by ACE or PONSI and such credit as is listed on a transcript from a regionally accredited college.

- A maximum of 23 quarter units (15 semester units) may be allowed for departmental examinations at National University.
- A maximum of 45 quarter units (30 semester units) may be allowed for military experience and military schools that have been evaluated by ACE.
- A maximum of 45 quarter units (30 semester units) of lower-division credit may be allowed for clinical courses for a registered nurse who is a graduate of a three-year hospital nursing school. Up to 23 quarter units (15 semester units) of additional lower-division credit may be granted for academically equivalent coursework.
- Students may not take the CLEP Foreign Language exam if the subject is their native language.

Credit by Examination

CLEP College Level Examination Program

General Examinations
The University awards credit for successful completion of CLEP general examinations to meet general education requirements. The mathematics general examination does not earn credit for any specific general education mathematics requirement. Therefore, it is recommended that students complete the mathematics evaluation prior to taking the mathematics CLEP exam. English CLEP completed over five years ago will not be transferred without ACCUPLACER proficiency at the ENG100 level. Students must complete the CLEP general examination(s) within six months of the date of matriculation. Students who want to take the CLEP general

examinations after that six-month period should submit a request for extension to the Committee on the Application of Standards.

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

CLEP Subject Examinations

Credit for successful completion of CLEP subject examinations can be applied to meet general education, preparation for the major, or general lower-division elective credit. With the exception of the French, German, Spanish and Introduction to Accounting examinations, 4.5 quarter units of credit are awarded for each subject examination passed according to ACE guidelines. The French, German, or Spanish language examinations can award up to 18 quarter units and Introduction to Accounting can award up to 9 quarter units of credit. The total number of units awarded for CLEP subject exams cannot exceed 23 quarter units(15 semester units).

CLEP GENERAL EXAMINATION

English Composition	General Education Area A Category 1 &2 - Writing (9 quarter units required)
Natural Science	General Education Area B Category 1 - Natural Science (4.5 quarter units required)
Humanities	General Education Area C Humanities, Literature and Fine Arts (9 quarter units required)
Social Science	General Education Area D Social and Behavioral Sciences (9 quarter units required)

DANTES Defense Activity for Non-Traditional Education Support

DANTES Subject Standardized Tests (DSSTs) demonstrate college-level learning acquired outside of the college classroom. The tests cover material usually taught in one-semester or one-year, post-secondary courses. Credit for successful completion of DSSTs can be applied toward general education, preparation for the major, or general elective credit. Most tests grant three semester units (4.5 quarter units) of credit. The total number of units awarded for subject exams cannot exceed 23 quarter units (15 semester units).

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

Advanced Placement Exams

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

ACT PEP Regents College Examinations

assess college level competence acquired in non-campus settings in more than 40 arts and sciences, business, education and nursing subjects. Credit for successful completion of an ACT PEP/RCE examination can be applied toward general education, preparation for the major, or general lower-division elective credit. Most examinations are for three or six semester units (4.5 or 9 quarter units) of credit. The total number of units awarded for subject exams cannot exceed 23 quarter units(15 semester units).

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

National University Departmental Examinations

Currently enrolled students can obtain credit for undergraduate courses by departmental examination when training or experience appear to provide a proficiency in the subject matter of an approved course. Only a limited number of courses are approved for credit-by-examination. Students cannot challenge courses that are in the same area as an advanced course taken at National University. Students can obtain applications for credit-by-examination from their advisors. Students must submit their petitions after they are matriculated at the University and before they complete their ninth course. Approval must be granted by the Office of the Registrar and the students must pay a $100.00 fee to the business office. Students must take the examination within 30 days following the approval.

All credit-by-examination must support the objectives of the student's degree program and cannot exceed 14 quarter units in an associate degree program or 23 quarter units in a bachelor degree program, including credits earned toward an associate's degree. Of the 23 quarter units permitted in a bachelor's degree, 14 may consist of departmental examinations to replace lower-division work and 9 quarter units to replace upper-division work, or vice versa. Students can earn no more than 9 quarter units in their major or minor by departmental examination. All grades are final. Students cannot repeat a credit-by-examination if a previous attempt was unsuccessful.

Credit from departmental examination is counted toward graduation, but no grade points are assigned or included in calculating grade point averages nor is the credit used to meet residence requirements. Any credit awarded is listed on an official transcript only after a student has completed at least one course toward the degree being earned at National University.

Credit Granted for Military Education

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

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

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

Course Waivers and Challenge Exams

Waiver Based on Prior Training or Experience

Occasionally, students may request to waive a course based on previous training or experience. If the student can demonstrate mastery of a subject, the department chair must submit a recommendation to the Committee on the Application of Standards to allow the student to waive the particular course.

A course waived by the Committee on the Application of Standards

Academic Information for Undergraduate Degrees

exempts a student from that course. Units are not awarded for a waived course, so the student may need to take a different course in its place in order to meet the overall unit requirement for the degree.

Challenge by Examination

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

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

Grades and Grading System

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

Definition of Grades

A   **Outstanding Achievement**
Significantly Exceeds Standards

B   **Commendable Achievement**
Exceeds Standards

C   **Acceptable Achievement**
Meets Standards

D   **Marginal Achievement**
Below Standards

F   **Failing**

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

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

U   **Unsatisfactory**
A permanent grade indicating that a credit attempt was not acceptable. An "Unsatisfactory" grade merits no grade points and is not computed in the grade point average. This grade is assigned for unsatisfactory work in field experience courses.

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

S   **Satisfactory**
Credit is granted but no grade points are assigned. This is a grade assigned for satisfactory work in credit-by-examination and field experience courses.

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

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

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

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

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

Plus/Minus Grading

Instructors at National University have the option of using a plus/minus grading system. They must clearly state in their course outline whether or not they will exercise this option. The grades of A+, F+ and F- are not issued. In the plus/minus system, the grade points per credit used in the calculation of the grade point average are as follows:

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

Grade Point Average Requirements

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

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

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

Academic Information for Undergraduate Degrees

Computing Grade Point Averages

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

Satisfactory Academic Progress

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

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

Academic Probation

Students whose scholarship falls below 2.0 for coursework taken at National University are placed on academic probation. They are allowed six courses to improve their GPA to 2.0, provided there are no further grades of "C-" or below. A grade of "C-" or below will result in immediate disqualification. Students on probation are given up to twelve months to complete the six courses. The twelve-month period begins upon the completion date of the course in which the GPA fell below 2.0. Students placed on academic probation are removed from this status when they have improved their GPAs to 2.0 or better.

Academic Dismissal and Reinstatement

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

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

Incomplete Interrupt and Reinstatement

Students who receive three "Incompletes" are placed on probation and their attendance is interrupted until all three "Incompletes" have been removed.

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

Repetition of Courses and Grade Changes

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

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

All grades are final. Students will not be allowed to complete additional work after the final grade has been assigned or to repeat examinations in order to improve a grade. Students may request a review of their records if the possibility of a clerical or computational error exists. (See "Grade Appeals.")

Second Degree from National University

A second degree from National University can be granted if all course and residence requirements for the second degree have been met. Completion of an additional minor within the same degree major does not qualify for a second degree. The number of courses for a second degree varies, but at least 45 quarter units must be completed in residence in the new degree program.

Note Exception: A B.A. in Behavioral Science degree cannot be earned after a B.A. in Psychology degree has been earned. Similarly, a B.A. in Interdisciplinary Studies with a Multiple Subject Equivalency cannot be earned after a B.A. in Interdisciplinary Studies.

National University Memorial Degree

Since the University was founded in 1971, there have been several occasions when students have died before they were able to complete their degree studies. If it is requested by a student's family, the board of trustees will award posthumously a memorial degree in the field of the student's area and level of study, as long as the student was in good standing at the University. A family member may contact the University Registrar at (858) 642-8265.

Graduation Requirements for Undergraduate Degrees

The policies and procedures in this "Graduation Requirements" section are applicable to first-time students enrolling under the 2003 Catalog, Volume 66, provided that actual coursework begins within 12 months of the date of application. Departments may require that specific academic requirements be met within seven years of granting an undergraduate degree. Students who have not satisfactorily completed a course during a 12-month period must follow the requirements of the catalog in effect at the time of re-enrollment.

The effective date of this catalog is September 1, 2002.

Students who change their major or minor after being matriculated must follow the major and minor requirements in effect at the time of such change.

Students can elect to change to the current catalog; however, they must meet all prerequisites and requirements for general education, majors, minors and areas of specialization in the current catalog. They cannot combine requirements from their previous catalog with those in the current catalog.

Academic Information for Undergraduate Degrees

Students who are disqualified and subsequently attend the University after an absence of 12 months are subject to the requirements of the catalog in effect at the time they re-enroll in the University.

Unit Requirements

Total Number of Units
The minimum number of units required to earn an associate degree is 90 quarter units.

The minimum number of units required to earn a B.A., B.S., B.S.N., or B.B.A. degree is 180 quarter units. Depending upon the selection of a minor and the need to complete developmental or skill courses prerequisite to general education or preparation for the major courses, some students may be required to complete more than 180 quarter units for their degree.

Upper-Division Units

The total number of upper-division units required for a bachelor's degree is 76 quarter units (17 courses). Upper-division courses are numbered 300 through 599.
Residency Requirements

To qualify for a certificate, students must complete two-thirds of the program at National University.

To qualify for an associate degree, students must complete a minimum of 31 quarter units at National University, including the general education residency course.

To qualify for a bachelor's degree, students must complete each of the following requirements at National University:

- A minimum of 45 quarter units, at least 36 units of which must be in upper-division courses (numbered 300 - 599)

- At least half of the upper-division units required for the major

- At least two-thirds of the upper-division units required for the minor or concentration if a student has selected a minor or concentration

Courses taken through Continuing Education and units earned through credit-by-examination do not apply to these requirements.

General Education Requirements

The general education curriculum furnishes students with the basic knowledge necessary to pursue any degree program. Students who fulfill the curriculum gain a strong interdisciplinary liberal arts framework geared toward problem solving. This emphasis promotes self-directed research in many academic areas that have traditionally been kept separate.

The general education program consists of a minimum of 69 quarter units. Of the 69 units, students must complete at least 4.5 units at the upper division level, 4.5 units in diversity enriched course work and 4.5 units that meet the residency requirement outlined below. All undergraduate students working toward any associate or bachelor's degree must meet the University diversity and general education residency requirement.

National University has general education requirements in the following seven areas:

AREA A: ENGLISH COMMUNICATION
(minimum 18 quarter units)

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING
(minimum 4..5 quarter units)

AREA C: INFORMATION LITERACY
(minimum 4.5 quarter units)

AREA D: ARTS AND HUMANITIES
(minimum 13.5 quarter units)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(minimum 6 quarter units required *[Note: one science lab is required]*)

AREA G: MODERN LANGUAGE
(minimum 9 quarter units)
(Competency testing in any contemporary second language waives this requirement. Students who pass competency testing will take an additional 9 hours General Education electives, see below)

Courses taken to achieve minimum levels of collegiate-level competency in the areas of writing and mathematical concepts and systems do not satisfy any portion of the general education requirement.

Major and Minor Requirements

Preparation for the Major

Every major requires a set of introductory and/or skills courses designed to prepare students for upper-division study. Many courses taken for this purpose can also be used to satisfy general education requirements.

Major

Students must complete a departmental major for each bachelor of arts or bachelor of science degree. Most majors consist of an integrated area of specialized study at the upper-division level and consist of at least nine courses, which total 40 quarter units.

Courses taken in the major or in satisfaction of the major cannot be used to meet requirements in a minor or in general education, with the exception of the general education residency requirements.

To receive an Associate of Arts (A.A.), a Bachelor of Science in Liberal Studies, or a Bachelor of Business Administration (B.B.A.) degree, students are not required to complete a major or minor. The required upper-division courses for the B.B.A. cannot be used to meet requirements in a minor or in general education. At least half of the required upper-division courses for the B.B.A. must be completed in residence. Units earned through credit-by-examination do not satisfy residency requirements.

Minor

Students can take any minor with any B.S., B.A., or B.B.A. degree program regardless of their discipline or school if they have met the entry requirements and prerequisites and if the particular

combination being requested has not been duplicated by the major or specifically prohibited by the B.A., B.S., or B.B.A. program.

Completion of a minor is not required. A minor consists of a minimum of six upper-division courses that total at least 27 quarter units, unless otherwise indicated. Courses in the minor do not count toward the major, but can be used to satisfy preparation for the major and general education requirements. At least two-thirds of the units in the minor must be completed in residence. Units earned through credit-by-examination do not satisfy residency requirements.

Application for Graduation

Graduation is not automatic upon the completion of degree requirements. Students must file an application in the Office of the Registrar within the designated application period for degree posting. A $100 processing fee is required at the time of application. Requirements for graduation include:

a. Satisfactory completion of one of the regular curricula of study leading to a degree with a minimum overall grade point average of 2.0 and a grade point average of 2.0 for all courses completed in satisfaction of major and minor requirements, unless otherwise specified.

b. Settlement of all financial obligations with the University

Graduation with Honors

Graduation with honors is available to students whose academic record indicates superior achievement. Earned honors are noted on diplomas and official University transcripts.

Honors for associate and bachelor's degrees are determined only for courses taken at National University. Prerequisite courses that were required by matriculation are included in the calculation of the grade point average. Honors are awarded according to the following grade point averages:

Summa Cum Laude	3.90
Magna Cum Laude	3.70
Cum Laude	3.50

Only those students who complete 45 quarter units or more in residence in their program are considered for honors awards.

Degree Conferral

Degrees are conferred and posted to transcripts after the close of each academic quarter, specifically on the third Sunday in January, April, July and October. Diplomas are mailed following degree posting.

Annual commencement exercises are held in San Diego for the San Diego and Southern regions and in Sacramento for the Northern region. Detailed information with specific instructions regarding the commencement exercises is mailed to eligible students prior to each ceremony date.

Dates for commencement exercises in 2003 are:
Sunday, June 1, Sacramento
Sunday, June 29, San Diego

Academic Information for Graduate Degrees

Defining the Future of Higher Education

for Adult Learners

Academic Information for Graduate Degrees

Familiarity With University Regulations

Upon execution of the enrollment agreement, students acknowledge receipt of the current catalog and agree to abide by the policies, rules and regulations of the University. When Internet students check the box on the online enrollment agreement constituting a virtual signature, they acknowledge that they are bound by the policies, rules and regulations of the University, which can be found in the catalog at its Web site www.nu.edu. Included in this publication are academic standards and a listing of the courses required for graduation. Students are responsible for meeting the published requirements of their programs. Ignorance of or lack of familiarity with this information does not serve as an excuse for noncompliance or infractions. The University provides assistance in the form of academic advising; however, the decisions made as a result of this process are those of the students.

Admission

In addition to the general admission requirements, applicants for admission to a master's degree program must:

1) Hold a bachelor's degree or higher from a regionally accredited college or university where an overall grade point average of 2.5 or better was achieved, or where a grade point average of 2.75 or higher was achieved in the last 90 quarter units.

Students with a grade point average of 2.0 to 2.49 may be admitted to the University if they have a satisfactory score on one of the following tests:

550 on the Graduate Management Admission Test
480 (verbal) and 570 (quantitative) the Graduate Record Examination
48 on the Miller Analogies Test
An approved, standardized program-specific exam

(note: National University's College Board Institutional Code = 4557)

Alternatively, students with an undergraduate grade point average of 2.0 to 2.49 may be admitted to National University if they have successfully completed 12 quarter units of graduate coursework with grades of "B" or better at a regionally accredited institution.

Finally, students with an undergraduate grade point average of 2.0 to 2.49 may be admitted to National University on probationary "Master/Credential Provisional" status and are permitted to take 13 units of graduate level coursework. If this coursework is completed with grades of "B" or better, the student is removed from probationary status and becomes eligible for admission to the desired academic program.

2) Present preliminary documentation of prior education at the required interview with an admission advisor. Unofficial transcripts are acceptable.
3) Complete an application for admission.
4) Execute an enrollment agreement.
5) Remit an application fee of $60.
6) Complete program admission process. Any exceptions to the above admissions requirements must be considered by the Committee on the Application of Standards.

All graduate and post-baccalaureate applicants, regardless of citizenship, whose preparatory education was principally in a language other than English, must demonstrate competence in English. Those who do not possess a bachelor's degree from a post-secondary institution where English is the language of instruction are encouraged to take the English ACCUPLACER evaluation as part of the admissions process.

The English ACCUPLACER evaluation for graduate students is advisory only and does not delay the admissions process. The results of the English evaluation are printed immediately and a copy is provided to the student. Based on the student's score on the evaluation, the admissions advisor recommends appropriate English courses.

Provisional Status Admission

Students who want to be admitted to a credential or master's degree program when official transcripts are not immediately available can be admitted on "Provisional Status." Students are responsible for obtaining from the college or university where they earned their baccalaureate degree an official transcript in a sealed envelope. The sealed transcript is to be sent to the Office of the Registrar of National University in a prepaid envelope provided by admissions advisors. When the Office of the Registrar receives official documentation, it considers students for eligibility.

Graduate and credential students may complete three courses on "Provisional Status" to provide time for receipt of official transcripts. If the Office of the Registrar does not receive the required documentation within three months of the start of the first class, the students must temporarily interrupt studies until all official documents are received. Coursework completed satisfactorily while on "Provisional Status" counts toward graduation if it is consistent with specific degree program requirements.

"Master/Credential Provisional"

"Master/Credential Provisional" is a probationary status for students whose undergraduate GPA was 2.0 to 2.49. Students admitted on "Master/Credential Provisional" status are ineligible for official enrollment and will not be processed for financial aid until they have completed 13 quarter units of graduate study with a grade of "B" or above. Students who receive a grade below "B" during the first 13 quarter units are placed on "Enrollment Interrupt." They are barred from further attendance and must apply to Committee on the Application of Standards to be considered for reinstatement.

Degree Audit Reporting System (DARS)

When eligibility for admission to a master's or credential program has been determined, a DARS Report is automatically mailed to the student. This report lists the coursework and other requirements that remain for completion of the program. In the case of an entering master's or credential student, it will list the entire program. As the student progresses through the program, the report will show coursework already completed and the coursework remaining to be completed. The report helps students, advisors and the University determine progress toward completion of program requirements and also serves as a graduation check. As students progress through their degree requirements, they can request updated copies of the DARS report through their advisor or through the Web.

Academic Information for Graduate Degrees

Credit

Unit Transfer Limit

Students can transfer a maximum of 13.5 quarter units at the graduate level from a regionally accredited institution, provided the units have not been used to satisfy the requirements of an awarded degree. All transfer units must be designated as graduate work in which a grade of "B" (3.0) or better was earned. Students who believe that they have taken coursework elsewhere that is applicable to their current program may submit one of the online Course Equivalency Forms, available at www.nu.edu/mynu. Students with coursework which applies toward a credential should use the online Pre-Approved Credential Coursework Equivalency Form. For all other coursework, students should see a credential analyst, admissions advisor, or faculty member to submit an Open Equivalency Form. Master's students are responsible for providing the Office of the Registrar an official transcript showing the coursework before the transfer or waiver will be processed.

Time Limit

Coursework that is more than seven years old cannot be transferred into post-baccalaureate credential or degree programs. Similarly, coursework completed at National University more than seven year ago cannot be applied to post-baccalaureate credential or degree programs for re-enrolling students. Outdated courses must be repeated, or, with the approval of the school dean, a more recent, suitable course may be substituted. The Committee on the Application of Standards governs all exceptions.

Course Waivers

When a student has acquired mastery of a subject through a concentration of undergraduate courses, or through considerable experience or training, lead faculty can recommend to the school dean that a course be waived. To make such a recommendation, the lead faculty must submit an electronic Coursework Transfer/Waiver Form to the dean. If the dean approves the course waiver, it is forwarded to the Office of the Registrar for final review. If the course waiver is approved, the student is exempt from the course. Units are not awarded for waived courses, so students must still meet the unit requirement for the degree.

English and Mathematics Evaluations

National University encourages new graduate students to complete the English and math ACCUPLACER evaluations. These evaluations are not required, but are recommended because they are excellent tools for assessing written communication and quantitative levels of proficiency. The ACCUPLACER evaluations are computer-based and the results are confidential. If desired, the staff of the Learning Resource Center will review evaluation results with students and recommend sources of review material.

Challenge by Examination

Students enrolled in the MBA program in the School of Business and Information Management (SOBIM) have the option to test out of the following prerequisite courses: BUS 500A, 500B, 500C, 501A and 501B. Students in the School of Education have the option to test out of EDT 608. In order to test out of these courses, students must follow the same procedures as outlined in Academic Information for Undergraduate Degrees under the heading "Credit by Examination." The fee for each challenge exam is $50 and no credit is awarded. Contact and advisor or a local SOBT representative for more information.

Credit-by-examination is not allowed at the graduate level.

Grading System

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

A   **Outstanding Achievement**

B   **Commendable Achievement**

C   **Marginal Achievement**

D   **Unsatisfactory Achievement**

F   **Failing**

I   **Incomplete**
A grade given when a student who has completed at least two-thirds of the course class sessions is unable to complete the course requirements due to uncontrollable and unforeseen circumstances. The student must convey (preferably in writing) these circumstances to the instructor prior to the final day of the course. If the instructor decides that an "Incomplete" is warranted, the instructor must convey the conditions for removal of the Incomplete to the student in writing. A copy must also be placed on file with the Office of the Registrar until the Incomplete is removed or the time limit for removal has passed. An "Incomplete" is not assigned if the only way a student can make up the work is to attend a major portion of the class when next offered. An "Incomplete" must be removed no later than the second complete quarter following the original course completion date, but may be for a shorter period at the discretion of the instructor. An "Incomplete" not removed within the stipulated time becomes an "F." No grade points are assigned. The "F" is calculated in the grade point average.

U   **Unsatisfactory**
A permanent grade given indicating that a credit attempt was not acceptable. An "Unsatisfactory" grade merits no grade points and is not computed in the grade point average. This grade is assigned for unsatisfactory work in practica, residencies and field experience courses.

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

S   **Satisfactory**
Credit is granted and no grade points are assigned. This is a grade assigned for satisfactory work in practica, residencies and field experience courses.

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

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

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

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

Academic Information for Graduate Degrees

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

Plus/Minus Grading

Instructors at National University have the option of using a plus/minus grading system. They must clearly state in their course outline whether or not they will exercise this option. The grades of A+, F+ and F- are not issued. In the plus/minus system, the grade points per credit used in the calculation of the grade point average are as follows:

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

Repetition of Courses and Grade Changes

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

A course in which a "B" grade has been earned cannot be repeated.

All grades are final. Students will not be allowed to complete additional work after the final grade has been assigned or to repeat examinations in order to improve a grade. Students may request a review of their records if the possibility of a clerical or computational error exists. (See "Grade Appeals.")

Computing Grade Point Averages

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

Satisfactory Academic Progress

Students must maintain an overall grade point average of 3.0 for all graduate work. To meet the requirements for graduation, students must also maintain a 3.0 grade point average for their field of study and area of specialization. If the required grade point average is not maintained within an area of specialization, that emphasis is not included within the degree title. Students who receive a "D" or "F"

grade in a required course must repeat the course in the following quarter and receive a passing grade. Students who receive a "D" or "F" in an elective course work may submit a written petition to the Committee on the Application of Standards to substitute another course.

Grade Warning

Graduate students who receive two grades of "D+" or lower are placed on a status of grade warning and are notified that a third such grade will result in academic dismissal.

Probation

Academic Probation Students whose scholarship falls below a "B" average (3.0) for work taken at National University are placed on academic probation. Students are allowed three courses to improve their grade point average to the required 3.0, provided there are no further grades of "B-," "C," "D," or "F." Students are given six months to complete the three courses. The six-month period begins upon the completion date of the last course in which the student's grade point average fell below the required 3.0 standard.

Incomplete Interrupt Probation Students who receive three "Incompletes" are placed on probation and their attendance is interrupted until all three "Incompletes" have been removed. If all three "Incompletes" become grades of "F," students are academically dismissed from the University and are ineligible for reinstatement to graduate status.

Removal from Probation

Students placed on probation are removed from probation when they have improved their grade point average to "B" (3.0) or better.

Students placed on incomplete-interrupt probation due to three "Incompletes" are removed from probation and allowed to continue enrollment when final grades have been received for all "Incomplete" coursework and all other requirements have been met.

Satisfactory grades received while on probation count toward fulfillment of degree requirements.

Disqualification

Students placed on academic probation whose scholarship continues to fall below a "B" average at the end of the three-course allowance (or whose total grade points remain ten grade points or more below a "B" average) are disqualified from further attendance. Only coursework taken at National University is used in determining the deficiency.

Disqualified students cannot attend National University for the next six months. After a six-month leave from the University, students can apply for reinstatement. Students who believe they have been unjustifiably disqualified can petition the Committee on the Application of Standards and request a reconsideration of the disqualification. In the petition, the students must identify any extenuating circumstances that led to disqualification (*e.g.*, serious illness, death in immediate family).

Reinstatement

To be reinstated, disqualified students must petition the Committee on the Application of Standards. Students readmitted to the University from disqualification are placed on permanent probation.

Academic Information for Graduate Degrees

Academic Dismissal

Graduate students who receive two grades of "D" or "F" are placed on grade warning status. Graduate Students who receive three grades of "D+"or lower are academically dismissed and are ineligible for reinstatement. Students who believe they have been unjustifiably dismissed can appeal to the Committee on the Application of Standards and request a reconsideration of the dismissal.

Graduate students who were disqualified from and reinstated to their academic program on a status of permanent probation, must earn grades of "B" or better in their remaining coursework. Any grade of "B-" or less will result in academic dismissal and render students ineligible for reinstatement to graduate status.

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

Second Degree from National University

Students can obtain a second master's degree from National University if they have met all course and residence requirements for the second degree. Completion of an additional area of specialization within the same degree does not qualify for a second degree. The number of courses required for a second degree varies, but at least 40 quarter units must be completed in residence in the new degree program. Units earned toward the first master's degree cannot be applied toward the second.

Note: An M.A. in Human Behavior cannot be earned after an M.A. in Counseling Psychology degree has been earned.

Graduation Requirements for Graduate Degrees

The policies and procedures in this "Graduation Requirements" section are applicable to first-time students enrolling under the 2003 Catalog, Volume 66, if actual course work begins within 12 months of the date of application and if graduation occurs within four years. Students who have not satisfactorily completed a course over a 12-month period following application must follow the requirements of the catalog in effect at the time of re-enrollment.

The effective date of this catalog is September 1, 2002.

Students who change their field of study or area of specialization after matriculation must follow the field of study or area of specialization in effect at the time of such change.

Students can elect to change to the catalog in effect the year in which they graduate. Students who select this option must meet all prerequisites and requirements for the field of study and/or area of specialization in the current catalog. Students cannot combine elements from their previous catalog with those in the current catalog.

Students who are disqualified and subsequently attend the University after an absence of 12 months are subject to the requirements of the catalog in effect at the time they re-enroll in the University.

Field of Study and Area of Specialization Requirements

Each master's degree has been structured to delineate the program prerequisites, field of study, areas of specialization and electives that constitute the requirements for the degree. Each degree has a designated field of study that consists of at least six courses, which total at least 27 quarter units. Not all degrees have areas of specialization.

Unit and Residency Requirements

Graduate degrees require the completion of 54-94 quarter units. Students must earn a minimum of 40 quarter units at National University and must complete half of the field of study and three-fourths of the area of specialization in residence.

Graduate courses are numbered 600 - 699.

Courses numbered 500-599 may grant graduate credit if specified by the requirements of the degree program.

Students in certificate programs must complete two-thirds of the coursework at National University.

All transfer credit must relate to the content of the respective degree program.

Application for Graduation

Graduation is not automatic upon the completion of degree requirements. Students must file an application in the Office of the Registrar within the designated application period for degree posting. Students must pay a $100 processing fee at the time of application. Requirements for graduation include:

1} Satisfactory completion of one of the regular curricula of study leading to a degree with a minimum grade point average of 3.0. Students must complete all course work in satisfaction of their field of study or area of specialization.

2) Settlement of all financial obligations with the University.

Graduate students whose grade point average is in the upper five percent of the graduating class within their school graduate "With Distinction." Prerequisite courses at the undergraduate level that were required by matriculation are not included in the calculation of the grade point average for graduate honors.

Earned honors are noted on diplomas and official University transcripts. Only students who complete 45 quarter units or more of their programs in residence are considered for honor awards.

Degree Conferral

Degrees are conferred and posted to transcripts after the close of each academic quarter, specifically on the third Sunday in January, April, July and October. Diplomas are mailed following degree conferral.

Commencement exercises are held in San Diego and Sacramento annually. Detailed information with specific instructions regarding the commencement exercises is mailed to eligible students prior to each ceremony date.

Dates for commencement exercises in 2003 are:
Sunday, June 1, Sacramento
Sunday, June 29, San Diego

General Education

Defining the Future of Higher Education

for Adult Learners

General Education

Faculty Advisor: Alice Scharper • (530) 226-4003 • ascharpe@nu.edu

The general education program promotes the intellectual growth of all students in National University's undergraduate degree programs. The general education curriculum assumes that undergraduates will not concentrate on a major field of study until they have completed a thorough general education program that is writing-intensive and addresses the cultural diversity of contemporary society.

Students in the general education program are advised to focus on writing and speech communication first. Students are then counseled to explore mathematical and other formal systems to develop abstract reasoning abilities and are required to take a course in informational literacy and report writing. Finally, all students are required to have a significant exposure to the natural sciences, the humanities and fine arts and the social and behavioral sciences and modern language. Many of these courses include an examination of the human condition in a multicultural society.

The general education program has six major educational goals:

1) To provide students with a rigorous academic liberal arts foundation to prepare them for their majors
2) To assist students in correlating their undergraduate education and their career goals
3) To promote the critical thinking, reading and writing skills necessary for success in a complex and rapidly changing world
4) To increase respect for and awareness of diverse peoples and cultures
5) To provide an interdisciplinary education through a variety of intellectual models that advance competing critical points of view and address professional and social problems
6) To include access to information technology and public access databases within the context of course research

The general education curriculum emphasizes communications, mathematics and sciences, humanities and social/behavior sciences. Thus, the curriculum provides coherence to undergraduate education, affording the student the opportunity to:

1) Apply skills and concepts developed in general education courses to challenges and tasks presented in their upper division major courses
2) Apply skills and concepts developed in the general education courses to challenges and tasks presented in their future profession
3) Demonstrate critical thinking, reading and writing skills appropriate to upper division college work
4) Demonstrate awareness of how diverse peoples and cultures have interacted in the past and interact in our contemporary world
5) Demonstrate critical awareness of different approaches, methods and assumptions of different academic disciplines and how these are applied to professional and social problems
6) Access, evaluate and use information gathered through a variety of resources and technologies in developing research projects and presentations.

The general education curriculum furnishes students with the basic knowledge necessary to pursue any degree program. Students who fulfill the curriculum gain a strong interdisciplinary liberal arts framework geared toward problem solving. This emphasis promotes self-directed research in many academic areas that have traditionally been kept separate.

General Education Program Requirements

The general education program consists of a minimum of 70 quarter units. Of the 70 units, students must complete at least 4.5 units at the upper division level and 4.5 units in diversity enriched course work. A plus [+] indicates a diversity enriched offering. All undergraduate students working toward any associate or bachelor's degree must meet the University diversity requirement.

National University has general education requirements in the following seven areas:

AREA A: ENGLISH COMMUNICATION
(minimum 15 quarter units)

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING
(minimum 4.5 quarter units)

AREA C: INFORMATION LITERACY
(minimum 4.5 quarter units)

AREA D: ARTS AND HUMANITIES
(minimum 13.5 quarter units)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(minimum 6 quarter units required *[Note: one science lab is required]*)

AREA G: MODERN LANGUAGE
(minimum 9 quarter units)
(Competency testing in any contemporary second language waives this requirement. Students who pass competency testing will take an additional 9 hours General Education electives, see below)

AREA A-G: GENERAL EDUCATION
(minimum 4.5 quarter units)

Courses taken to achieve minimum levels of collegiate-level competency in the areas of writing and mathematical concepts and systems do not satisfy any portion of the general education requirement.

Approved Courses

AREA A: ENGLISH COMMUNICATION
(15 quarter units required)

CATEGORY 1
Writing (10.5 quarter units required)

ENG 100   Effective College English I (3.0 quarter units)
          (Prerequisite: Placement Exam)
ENG 101   Effective College English II (3.0 quarter units)
          (Prerequisite: ENG 100 or Placement Exam)
ENG 240   Advanced Composition
          (Prerequisite: ENG 101)
          (No 300-level English course may fulfill this requirement)

CATEGORY 2
Speech and Communications (4.5 quarter units required)

COM 100   Introduction to Communications
COM 200   Effective Communication

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING
(minimum 4.5 quarter units)

MTH 204   Mathematics for Business and Social Sciences
          (Prerequisite: Placement Evaluation)
MTH 209A Structure and Concepts of Mathematical Fundamentals I
          (Prerequisite: Placement Evaluation)
MTH 210   Introduction to Probability and Statistics
          (Prerequisite: Placement Evaluation)
MTH 215   College Algebra and Trigonometry
          (Accelerated Course)
          (Prerequisite: Placement Evaluation)
MTH 216A College Algebra and Trigonometry I (3 quarter units
          (Prerequisite: Placement Evaluation)
MTH 216B College Algebra and Trigonometry II (3 quarter units)
          (Prerequisite: MTH 216A)
MTH 220   Calculus I
          (Prerequisite: MTH 215)
CST 206B Discrete Structures and Logic Design
          (Prerequisite: MTH 215)
CST 208B Calculus for Computer Science
          (Prerequisite: MTH 215)
MS 205   Introduction to Quantitative Methods for Business
          (Prerequisite: Placement Evaluation)
NSG 322   Introduction to Biomedical Statistics
          (open only to students in the B.S.N program)

AREA C: INFORMATION LITERACY
(4.5 quarter units required)

ILR 260   Information Literacy and Report Writing
          (Prerequisite: ENG 240)

AREA D: ARTS AND HUMANITIES
(13.5 quarter units required)

ART 100   Introduction to Art History
          CAN: ART SEQ A; IGETC: 3A
          (Prerequisites: ENG 100/101)
ART 200   Visual Arts
          IGETC: 3A
ART 200A Visual Arts Laboratory (1.5 quarter units)
          (Prerequisite: ART200)
HIS 233   World Civilization I
          CAN: HIST 14; IGETC: 3B
          (Prerequisites ENG 100/101)
HIS 234   World Civilization II
          CAN: HIST 14; IGETC: 3B
          (Prerequisites ENG 100/101)
LIT 100   Introduction to Literature
          IGETC: 3B
          (Prerequisites: ENG 100/101)
MUS 100   Fundamentals of Music
          IGETC: 3A
MUS 327   World Music
          IGETC: 3A
          (Prerequisites: ENG 100/101)
PHL 100   Introduction to Philosophy
          CAN: PHIL 6; IGETC: 3B
          (Prerequisites: ENG 100/101)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(13.5 quarter units required)

COM 380   Democracy in the Information Age [+]
          (Prerequisites: ENG 100/101)
ECO 200   Principles of Microeconomics
          CAN: ECON 2, IGETC: 4B
ECO 201   Principles of Macroeconomics
          CAN: ECON 2, IGETC: 4B
          (Prerequisite: ECO 200)
HIS 220A History of the United States I [+]
          (Prerequisite: ENG 100/101)
HIS 220B History of the United States II [+]
          (Prerequisite ENG 100/101)
HIS 300   Foundations of Western Civilization
          (Prerequisite ENG 100/101)
HIS 350   Cultural Diversity [+]
          IGETC: 4C
          (Prerequisites: ENG 100/101)
PS 201   American Government and Politics
          CAN: GOVT 2; IGETC: 4H
          (Prerequisites: ENG 100/101)
PSY 100   Introduction to Psychology
          CAN: PSY 2; IGETC: 41
SOC 100   Principles of Sociology
          (Prerequisite: ENG 100/101)
SOC 260   Cultural Anthropology
          CAN: ANTH 4; IGETC: 4A
          (Prerequisites: ENG 100/101)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(6 quarter units required)
(Note: One science lab is required @ 1.5 quarter units)

SCI 100   Survey of Bioscience
          SCI 100 + SCI 100A = CAN: BIOL 2; IGETC: 5B
SCI 100A Survey of Bioscience Laboratory (1.5 quarter units)
SCI 101   General Chemistry
          SCI 101 + SCI 101A = CAN: CHEM 2; IGETC: 5A
SCI 101A General Chemistry Laboratory (1.5 quarter units)

AREA G: MODERN LANGUAGE
(9 quarter units required)

(Competency testing in any second language waives this
requirement. Students that pass competency testing will take an
additional 9 hours General Education electives, see below)

LAS 100   Spanish I (3 quarter units)
LAS 200   Spanish II (3 quarter units)
          (Prerequisite: LAS 100)
LAS 300   Spanish III (3 quarter units)
          (Prerequisite: LAS 200)
LAS 101   Spanish for the Native Speaker
          (Prerequisite: Native speaking ability and/or recommendation
of   *instructor.)*
LAS 201   Spanish for the Native Speaker II
          (Prerequisite: LAS 101)

AREA A-G GENERAL EDUCATION
(4.5 quarter units minimum)

If a student has not met the upper-division unit requirement in the
completion of the above general education areas, one of the
following courses must be taken. If a student has already met the
upper-division unit requirement in the completion of the above
general education areas, any course in Areas A through G may
satisfy this Area.

COM 380	Democracy in the Information Age [+]
	(Prerequisites: ENG 100/101)
HIS 300	Foundations of Western Civilization
	(Prerequisites: ENG 100/101)
HIS 350	Cultural Diversity [+]
	IGETC: 4C
	(Prerequisites: ENG 100/101)
LIT 342	World Literature
	IGETC: 3B
	(Prerequisites: ENG 100/101)
PHL 375	Environmental Ethics
	IGETC: 3B
	(Prerequisites: ENG 100/101)
SCI 300	Geography [+]
	IGETC: 4E

School of Arts and Sciences

Dean, Elizabeth Shutler
Ph.D. Anthropology, University of Arizona

Defining the Future of Higher Education

for Adult Learners

NATIONAL UNIVERSITY

Degree Programs Offered

Undergraduate Degrees

Associate of Arts

Bachelor of Arts
with Majors in:
Behavioral Science
English
⍥ Global Studies
Interdisciplinary Studies
Multiple Subjects
Multimedia Arts
Psychology

Bachelor of Science
with Majors in:
Earth Sciences
Liberal Studies
Life Sciences
Mathematics
Organizational Behavior

⍥ Bachelor of Science in Nursing

MINORS
Addictive Disorders
Mathematics
Psychological Research

Graduate Degrees

Master of Arts
Fields of Study:
Counseling Psychology
English
Human Behavior

Master of Fine Arts
Field of Study:
⍥ Film Art Studies

Master of Science
Field of Study:
⍥ Instructional Technology

Certificate Program

Certificate in Multiple Subject Matter

General Education Curriculum

The University's general education program links undergraduate work in writing, oral communication, critical thinking, mathematics and other skill areas with programs at the upper division level.

A number of courses address issues of cultural diversity, while the traditional goal of promoting intellectual breadth along with skill-based fundamentals has been enhanced and made more flexible.

The purpose of National University's general education program is to meet the educational objectives of adult learners who seek to strengthen their professional work and advance their creative and analytical abilities.

Special Programs

Center for Cultural and Ethnic Studies
The Center for Cultural and Ethnic Studies sponsors forums, conferences and cultural events with the goal of promoting diversity and intellectual curiosity at the university. These events are intended to encourage awareness of contemporary artistic, intellectual, cultural, gender and ethnic issues in daily life. In order to give these concerns intellectual context, the Center focuses specific attention on questions of media representation, alternative voices and professional ethics.

In practice, the Center serves as a bridge between the University and other communities. Events provide a common platform for the exchange of research and ideas by National University faculty and scholars at other institutions, artists and community activists. The work of the Center for Cultural and Ethnic Studies is to bring cultural, intellectual and artistic events of the highest caliber to the University.

Events arranged by the Center are co-sponsored and supported by numerous organizations, including the California Council for the Humanities, the Coalition of African Organizations, the Tiananmen Square Foundation, the San Diego Chinese Historical Museum, the Colorado River Native Nations Alliance, the San Diego Jazz Society, the Older Women's League, the U.S. Grant Hotel, Bear State Theater, the Taco Shop Poets and many others.

In addition to sponsoring events and encouraging discussion of contemporary intellectual and cultural issues at National University campuses throughout California, the Center for Cultural and Ethnic Studies also co-sponsors an annual international gathering in Mexico, the Media of Communication Conference/Conferencia Anual Sobre Los Medios de Comunicacion. The conference is co-sponsored by and takes place at the campus of the Universidad Autonoma de Chiapas.

The Center also includes an annual academic conference co-sponsored by the Society for Phenomenology and Media Studies. An annual publication of papers accompanies this program.

International Cultural Studies
The Center for Cultural and Ethnic Studies also coordinates the International Cultural Studies program. This program offers courses in regional studies at various international locations, bringing the study of a specific region directly into the student's academic experience. For further information on this program, contact the School of Arts and Sciences.

Writing Across the Curriculum
Writing Across the Curriculum is a University-wide program that enriches all schools and areas of learning through the development of writing skills and critical thinking. The School of Arts and Sciences has developed this program to ensure that the writing needs of all disciplines are met and that the quality of writing and related skills distinguish the National University graduate. In conjunction with faculty of the other schools, the faculty of Arts and Sciences serve the entire University community by improving the skills so essential to student well being. They do this by creating writing-intensive courses, directing the Writing Centers, editing the WAC (*WHACK*) newsletter and the *Gnu Student Journal.*

⍥ denotes program also offered or partially offered online.
Note: Not all online programs or courses are offered in entirety via Internet.
Note: Not all courses or programs listed in this catalog are available at every learning facility. Various undergraduate minors are available in some degree programs.

FOR FURTHER INFORMATION

contact **The School of Arts and Sciences** in San Diego at
(858) 642-8450
fax: **(858) 642-8715**
e-mail: **soas@nu.edu**

Department of Mathematics, Sciences and Humanities

Thomas C. Hahn
Professor and Chair
San Diego Main Campus
Ed.D., Higher Education
University of California, Los Angeles
Phone: (858) 642-8457
E-mail: thahn@nu.edu

Alisher Abdullayev
Assistant Professor
Sacramento Academic Center
Ph.D., Mathematics
Moscow State University, USSR
Phone: (916) 855-4141
E-mail: aabdulla@nu.edu

Mehnaz M. Afridi
Associate Faculty
Los Angeles Academic Center
M.A., Religion
Syracuse University
Phone: ((310) 258-6600
E-mail: mafridi@nu.edu

Carl Boggs
Professor
Los Angeles Academic Center
Ph.D., Political Science
University of California, Berkeley
Phone: (310) 258-6710
E-mail: cboggs@nu.edu

Martha Ligia Buibas
Associate Faculty
San Diego Main Campus
M.S., Mathematics/Physics
University of Bucharest, Romania
Phone: (858) 642-8467
E-mail: mbuibas@nu.edu

Jacqueline Caesar
Associate Professor
San Diego Main Campus
Ph.D., Leadership and Human Behavior
United States International University
Phone: (858) 642-8350
E-mail: jcaesar@nu.edu

James Clevenger
Associate Professor
San Diego Main Campus
J.D., Wayne State University
Phone: (858) 642-8337
E-mail: jcleveng@nu.edu

Jacque Lynn Foltyn
Associate Professor
San Diego Main Campus
Ph.D., Sociology
University of California, San Diego
Phone: (858) 642-8450
E-mail: jfoltyn@nu.edu

William Wardle Fullerton
Assistant Professor
San Diego Main Campus
Ph.D., Biochemistry
University of Dublin
Phone: (858) 642-8474
E-mail: wfullert@nu.edu

Laura Gillespie
Associate Faculty
San Diego Main campus
C. Phil., Sociology
University of California, San Diego
Phone: (858) 642-8475
E-mail: lgillesp@nu.edu

Margaret Greer
Assistant Professor
Sacramento Academic Center
Ph.D., Sociology
University of Texas
Phone: (916) 855-4151
E-mail: mgreer@nu.edu

Paz A. Jensen
Instructor
San Diego Main Campus
M.A., Mathematics
San Jose State University
Phone: (858) 642-8471
E-mail: pjensen@nu.edu

Ralph M. Leck
Assistant Professor
San Bernardino Academic Center
Ph.D., History
University of California, Irvine
Phone: (909) 806-3334
E-mail: rleck@nu.edu

Lee T. Lovallo
Assistant Professor
Sacramento Academic Center
Ph.D., Music Composition and Theory
University of Buffalo
Phone: (916) 855-4100
E-mail: llovallo@nu.edu

Fred Murray Marcus
Assistant Professor
Bakersfield Academic Center
Ph.D., Sociology
University of Missouri
Phone: (661) 864-2381
E-mail: fmarcus@nu.edu

Dana I. Montlack
Associate Faculty
San Diego Main Campus
M.F.A., Art
Otis College of Art and Design, Los Angeles
Phone: (858) 642-8463
E-mail: dmontlac@nu.edu

Dzung T. Nguyen
Assistant Professor
San Diego Main Campus
Ph.D., Physical Chemistry
University of California, Davis
Phone: (858) 642-8450
E-mail: dnguyen@nu.edu

Farhang Mossavar-Rahmani
Associate Professor
San Diego Main Campus
D.B.A., Financial Management
United States International University
Phone: (858) 642-8409
E-mail: fmossava@nu.edu

Lisa Ann Palafox
Associate Faculty
Fresno Academic Center
M.A., Philosophy
Texas Tech University
Phone: (559) 256-4950
E-mail: lpalafox@nu.edu

Thomas Pollard
Professor
San Jose Academic Center
Ph.D., American Studies,
University of Kansas
Phone: (408) 236-1150
E-mail: tpollard@nu.edu

Lisa Louise Rhodes
Associate Faculty
San Diego Main Campus
Ph.D., American Studies
University of Texas, Austin
Phone: (858) 642-8464
E-mail: lrhodes@nu.edu

Nataliya V. Serdyukova
Assistant Professor
San Diego Main Campus
Ph.D., Technical Science
Kiev Polytechnic Institute
Phone: (858) 642-8578
e-mail: nserdyuk@nu.edu

Igor Subbotin
Associate Professor
Los Angeles Academic Center
Ph.D., Mathematics,
Institute of Mathematics of Academy of Sciences of the Ukraine
Phone: (310) 258-6717
E-mail: isubboti@nu.edu

Daniel Thorburn
Associate Faculty
Stockton Academic Center
Ph.D., History
University of California, Berkeley
Phone: (209) 475-1400
E-mail: dthorbur@nu.edu

Alex Zukas
Associate Professor
San Diego Main Campus
Ph.D., History
University of California, Irvine
Phone: (858) 642-8461
E-mail: azukas@nu.edu

Lorna L. Zukas
Assistant Professor
Costa Mesa Academic Center
Ph.D., Sociology
University of California, San Diego
Phone: (714) 429-5408
E-mail: llueker@nu.edu

Department of Nursing

Nancy P. Saks
Associate Professor and Chair
San Diego Main Campus
D.N.Sc., Nursing
University of San Diego
Phone: (858) 642-8344
E-mail: nsaks@nu.edu

Lisa Kaiser
Associate Faculty
San Diego Main Campus
M.S.N., Azusa Pacific University
Phone: (858) 642-8392
E-mail: lkaiser@nu.edu

Ann Marie White
Associate Faculty
Costa Mesa Academic Center
Ed.D., Nursing Administration
Columbia University
Phone: (714) 429-5282
E-mail: awhite@nu.edu

Department of Psychology

B. Charles Tatum
Professor and Chair
San Diego Main Campus
Ph.D., Experimental Psychology
University of New Mexico
Phone: (858) 642-8476
E-mail: ctatum@nu.edu

Valerie Alexander
Assistant Professor
San Diego Main Campus
Ph.D., Counseling Psychology
University of Pittsburgh
Phone: Phone: (858) 642-8343
E-mail: valexand@nu.edu

Monica Carbajal
Assistant Professor
Los Angeles Academic Center
Ph.D., Organizational Psychology
California School of Professional Psychology
Phone: (310) 258-6715
E-mail: mcarbaja@nu.edu

John S. Carta-Falsa
Professor
Costa Mesa Academic Center
Ph.D., Professional Psychology,
United States International
University
Ph.D., Communicative
Disorders,
University of Southern
California
Phone: (714) 429-5135
E-mail: jcartafa@nu.edu

Sanford Dietzen
Associate Faculty
Stockton Academic Center
Ph.D., Education
Washington State University
Phone: (209) 475-1442
E-mail: sdietzen@nu.edu

Allan P. Hess
Associate Faculty
Los Angeles Academic Center
Ph.D., Clinical Psychology,
Fuller Theological Seminary
Phone: (310) 258-6600
E-mail: ahess@nu.edu

Jo Hudson
Assistant Professor
Fresno Academic Center
Ph.D., Clinical Psychology
California School of
Professional Psychology
Phone: (559) 256-4937
E-mail: jhudson@nu.edu

Paul H. Jenkins
Associate Faculty
Sacramento Academic Center
Ph.D., Psychology
California School of
Professional Psychology
Phone: (916) 855-4136
E-mail: pjenkins@nu.edu

John R. Karr
Assistant Professor
San Jose Academic Center
Ed. D., Counseling Psychology
University of San Francisco
Phone: (408) 236-1309
E-mail: jkarr@nu.edu

Delbert M. Nebeker
Professor
San Diego Main Campus
Ph.D., Psychology
University of Washington
Phone: (858) 642-8450
E-mail: dnebeker@nu.edu

Jan Parker
Associate Professor and Associate Chair
San Diego Main Campus
Ph.D., Psychology,
United States International
University
Phone: (858) 642-8348
E-mail: jparker@nu.edu

Brenda Lee Shook
Associate Professor
Sacramento Academic Center
Ph.D., Biological Psychology
Brandeis University
Phone: (916) 855-4108
E-mail: bshook@nu.edu

Jerrilyn Sims
Assistant Professor
Sacramento Academic Center
Ph.D., Psychology
California School of
Professional Psychology
Phone: (916) 855-4103
E-mail: jsims@nu.edu

Richard Sorenson
Professor
San Diego Main Campus
Ph.D., Psychology
University of Washington
Phone: (858) 642-8450
E-mail: rsorenso@nu.edu

Ellen Terich
Associate Faculty
North County Campus
M.A., Counseling
Chapman College
Phone: (760) 945-6137
E-mail: eterich@nu.edu

Gregory White
Associate Professor
Redding Academic Center
Ph.D., Psychology
University of California at Los
Angeles
Phone: (530) 226-4007
E-mail: gwhite@nu.edu

Christy Wise
Associate Faculty
San Diego Main Campus
Psy.D., California School of
Professional Psychology
Phone: (858) 642-8342
E-mail: cwise@nu.edu

Linda Young
Assistant Professor
San Diego Main Campus
Ph.D., Columbia University,
New York
Phone: (858) 642-8577
E-mail: lyoung@nu.edu
Fresno Academic Center

Department of Writing and Communication

Michael McAnear
Assistant Professor and Chair
San Diego Main Campus
Ph.D., Germanic Languages
University of California, Los
Angeles
Phone: (858) 642-8466
E-mail: mmcanear@nu.edu

Janet Baker
Associate Professor
San Diego Main Campus
Ph.D., English,
University of Florida,
Gainesville
Phone: (858) 642-9472
E-mail: jbaker@nu.edu

Colin Dickey
Associate Faculty
San Bernardino Academic
Center
M.F.A., California Institute of
the Arts
Phone: (909) 806-3312
E-mail: cdickey@nu.edu

William D. Edwards
Associate Faculty
San Diego Main Campus
M.A., Educational Technology
San Diego State University
Phone: (858) 642-8470
E-mail: wedwards@nu.edu

Carol Lynn Gunther
Associate Faculty
Stockton Academic Center
Ph.D., English
University of California Irvine
Phone: (209) 475-1446
E-mail: cgunther@nu.edu

Claudia Maria Huiza
Instructor
San Diego Main Campus
C. Phil., Cultural Studies
University of California, San
Diego
Phone: (858) 642-8468
E-mail: chuiza@nu.edu

Paul Theodore Majkut
Associate Professor
San Diego Main Campus
Ph.D., American Literature
Indiana University of
Pennsylvania
Phone: (858) 642-8465
E-mail: pmajkut@nu.edu

Vicki Martineau
Instructor
Fresno Academic Center
M.A., English Literature
California State University,
Fresno
Phone: (559) 256-4942
E-mail: vmartine@nu.edu

Douglas McCannel
Associate Faculty
San Diego Main Campus
M.A., Comparative Literature
University of California, San
Diego
Phone: (858) 642-8450
E-mail: dmccanne@nu.edu

Scott O. McClintock
Associate Faculty
Los Angeles Academic Center
Ph.D., Comparative Literature
University of California, Irvine
Phone: (310) 258-6722
E-mail: smcclint@nu.edu

John Miller
Associate Professor
Costa Mesa Academic Center
Ph.D., English Literature,
University of California, Irvine
Phone: (714) 429-5146
E-mail: jmiller@nu.edu

Karen Offitzer
Assistant Professor
Los Angeles Academic Center
M.F.A., Creative Writing,
University of Arizona
Phone: (310) 258-6721
E-mail: koffitze@nu.edu

Colleen Marie Pauza
Associate Faculty
San Jose Academic Center
M.B.A., Finance
Suffolk University
Phone: (408) 236-1100
E-mail: cpauza@nu.edu

Christie Photinos
Assistant Professor
San Diego Main Campus
Ph.D., Literature
University of California, San
Diego
Phone: (858) 642-8349
E-mail: cphotino@nu.edu

Jana Lynn Rivers-Norton
Assistant Professor
Sacramento Academic Center
Ph.D., Psychology
Saybrook Institute
Phone: (916) 855-4133
E-mail: jriversn@nu.edu

Alice M. Scharper
Assistant Professor
Redding Academic Center
Ph.D., English
University of California, Davis
Phone: (916) 855-4003
E-mail: ascharpe@nu.edu

Marlene L. Syzmona
Assistant Professor
Costa Mesa Academic Center
Ed.D., Curriculum &
Instruction
University of North Carolina
Phone: (714) 429-5300
E-mail: msyzmona@nu.edu

Perry Vasquez
Assistant Professor
San Diego Main Campus
M.F.A., Visual Arts
University of California, San
Diego
Phone: (858) 642-8479
E-mail: pvasquez@nu.edu

Edward Alyn Warren III
Assistant Professor
Costa Mesa Academic Center
M.F.A., English
University of California, Irvine
Phone: (714) 429-5131
E-mail: ewarren@nu.edu

Mission Statement

The faculty of the School of Arts and Sciences is committed to helping students gain a truly liberal education while at the same time achieving personal intellectual growth. The lower division curriculum prepares undergraduates for a major field of study because it is writing-intensive, it emphasizes critical thinking and it addresses the cultural diversity of contemporary society.

The School's general education program exposes all students to the humanities and fine arts as well as the social, psychological and natural sciences. Students are expected to explore mathematical and other formal systems in order to develop abstract reasoning abilities.

The fundamental purpose of the arts and sciences curriculum is to enhance a student's capacity to live and work as a responsible citizen in an increasingly complex world. To that end, the School's programs cultivate students' critical abilities to analyze important social and professional issues.

Undergraduate Degrees

■ ASSOCIATE OF ARTS (A.A.)

(600)
Faculty Advisor: Alice Scharper • (916) 855-4003 • ascharpe@nu.edu

The Associate of Arts (AA) degree is designed to give students a solid foundation for continuing professional and traditional studies as well as continued intellectual growth.

Degree Requirements

To receive the AA degree, students must complete at least 90 quarter units, 31 of which must be taken in residence at National University. Of the 90 units required, 70 must fall into the areas of general education listed below. The other 20 quarter units can be comprised of elective courses and/or specific major program preparatory courses.

Students are urged to meet English and mathematics requirements as early as possible in their college career to avoid serious difficulties in other course work. Refer to the section on undergraduate admission requirements for specific information regarding application, placement evaluation and matriculation.

General Education Program Requirements
Faculty Advisor: Alice Scharper • (530) 226-4003 • ascharpe@nu.edu

The general education program consists of a minimum of 70 quarter units. Of the 70 units, students must complete at least 4.5 units at the upper division level and 4.5 units in diversity enriched course work. A plus [+] indicates a diversity enriched offering. All undergraduate students working toward any associate or bachelor's degree must meet the University diversity requirement.

National University has general education requirements in the following seven areas:

AREA A: ENGLISH COMMUNICATION
(minimum 15 quarter units)

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING
(minimum 4.5 quarter units)

AREA C: INFORMATION LITERACY
(minimum 4.5 quarter units)

AREA D: ARTS AND HUMANITIES
(minimum 13.5 quarter units)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(minimum 6 quarter units required *[Note: one science lab is required]*)

AREA G: MODERN LANGUAGE
(minimum 9 quarter units)
(Competency testing in any contemporary second language waives this requirement. Students who pass competency testing will take an additional 9 hours General Education electives, see below)

AREA A-G: GENERAL EDUCATION
(minimum 4.5 quarter units)

Courses taken to achieve minimum levels of collegiate-level competency in the areas of writing and mathematical concepts and systems do not satisfy any portion of the general education requirement.

■ BACHELOR OF ARTS (B.A.)

(610)
General Education Program Requirements
Faculty Advisor: Alice Scharper • (530) 226-4003 • ascharpe@nu.edu

The general education program consists of a minimum of 70 quarter units. Of the 70 units, students must complete at least 4.5 units at the upper division level and 4.5 units in diversity enriched course work. A plus [+] indicates a diversity enriched offering. All undergraduate students working toward any associate or bachelor's degree must meet the University diversity requirement.

National University has general education requirements in the following seven areas:

AREA A: ENGLISH COMMUNICATION
(minimum 15 quarter units)

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING
(minimum 4.5 quarter units)
AREA C: INFORMATION LITERACY
(minimum 4.5 quarter units)

AREA D: ARTS AND HUMANITIES
(minimum 13.5 quarter units)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(minimum 6 quarter units required *[Note: one science lab is required]*)

AREA G: MODERN LANGUAGE
(minimum 9 quarter units)
(Competency testing in any contemporary second language waives this requirement. Students who pass competency testing will take an additional 9 hours General Education electives, see below)

AREA A-G: GENERAL EDUCATION
(minimum 4.5 quarter units)

Courses taken to achieve minimum levels of collegiate-level competency in the areas of writing and mathematical concepts and systems do not satisfy any portion of the general education requirement.

School of Arts and Sciences

◆ Major in Behavioral Science

(610-103)
Faculty Advisor: Brenda Shook • (916) 855-4106 • bshook@nu.edu

In today's complex technological society, there is an ever-increasing need for a theoretical and scientific understanding of human behavior. The Bachelor of Arts degree with a Major in Behavioral Sciences draws from the theories, principles and scientific research in psychology and human behavior to present a broad view of human thought, emotion and action. The degree provides students with a solid background in the discipline so they can operate more effectively as a person and pursue advanced studies in the field. This degree emphasizes the research and scientific dimensions of human behavior. Students wishing to add a more clinical or counseling orientation should consider a minor in addictive disorders or take the following courses as electives: PSY 340A, PSY 437, CD 440. Students wishing greater exposure to research and experimental methods should consider a minor in psychological research.

Requirements for the Major

To receive a Bachelor of Arts degree with a Major in Behavioral Science, students must complete at least 180 quarter units as articulated below, 76 of which must be completed at the upper-division level and 45 of which must be completed in residence at National University. The following courses are specific degree requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy the total units for the degree.

Preparation for the Major
(4.5 quarter units)

These courses may be used to satisfy a general education requirement.

ILR 260   Information Literacy and Report Writing
PSY 100   Introduction to Psychology
MTH 210   Introduction to Probability and Statistics

Upper-Division Requirements for the Major
(9 courses, 40.5 quarter units)

PSY 426   History of Psychology
PSY 427   Biological Psychology
PSY 428   Developmental Psychology
            (PSY 301 may not be substituted for this course)
PSY 429   Introduction to Personality Theory
PSY 430   Introduction to Psychopathology
PSY 431   Theories and Techniques of Psychological Testing
PSY 432   Social Psychology
PSY 433   Cognitive Psychology
PSY 480   Senior Project (Two-month, 4.5 unit course)
            (Prerequisites: All other core courses)

Upper-Division Electives
(8 courses, 36 quarter units)

Students not pursuing a minor must choose eight upper-division electives from courses with the following prefixes: HB, PSY, SOC, HRM and CJ. Other electives must be approved by the department chair or regional full-time or associate faculty. Students may not take PSY 301 as an upper division elective.

General Electives

In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. Students may not take PSY 301 as a general elective.

◆ Major in English

(610-111)
Faculty Advisor: John Miller • (714) 429-5146 • jmiller@nu.edu

The Bachelor of Arts with a Major in English provides a strong background in the study of English. The program stresses scholarship, diversity and critical thinking through a rigorous and focused curriculum of literature, composition, language and linguistics. The program is designed to thoroughly prepare students for teaching English in middle school or high school. It is also an excellent preparation for other pursuits, including graduate school in English, professional school, writing and publishing.

The program prepares candidates to teach English effectively in a diverse and changing community. It fosters candidates who write skillfully and who are prepared to identify the writing issues of future students. The program can be taken two ways: with the Single Subject Preparation or without the Single Subject Preparation.

Single Subject Preparation in English
(610-114)

The Bachelor of Arts with a Major in English is approved by the California Commission on Teacher Credentialing for Single Subject Preparation in English. Graduates of the program who complete all program requirements, including ENG 300: English Practicum and Portfolio, receive an "equivalency" letter upon satisfactory completion of their English portfolio. They will not be required to take either the Single Subject Assessment Test in English or the Praxis in order to receive their teaching credential.

Students taking the B.A. with a major in English who are not interested in the Single Subject Preparation need only take the nine courses listed as Upper-Division Requirements for the Major, including the prerequisite requirement. They do not have to take either ENG 300 or a concentration.

Degree Requirements

To receive a Bachelor of Arts degree with a Major in English, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76 of which must be completed at the upper-division level. The following courses are degree requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.

Preparation for the Major
(4.5 quarter units)

LIT 100   Introduction to Literature
            (Prerequisites: ENG 101)

Upper-Division Requirements for the Major
(9 courses, 40.5 quarter units)

ENG 350   Fundamentals of Linguistics
            (Prerequisite: ENG 101)
ENG 352   Origins of English
            (Prerequisite: ENG 101)
ENG 365   Creative Writing
            (Prerequisite: ENG 101)
LIT 337   American Literature
            (Prerequisite: ENG 101)
LIT 342   World Literature
            (Prerequisite: ENG 101)
LIT 338   Shakespeare
            (Prerequisite: LIT 100)
LIT 446   Studies in Poetry
            (Prerequisite: LIT 100)
LIT 450   Studies in the Novel
            (Prerequisite: ENG 101)

LIT 460   Gender and Literature
(Prerequisite: ENG 101)

Additional Requirement for Single Subject Preparation students only
(4.5 quarter units)

ENG 300   English Practicum and Portfolio (should be taken as early in the student's program as possible)

Upper-Division Concentrations
(6 courses, 27 quarter units)

Single Subject Preparation candidates must select from one of the concentrations listed below. The following are recommended:

▲ Concentration in Communications and Media Studies
(169)

COM 360   Representation and Diversity in the Media
(Prerequisite: ENG 101)
COM 385   Tale, Text and Hypertext
(Prerequisites: ENG 100/101)
COM 380   Democracy in the Information Age
(Prerequisite: ENG 101)
ENG 334A   Technical Writing
(Prerequisite: ENG 101)
GS 330   Film in an International Context
(Prerequisite: ENG 101)
MM 330   Communication Tools
(Prerequisite ENG100/101; COM100)
MM 340   Principles of Web Design
(Prerequisite ENG100/101; COM100)
SOC 325   Contemporary Popular Culture
(Prerequisite: ENG 101)
SOC 332   Television and Contemporary Culture
(Prerequisite: ENG 101)
SOC 336   Film and Society
(Prerequisite: ENG 101)

▲ Concentration in Letters
(170)

ART 315   Film as Art
(Prerequisite: ENG 101)
ENG 375   Nature Writing
(Prerequisite: ENG 101)
HIS 341   History through Theater
(Prerequisite: ENG 101)
HIS 350   Cultural Diversity
(Prerequisite: ENG 101)
HIS 410   The California Experience
(Prerequisite: ENG 101)
LIT 360   Literary Theory
(Prerequisite: ENG 101)
LIT 430   Children's Literature and Literacy
(Prerequisite: ENG 101)
LIT 442   Mythology
(Prerequisite: ENG 101)
LIT 443   World of the Short Story
(Prerequisite: ENG 101)
LIT 456   Studies in Drama
(Prerequisite: ENG 101)

◆ Major in Global Studies
(610-107)
Faculty Advisor: Alex Zukas • (858) 642-8461 • azukas@nu.edu

Offered only over the Internet, the Global Studies Program takes advantage of emerging information technology to give students and professors the opportunity to use the vast resources of the World

Wide Web. The program provides a flexible integration of skills and competencies that prepares students for a variety of international careers as well as graduate studies in business, technology, education, social science, government, media and law. In short, the program provides students with the ability to think and act "globally."

The global environment in which economics, culture and technology converge is diverse, changing, complex and interdependent. By combining a variety of disciplines, this program provides a framework in which to understand and effectively negotiate global realities, whether they are economic, political, cultural, or ecological. The program gives students practice in using Internet technology, applying cultural understanding and exploring and developing potential markets for their ideas and talent. Students in this program learn to use global communications and information technologies to conduct research in a variety of electronic databases. Global Studies majors become knowledgeable in the cultures and practices of the world's communities. Graduates understand the roles that ecology, gender, race, class, religion and ethnicity play in cultural environments and apply their understanding to everyday interactions among diverse cultures. Graduates also produce a portfolio that enables them to integrate the skills they have acquired and apply them to the solution of a real-world problem. This portfolio includes individual projects and a final, full-length project.

Degree Requirements

To obtain a Bachelor of Arts with a Major in Global Studies, students must complete at least 180 quarter units as listed below, 45 of which must be completed through National University and 76 of which must be completed at the upper-division level. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission requirements for specific information regarding admission and matriculation. The following courses are specific degree requirements. Students are encouraged to consult the Course Descriptions section for prerequisites to the courses on this page.

Preparation for the Major
(9 quarter units)

ENG 240   Advanced Composition
HIS 234   World Civilizations II

Upper-Division Requirements for the Major
(63 quarter units)

HIS 320   Culture, Capitalism and Technology in Modern World History
(Prerequisites: ENG 100/101 and HIS 234)
SCI 300   Geography: Mapping the World
GS 330   Film in an International Context
(Prerequisite: ENG 240)
LIT 342   World Literature
(Prerequisites: ENG 100/101)
COM 385   Tale, Text and Hypertext
(Prerequisites: ENG 100/101)
GS 310   Global Communications and Information Technology
(Prerequisite: ENG 240)
GS 430   The Global Economy
(Prerequisite: ENG 240)
PHL 375   Environmental Ethics
(Prerequisites: ENG 100/101)
PHL 320   Comparative Religion
(Prerequisite: ENG 240)
SOC 328   Intercultural Thinking and Creativity
(Prerequisites: ENG 100/101)
HUM 501   Civic Culture and Global Awareness
(Prerequisite: ENG 100/101)
GS 410   Gender Identity in a Global Context
(Prerequisite: ENG 240)

GS 420   Ecological Revolutions: Economics, Technology and the
Global Environment
(*Prerequisite: ENG 240*)

GS 450   Global Studies Seminar and Final Project
(To be taken as final course in the major)

Portfolio requirement for GS 450: Students must complete a final portfolio project under the supervision of a faculty member. Students need to keep all graded work from all previous courses for possible inclusion in the portfolio.

To fulfill unit requirements, students may select from the upper-division electives below:

ART 329   World Art
(*Prerequisites: ENG 100/101*)
GS 320   Technologies of Culture
(*Prerequisite: ENG 240*)
GS 331   American Film in an International Context
(*Prerequisite: ENG 240*)
HIS 325   Work and Migration in Modern World History
(*Prerequisites: ENG 100/101*)
MUS 327   World Music
(*Prerequisites: ENG 100/101*)
PS 320   Politics of Social Movements
(*Prerequisites: ENG 100/101*)

◆ Major in Interdisciplinary Studies

(610-102)
Faculty Advisor: James Clevenger • (858) 642-8337 • jcleveng@nu.edu

The Bachelor of Arts with a Major in Interdisciplinary Studies (BAIS) provides a broad, rigorous education that introduces students to essential knowledge, connections across the disciplines and application of knowledge to life beyond the University. This degree program gives students an enriched and provocative curriculum that prepares them for professional work in a changing cultural and economic environment.

Degree Requirements

To receive a Bachelor of Arts degree with a Major in Interdisciplinary Studies, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76 of which must be completed at the upper-division level. The following courses are specific degree requirements. If students intend to complete a teacher credentialing program, these courses will help prepare for the MSAT and CBEST tests. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

Preparation for the Major

(4 courses, 18 quarter units)

The following courses, which satisfy general education requirements, are required to prepare for the BAIS major:

ENG 240   Advanced Composition
(*Prerequisites: ENG 100/101*)
ENG 365   Creative Writing
or   (*Prerequisites: ENG 100/101*)
ENG 350   Fundamentals of Linguistics
(*Prerequisites: ENG 100/101*)
HIS 220A   History of the United States I
or   (*Prerequisites: ENG 100/101*)
HIS 220B   History of the United States II
(*Prerequisites: ENG 100/101*)
LIT 100   Introduction to Literature
(*Prerequisites: ENG 100/101*)

Upper-Division Requirements for the Major

(10 courses, 45 quarter units)

All courses taken to complete the major must be at the 300, 400 or 500 level.

COM 380   Democracy in the Information Age
(*Prerequisites: ENG 100/101*)
SOC 336   Film and Society
or
HIS 350   Cultural Diversity
(*Prerequisites: ENG 100/101*)

Four and one-half quarter units in literature (LIT) are required. The following are recommended:

LIT 446   Studies in Poetry
(*Prerequisites: ENG 100/101*)
LIT 337   American Literature
(*Prerequisites: ENG 100/101*)
LIT 338   Shakespeare
(*Prerequisites: ENG 100/101*)
LIT 460   Gender and Literature
(*Prerequisites: ENG 100/101*)
LIT 342   World Literature
(*Prerequisites: ENG 100/101*)
LIT 450   Studies in the Novel
(*Prerequisites: ENG 100/101*)
LIT 442   Mythology
(*Prerequisites: ENG 100/101*)

Four and one-half quarter units in social sciences (HIS, PS, SOC) are required. The following are recommended:

HIS 320   Culture, Capitalism and Technology in Modern World History
(*Prerequisites: ENG 100/101 and SCI 300*)
HIS 341   History Through Theater
(*Prerequisites: ENG 100/101*)
HIS 410   The California Experience
(*Prerequisites: ENG 100/101*)
SOC 332   Television and Contemporary Society
(*Prerequisites: ENG 100/101*)
SOC 325   Contemporary Popular Culture
(*Prerequisites: ENG 100/101*)
SOC 344   Marriage, Sex and the Family
(*Prerequisites: ENG 100/101*)
SOC 430   Culture, Technology and Society
(*Prerequisites: ENG 100/101*)
SOC 445   Contemporary Social Problems
(*Prerequisites: ENG 100/101*)
SOC 540   Power and Social Change
(*Prerequisites: ENG 100/101*)

Four and one-half quarter units in behavioral sciences (HB, PSY) are required. The following are recommended:

HB 420   Human Communication
HB 440   Organizational Development
PSY 426   History of Psychology
PSY 427   Biological Psychology
PSY 428   Developmental Psychology
PSY 429   Introduction to Personality Theory
PSY 432   Social Psychology
PSY 433   Cognitive Psychology

Students should choose no fewer than 4.5 quarter units in natural science and 4.5 quarter units in mathematics. A third 4.5 quarter unit course (either SCI or MTH) must also be selected. Some of the

mathematics courses may have more than one prerequisite. The following are recommended:

SCI 300	Geography: Mapping the World
SCI 330	Ecology
SCI 411	Biodiversity
SCI 450	Natural History of California
MTH 209B	Structure and Concepts of Mathematical Fundamentals II *(Prerequisite: MTH 209A)*
MTH 317	Mathematical Modeling *(Prerequisites: MTH 215 or MTH 216A/B and MTH 210)*
MTH 410	Computer Technology in the Mathematics Classroom *(Prerequisite: MTH 215 or MTH 216A/B or MTH 209B or placement evaluation)*
MTH 411	Number Theory *(Prerequisite: MTH 215 or MTH 216A/B or MTH 209B or placement evaluation)*
MTH 412	History of Mathematics *(Prerequisite: MTH 215 or MTH 216A/B)*
MTH 417	Foundations of Geometry *(Prerequisites: MTH 207, MTH 216B and MTH 325)*
MTH 418	Statistical Analysis *(Prerequisites: MTH 210 and MTH 220)*

Nine quarter units from the humanities complex (ART, HIS, HUM, MUS, PHL, SOC, THR) or global studies (GS) are required. The following are recommended:

ART 315	Film as Art *(Prerequisites: ENG 100/101)*
ART 323	Modern Art *(Prerequisites: ENG 100/101)*
ART 329	World Art *(Prerequisites: ENG 100/101)*
GS 410	Gender Identity in a Global Context *(Prerequisites: ENG 100/101)*
HIS 345	Latin American Studies *(Prerequisites: ENG 100/101)*
HIS 348	Asian Studies *(Prerequisites: ENG 100/101)*
HIS 349	African Studies *(Prerequisites: ENG 100/101)*
HIS 370	Cultures and History of the American Southwest *(Prerequisites: ENG 100/101)*
MUS 326	Survey of American Music History
MUS 327	World Music *(Prerequisites: ENG 100/101)*
PHL 320	Comparative Religion *(Prerequisites: ENG 100/101)*
PHL 339	Study of a Major Philosopher *(Prerequisites: ENG 100/101)*
PHL 375	Environmental Ethics *(Prerequisites: ENG 100/101)*
PHL 437	Ethics *(Prerequisites: ENG 100/101)*
SOC 328	Intercultural Thinking and Creativity *(Prerequisites: ENG 100/101)*
SOC 500	Cultural Pluralism in American Society *(Prerequisites: ENG 100/101)*

Upper-Division Electives
(6 courses, 27 quarter units)

Students can select any 300-, 400-, or 500-level courses in arts and sciences to complete the total of 76 upper-division units for the degree.

Interdisciplinary Studies Minors

In addition to the requirements for the Major in Interdisciplinary Studies, students may choose one of the following minors:

- Business Studies (451), under School of Business and Information Management Minors
- Mathematics (153), under School of Arts and Sciences Minors

◆ Major in Multiple Subjects
(610-116)
Faculty Advisor: Jacque Lynn Foltyn• (858) 642-8469 • jfoltyn@nu.edu

The Bachelor of Arts in Multiple Subjects (BAMS) provides a broad, rigorous education that engages students with core knowledge, connections across the disciplines and application of knowledge to life beyond the university, particularly in the field of elementary school teaching. The program emphasizes the study of concepts that form the content areas of language study, literature, mathematics, science, social science, history, humanities, the arts and human development. This degree program gives students an enriched and provocative curriculum that prepares them for professional work as multiple subject teachers in a changing cultural and economic environment.

Degree Requirements

To receive a Bachelor of Arts in Multiple Subjects, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76 of which must be completed at the upper-division level. The following courses are specific degree requirements. Students should refer to the section on undergraduate admission requirements for specific information regarding admission and matriculation.

The California Commission on Teacher Credentialing has approved the BA in Multiple Subjects as an elementary subject matter preparation program. Upon satisfactory completion of all program requirements, graduates of the program receive an "equivalency letter." With the "equivalency letter," candidates do not have to take the MSAT examination for their Multiple Subject Teaching Credential. **To be eligible for the "equivalency letter," all courses required for the program, including prerequisites, must be taken and passed with a grade of "C" or better.**

Note: Students must take MSM 301 within the first six courses of enrollment.

Preparation for the Major

The General Education courses indicated below are non-negotiable due to the subject matter equivalency.

Required
AREA A: ENGLISH COMMUNICATION
(10.5 quarter units required)

ENG 100	Effective College English, Part I (3 quarter units)
ENG 101	Effective College English, Part II (3 quarter units)
ENG 240	Advanced Composition *(Prerequisites: ENG 100/101)*

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING
(9 quarter units required)

MTH 209A	Structures and Concepts of Mathematical Fundamentals
MTH 209B	Structures and Concepts of Mathematical Fundamentals II

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AREA C: INFORMATION LITERACY
(4.5 quarter units required)

ILR 260   Information Literacy and Report Writing
(Prerequisite: ENG 240)

AREA D: ARTS AND HUMANITIES
(22.5 quarter units required)

HIS 233   World Civilizations I
HIS 234   World Civilizations II
LIT 100   Introduction to Literature
(Prerequisites: ENG 100/101)
ART 200   Visual Arts
MUS 100   Fundamentals of Music

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(9 quarter units required)

HIS 220A   History of the United States I (includes study of the Constitution)
(Prerequisites: ENG 100/101)
HIS 220B   History of the United States II
(Prerequisites: ENG 100/101)

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

SCI 100   Survey of Bioscience
SCI 100A   Survey of Bioscience Laboratory
(1.5 quarter units)
SCI 102   Survey of Physical Science

AREA G: MODERN LANGUAGE
(9 quarter units required)

LAS 100   Spanish I
LAS 200   Spanish II
LAS 300   Spanish III
LAS 101   Spanish for Native Speakers I
LAS 201   Spanish for Native Speakers II

Upper-Division Requirements for the Major
(70.5 quarter units)

Technology
One required from:

COM 360   Representation and Diversity in the Media
COM 385   Tale, Text and Hypertext
(Prerequisites: ENG 100/101)

Reading, Language, Literature

LIT 337   American Literature
(Prerequisites: ENG 100/101)
ENG 350   Fundamentals of Linguistics
(Prerequisites: ENG 100/101)
LIT 430   Children's Literature and Literacy (must be taken in tandem with LIT 430A)
(Prerequisites: ENG 100/101, LIT 100, ENG 350, PSY 301)
LIT 430A   Children's Literature and Literacy Practicum (requires Field Experience; must be taken in tandem with LIT 430; 1.5 quarter units)

History and Social Science

SCI 300   Geography: Mapping the World
(Prerequisites: ENG 100/101)

PHL 320   Comparative Religion
(Prerequisites: ENG 100/101)
HIS 410   California History
(Prerequisites: ENG 100/101)

Mathematics and Science

SCI 301   Earth and Planetary Science

Visual and Performing Arts

ART 400   Expressive and Integrated Arts (must be taken in tandem with ART 400A)
(Prerequisites: ENG 100/101, MSM 301, ART 200, MUS 100, PSY 301)
ART 400A   Expressive and Integrative Arts Practicum (requires Field Experience; must be taken in tandem with ART 400; 1.5 quarter units)

Physical Education, Health, Human Development

MSM 301   Teaching Elementary Physical Education (requires observation)
PSY 301   Child and Adolescent Development
(Prerequisites: ENG 100/101)

Upper-Division Electives

Students can select any 300-, 400-, or 500-level degree-related electives to complete the total of 76 upper-division units for the degree.

Depths

The BAMS candidate chooses one depth-study in a specific area. The depth consists of four required upper-division courses (listed below) that are not duplicated in any other part of the candidate's program. All BAMS degree candidates must take MSM 499. Students should take MSM 499 as the last course; if scheduling MSM 499 as the last course is not possible, students may take it as one of the last two; all prerequisites must be met.

Literature
(158)

LIT 342   World Literature
(Prerequisites: ENG 100/101)
LIT 446   Studies in Poetry
(Prerequisites: ENG 100/101, LIT 100)
LIT 460   Gender and Literature
(Prerequisites: ENG 100/101
MSM 499   Multiple Subject Matter Capstone
(Prerequisite: LIT 342 or SCI 335 or HIS 341)

Environmental Studies
(159)

SCI 322   Oceanography
SCI 335   Environmental Science
SCI 411   Biodiversity
MSM 499   Multiple Subject Matter Capstone
(Prerequisite: LIT 342 or SCI 335 or HIS 341)

Fine and Performing Arts
(160)

HIS 341   History Through Theater
(Prerequisites: ENG 100/101)

ART 329 World Art
(Prerequisites: ENG 100/101)
MUS 327 World Music
(Prerequisites: ENG 100/101)
MSM 499 Multiple Subject Matter Capstone
(Prerequisite: LIT 342 or SCI 335 or HIS 341)

History/Social Science
(175)

HIS 341 History Through Theater
(Prerequisites: ENG 100/101)
HIS 345 Latin American Studies
(Prerequisites: ENG 100/101)
SOC 445 Contemporary Social Problems
(Prerequisites: ENG 100/101)
MSM 499 Multiple Subject Matter Capstone
Prerequisite: LIT 342 or SCI 335 or HIS 341)

◆ Major in Multimedia Arts
(610-115)
Faculty Advisor: Michael McAnear • (858) 642-8466 • mmcanear@nu.edu

The Bachelor of Arts in Multimedia Arts consists of courses that prepare the student for a broad range of positions requiring a background in computer multimedia design theory, production and project management. Students receive hands-on training in leading software applications, while they learn and apply multimedia development theory and practice for online delivery and CD-ROM production. Graduates of the program are in high demand because they possess a combination of skills and knowledge vital to today's workplace. Positions in marketing, business, publishing, government, education and training include Web Designer/Developer, Graphic Designer, Project Manager and Multimedia Specialist.

Degree Requirements

To receive a Bachelor of Arts degree with a Major in Multimedia Arts, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76 of which must be completed at the upper-division level. The following courses are specific degree requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

Students are expected to possess or have access to a computer outside of National University so that they can work on projects both on and off campus. Given the nature of multimedia arts technology, this computer should be a Pentium II or better.

Preparation for the Major
(9 quarter units)

Introductory Courses

COM 100 Introduction to Communications (GE/Area: D)
IS 301 Management Information Systems

Upper Division Requirements for the Major: Core Courses
(11 courses, 49.5 quarter units)

MM 330 Communication Tools
(Prerequisite ENG100/101; COM100)
MM 331 Principles of Graphic Design
(Prerequisite ENG100/101; COM100)

MM 332 Electronic Design and Layout
(Prerequisite ENG100/101; COM100)
*Elective scheduled here in sequence
MM 340 Principles of Web Design
(Prerequisite ENG100/101; COM100)
MM 350 Web Presentation
(Prerequisite ENG100/101; MM332; MM340)
*Elective scheduled here in sequence
MM 440 Multimedia Design for the Web
(Prerequisite ENG100/101; MM340)
* Elective scheduled here in sequence
MM 336 2-D Graphic Imaging
(Prerequisite ENG100/101; MM331; MM332)
* Elective scheduled here in sequence
MM 360 Digital Audio and Video
(Prerequisite ENG100/101; COM100)
* Elective scheduled here in sequence
MM 370 Digital Interactivity
(Prerequisite ENG100/101; MM332 OR MM336)
* Elective scheduled here in sequence
MM 380 3-D Modeling and Rendering
(Prerequisite ENG100/101; COM100)
* Elective scheduled here in sequence
MM 420 Portfolio Project
(Prerequisites: all other core courses)
* Two-month class

Upper Division Electives

Students must complete a minimum of 27 quarter units (6 courses) of electives to fulfill the unit requirements to earn the Bachelor of Arts in Multimedia Arts. Students can select from the following recommended electives OR choose any upper division course in the School of Arts and Sciences, as well as any upper division CST course in the School of Business and Information Management. Four elective courses must be in the Multimedia Arts program (MM).

MM 335 Desktop Publishing
(Prerequisite: ENG100/101; MM332)
MM 410 Authoring Corporate Training I
(Prerequisite: ENG100/101)
MM 411 Authoring Corporate Training II
(Prerequisite: ENG100/101; MM410)
MM 430 Advanced 2-D Graphic Imaging
(Prerequisite: ENG100/101; MM336)
MM 445 Management of Web Projects
(Prerequisite: ENG100/101; MM440)
MM 450 Advanced Web Presentation
(Prerequisite: ENG100/101; MM350; MM340)
MM 460 Advanced Digital Audio and Video
(Prerequisite: ENG100/101; MM360)
MM 470 Interactive Multimedia
(Prerequisite: ENG100/101; MM370)
MM 471 Advanced Interactivity for 3-D
(Prerequisite: ENG100/101; MM470)
MM 480 3-D Animation
(Prerequisite: ENG100/101; MM380)
MM 481 Character Animation
(Prerequisite: ENG100/101; MM480)
ENG 333 Written Business Communication
(Prerequisite: ENG 100/101)
ENG 334A Technical Writing
(Prerequisite: ENG 100/101)
COM 422 Technical Writing and Presentation
(Prerequisite: ENG100/101; ENG 334A)
ART 315 Film as Art
(Prerequisite: ENG 100/101)
ART 323 Modern Art
(Prerequisite: ENG 100/101)
ART 329 World Art
(Prerequisite: ENG 100/101
SCI 300 Geography: Mapping the World

School of Arts and Sciences

◆ Major in Psychology

(610-104)

Faculty Advisor: John Carta-Falsa • (714) 429-5135 • jcartafa@nu.edu

The Bachelor of Arts with a Major in Psychology offers a comprehensive introduction to the contemporary discipline of psychology. Graduates of this program are well prepared to seek employment in personnel, vocational counseling, criminal justice, journalism, or entry-level counseling in the context of a county-funded agency or hospital. They are also prepared to seek admission to graduate programs at the master's or doctoral level.

Degree Requirements

To receive a Bachelor of Arts degree with a Major in Psychology, students must complete at least 180 quarter units as articulated below, 76 of which must be completed at the upper-division level and 45 of which must be completed in residence at National University. The following courses are specific degree requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

Preparation for the Major

(3 courses, 13.5 quarter units)

These courses can be used to satisfy general education requirements.

CST 205	Computer Applications I
MTH 210	Introduction to Probability and Statistics
PSY 100	Introduction to Psychology

Upper-Division Requirements for the Major

(9 courses, 40.5 quarter units)

PSY 427	Biological Psychology
PSY 428	Developmental Psychology (PSY301 may not be substituted for this course)
PSY 429	Introduction to Personality Theory
PSY 430	Introduction to Psychopathology
PSY 431	Theories and Techniques of Psychological Testing
PSY 437	Theories of Psychotherapy
CD 440	Drugs, Values and Society
PSY 340A	Effective Counseling Techniques
PSY 480	Senior Project (Two-month, 4.5-unit course) Student may not enroll in another course while taking PSY 480 *(Prerequisites: All other core courses)*

Upper-Division Electives

(8 courses, 36 quarter units)

Students not pursuing a minor must choose eight upper-division electives from courses with the following prefixes: HB, PSY, SOC, HRM and CJ. Other electives must be approved by the department chair or regional full-time or associate faculty. Students may not take PSY 301 as an upper division elective.

Recommended Minors

Students can take the following minors, recommended to accompany the Major in Psychology, in lieu of six electives:

▲ Minor in Addictive Disorders

(156)

This program is designed for students who plan to work in agencies that treat single or multiple addictions. It is also an excellent undergraduate program for students planning to pursue a Master of Arts in Counseling Psychology. Students with a Minor in Addictive Disorders are waived from CD 440 in the Behavioral Science Major.

Curriculum Requirements

(6 courses, 27 quarter units)

PSY 460	Introduction to Addictive Disorders
PSY 461	Group Counseling with Addictive Disorders
PSY 462	Etiology and Treatment of Chemical Dependency*
PSY 463	Etiology and Treatment of Eating Disorders
PSY 464	Etiology and Treatment of Sexual Addiction
PSY 465	Counseling the Addictive Family System

* A student entering the program with a CADAC certificate can take an elective rather than this class.

▲ Minor in Criminal Justice

(466)

Curriculum Requirements

(6 courses, 27 quarter units)

To fulfill the requirements for the minor in Criminal Justice, students can take any six courses listed as upper-division requirements for the major and beginning with CJ prefixes.

The following are recommended:

CJ 434	Survey of Forensic Science
CJ 437	The Juvenile Offender
CJ 438	Organized Crime
CJ 440	Corrections
CJ 444	Analysis of Criminal Behavior
CJ 452	Criminal Law

▲ Minor in Psychological Research

(352)

This minor offers a comprehensive introduction to the area of research in psychology. (May not be offered at all campuses.)

Curriculum Requirements

(6 courses, 27 quarter units)

PSY 426	History of Psychology
PSY 432	Social Psychology
PSY 433	Cognitive Psychology
PSY 435	Analysis of Data in Psychological Research
PSY 434	Psychological Research *(Prerequisite: PSY 435)*
PSY 436	Computer Applications in Psychology

■ BACHELOR OF SCIENCE (B.S.)

(620)

General Education Program Requirements

Faculty Advisor: Alice Scharper • (530) 226-4003 • ascharpe@nu.edu

The general education program consists of a minimum of 70 quarter units. Of the 70 units, students must complete at least 4.5 units at the upper division level and 4.5 units in diversity enriched course work. A plus [+] indicates a diversity enriched offering. All undergraduate students working toward any associate or bachelor's degree must meet the University diversity requirement.

National University has general education requirements in the following seven areas:

AREA A: ENGLISH COMMUNICATION

(minimum 15 quarter units)

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING
(minimum 4.5 quarter units)

AREA C: INFORMATION LITERACY
(minimum 4.5 quarter units)

AREA D: ARTS AND HUMANITIES
(minimum 13.5 quarter units)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(minimum 6 quarter units required *[Note: one science lab is required]*)

AREA G: MODERN LANGUAGE
(minimum 9 quarter units)
(Competency testing in any contemporary second language waives this requirement. Students who pass competency testing will take an additional 9 hours General Education electives, see below)

AREA A-G: GENERAL EDUCATION
(minimum 4.5 quarter units)

Courses taken to achieve minimum levels of collegiate-level competency in the areas of writing and mathematical concepts and systems do not satisfy any portion of the general education requirement.

◆ Major in Earth Sciences
(620-113)
Faculty Advisor: Thomas Hahn • (858) 642-8457 • thahn@nu.edu

The Bachelor of Science with a major in Earth Sciences provides a strong foundation in mathematics and earth sciences. This major is designed to serve the needs of students who plan to teach at elementary or secondary level(s) and is also useful for those preparing for careers in science education, or in science-related business, engineering, or technology.

Other students who wish a broad, interdisciplinary approach should look closely at the benefits provided by the major. In addition to meeting requirements for a Bachelor of Science degree, it provides for moderate intensification in one field of science without sacrificing an interdisciplinary approach and background in other areas of mathematics and earth sciences. Earth Science majors are not eligible for a double major in mathematics or any of the component sciences in the program.

The School of Arts and Sciences is committed to the complete academic development of its students. Consequently, where practical, all mathematics and science course are writing-intensive and incorporate a diversity component. Please note that all mathematics and science courses contain a critical thinking component by their very nature.

Curriculum Requirements

To receive a Bachelor of Science degree with a Major in Earth Sciences, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76 of which must be completed at the upper-division level. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. Refer to the section on undergraduate admission requirements for specific information regarding admission and matriculation.

Program Requirements

To prepare for a major in Earth Sciences, students must demonstrate proficiency in the fundamental concepts of earth and life sciences and introductory mathematics through successful completion of the following courses. Some of these courses may also be used to satisfy general education requirements.

Preparation for the Major
(0- 27 quarter units)

MTH 215 College Algebra & Trigonometry
SCI 102 Survey of Physical Science
SCI 100 Survey of Bioscience
SCI 100A Survey of Bioscience Laboratory
(1.5 quarter units)
SCI 101 General Chemistry
SCI 101A General Chemistry Laboratory
(1.5 quarter units)
SCI 104 General Physics
(Prerequisite: Satisfactory completion of high school algebra or equivalent)
SCI 104A General Physics Laboratory
(1.5 quarter units) (Prerequisite: SCI 104)

Requirements for the Major

Core Requirements
(10 courses, 42 quarter units)

MTH 317 Mathematical Modeling
SCI 330 Ecology
SCI 335 Environmental Science
SCI 400 History of Science
SCI 411 Biodiversity
SCI 301 Earth and Planetary Sciences
SCI 103 Fundamentals of Geology
SCI 103A Fundamentals of Geology Laboratory
(1.5 quarter units)
SCI 322 Oceanography
SCI 490 Guided Study
(4.5 quarter Field Study units)

Upper-Division Electives

Students may select only 300-, 400-, or 500-level courses in the School of Arts and Sciences to complete the total of 76 upper-division units for the degree.

◆ Major in Liberal Studies
(620-412)
Faculty Advisor: Margaret Greer • (916) 855-4151 • mgreer@nu.edu

The Bachelor of Science with a Major in Liberal Studies (BSLS) is designed to meet the needs of an increasing body of students who have completed considerable study in diverse subject areas, both academic and applied. This program allows students to organize their varied explorations into a coherent degree program. The BSLS is unique among academic curricula, for it liberates students from the burden of repeating course work in order to fulfill traditional degree requirements. The degree allows students to explore a wide variety of disciplines. It integrates both applied study (*e.g.*, business, nursing, computer science, military science) and arts and sciences to an extent not currently available in other degree programs. This is particularly important for adults who often interrupt their studies for prolonged periods and return with a different academic focus and career goal. The liberal studies degree allows adult learners to continue moving forward without retracing a considerable portion of their study.

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School of Arts and Sciences

Degree Requirements

To receive a Bachelor of Science degree with a Major in Liberal Studies, students must complete at least 180 quarter units as articulated below, 90 of which must be completed in the Arts and Sciences, 45 of which must be completed in residence at National University and 76 of which must be completed at the upper-division level. Students fulfill five of these units by taking the required advanced course on Written English, English 240.

Preparation for the Major
(4.5 quarter units)

ENG 240   Advanced Composition
(Prerequisites: ENG 100/101)

In addition to the above University general education requirements, two depths are required. A depth is defined as 22.5 units in a given discipline. A depth differs from a major or a concentration in the reduced number of credits that are required. The first depth requirement is fulfilled by acquiring 22.5 units in an Arts and Sciences discipline such as natural sciences, mathematics, literature, history, or social science, nine of which must be completed at the upper-division level. The second depth requirement is fulfilled by completing 22.5 units in either a single applied subject or Arts and Science discipline, with at least nine of the units completed at the upper-division level.

Portfolio Requirement: HUM 499

In addition to the above course work, students must complete a final portfolio project under the supervision of a faculty member. During this portfolio project, students map out the mosaic of their academic accomplishments and find the internal coherence of their intellectual explorations. To fulfill the portfolio requirement, students need to save and maintain a file of all papers written for their classes. These will be revised and included in the portfolio.

Depth Requirement
(10 courses, 45 quarter units)

Each student in the BSLS is required to complete two depth requirements of 22.5 units each. Each of the depth requirements must include at least nine-quarter units of upper-division work. Students can take courses from a variety of areas to satisfy the Arts and Sciences depth requirements. These courses could be used alone or in combination with courses taken at other institutions. Listed below are examples of course areas that can be used to fulfill a depth requirement:

Arts and Sciences
(5 courses, 22.5 quarter units)

Literature
Environmental Studies
Fine and Performing Arts
History
Social Sciences
Communications

Applied Study
(22.5 quarter units)

Students can also use courses from the listed areas to satisfy the depth requirement in Applied Study. These courses could be used on their own or in combination with related courses at other institutions. Students can also transfer credits in applied fields such as Electronics, Social Welfare, Information Technology, Business Studies, or Legal Studies.

Upper-Division Electives
(12 courses, 54 quarter units)

To fulfill their unit requirements, students can choose electives from any 300-, 400-, or 500-level courses for which they meet prerequisites.

◆ Major in Life Sciences
(620-112)
Faculty Advisor: Thomas Hahn • (858) 642-8457 • thahn@nu.edu

The Bachelor of Science with a major in Life Sciences provides a strong foundation in mathematics and life sciences. This major is designed to serve the needs of students who plan to teach at elementary or secondary level(s) and is also useful for those preparing for careers in the health sciences, in science education, or in science-related business, engineering, technology or social service fields.

Other students who wish a broad, interdisciplinary approach should look closely at the benefits provided by the major. In addition to meeting requirements for a Bachelor of Science degree, it provides for moderate intensification in one field of science without sacrificing an interdisciplinary approach and background in other areas of mathematics and life sciences. Life Sciences majors are not eligible for a double major in mathematics or any of the component sciences in the program.

The School of Arts and Sciences is committed to the complete academic development of its students. Consequently, where practical, all mathematics and science course are writing-intensive and incorporate a diversity component. Please note that all mathematics and science courses contain a critical thinking component by their very nature.

Curriculum Requirements

To receive a Bachelor of Science degree with a Major in Life Sciences, Students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76 of which must be completed at the upper division level. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. Refer to the section on undergraduate admission requirements for specific information regarding admission and matriculation.

Program Requirements

To prepare for a major in Life Sciences, students must demonstrate proficiency in the fundamental concepts of life sciences and introductory mathematics through successful completion of the following courses. Some of these courses may also be used to satisfy general education requirements.

Preparation for the Major
(0-35.5 quarter units)

MTH 215   College Algebra &Trigonometry
SCI 100   Survey of Bioscience
SCI 100A   Survey of Bioscience Laboratory
    (1.5 quarter units)
SCI 101   General Chemistry
SCI 101A   General Chemistry Laboratory
    (1.5 quarter units)
SCI 104   General Physics
    (Prerequisite: Successful completion of high school algebra or equivalent)
SCI 104A   General Physics Laboratory
    (1.5 quarter units) *(Prerequisite: SCI 104)*

Upper-Division Requirements for the Major

Core Requirements
(11 courses, 43.5 quarter units)

MTH 317	Mathematical Modeling
SCI 330	Ecology
SCI 335	Environmental Science
SCI 400	History of Science
SCI 411	Biodiversity
SCI 405	Introduction to Cell and Molecular Biology
SCI 405A	Introduction to Cell and Molecular Biology Laboratory (1.5 quarter units)
SCI 412	General Zoology (Invertebrates and Vertebrates)
SCI 412A	General Zoology Laboratory (1.5 quarter units)
SCI 420	Animal Behavior
SCI 408	Introduction to Genetics and Heredity

Upper-Division Electives

Students may select only 300-, 400-, or 500-level courses in the School of Arts and Sciences to complete the total of 76 upper-division units for the degree.

◆ Major in Mathematics
(620-105)
Faculty Advisor: Igor Subbotin • (310) 258-6717 • isubboti@nu.edu

The Bachelor of Sciences with a Major in Mathematics provides a strong foundation in mathematics and its applications. Designed to help address our nation's increasing need for mathematical scientists, technicians and especially teachers, the program emphasizes reflective and conceptual understanding and technique.
First, it provides the fundamental mathematical knowledge to formulate and solve problems in industry and research (concentration in mathematics and applications). Computer Science courses are encouraged, since the use of computers has been instrumental in the expansion of these COM opportunities. Students who want a basic mathematics degree can culminate their program with the project courses.

Second, the program trains mathematics teachers who want to provide quality mathematical instruction to students in primary or secondary schools. The Single-Subject Teaching Concentration was created for this purpose.

The Department of Mathematics Sciences and Humanities is committed to the complete academic development of its students. Consequently, where practical, all mathematics and science courses are writing-intensive and incorporate a diversity component. Students are advised that all mathematics courses encourage critical thinking by their very nature. Moreover, all mathematics courses require that the student purchase and use a scientific calculator for the operations of the subject matter. Some courses require a more advanced graphing calculator and computer software.

Single-Subject Credential Program in Mathematics

The Single-Subject Mathematics Preparation Program is approved by the California Commission on Teacher Credentialing. The program emphasizes a strong foundation in mathematical content together with activities designed to help future teachers assume leadership roles in an increasingly complex educational world.

Interested students should follow the following application process:

• send a letter to the Department of Mathematics requesting admission to the programs end copies of transcripts to the Department for evaluation

• upon enrollment, submit two essays for the Mathematics Portfolio (Instructions are sent upon receipt of the request letter)

In addition, students must complete all required courses from the Single-Subject Teaching Concentration.

Degree Requirements

To receive a Bachelor of Science degree with a Major in Mathematics, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76 of which must be completed at the upper-division level. In the absence of transfer credit, students may need to take additional general electives to satisfy total units for the degree. Refer to the section on undergraduate admission requirements for specific information regarding admission and matriculation.

Preparation for the Major
(7 courses, 31.5 quarter units)

MTH 210	Introduction to Probability and Statistics.
CST 242	Introduction to Programming Concepts and Methods
SCI 102	Survey of Physical Sciences
MTH 220	Calculus I or CST 208 B
MTH 221	Calculus II
MTH 222	Calculus III
MTH 223	Calculus IV

Upper-Division Requirements for the Major
(10 courses, 45 quarter units)

MTH 311	Topics from Geometry
MTH 317	Mathematical Modeling I
MTH 325	Discrete Mathematics or CST 206B
MTH 411	Number Theory
MTH 412	History of Mathematics
MTH 416	Algebraic Structures
MTH 417	Foundation of Geometry
MTH 418	Statistical Analysis
MTH 432	Advanced Calculus
MTH 435	Linear Algebra

Upper-Division Concentration Requirements
(6 courses, 27 quarter units)

▲ Concentration in Mathematics and Applications
(172)

Students must successfully complete the following courses for a Concentration in Mathematics and Applications. It is recommended that students take these classes at or near the end of their program after completing the upper division major requirements.

MTH 433	Differential Equations
MTH 438	Applied Mathematical Modeling
MTH 440	Numerical Analysis
MTH 450 A	Mathematics Project Course I
MTH 450 B	Mathematics Project Course II
MTH 450 C	Mathematics Project Course III

▲ Concentration in Single-Subject Teaching
(173)

Students must successfully complete the following courses for a Concentration in Single-Subject Teaching. It is recommended that students take these classes at or near the end of their program after completing the upper division major requirements.

MTH 410 Computer Technology in the Mathematics Classroom
MTH 460 Problem Solving Strategy
MTH 461 Methods of Teaching of Mathematics
MTH 450 A Mathematics Project Course I
MTH 450 B Mathematics Project Course II
MTH 450 C Mathematics Project Course III

Students must complete the core for a BS in Mathematics and complete an interview with the department chair before taking a project course. Students can select additional electives from any other upper-division courses.

◆ Major in Organizational Behavior

(110)
Faculty Advisor: Monica Carbajal • (310) 258-6715 • mcarbaja@nu.edu

The behavior of individuals and groups in an organization directly affects the success of the organization. Knowledge of human behavior, psychology and business is critical in helping people lead productive lives and contribute to the achievement of organizational goals and objectives. The Bachelor of Science with a Major in Organizational Behavior provides a solid foundation for applying knowledge to the workplace and increasing the effectiveness of both individuals and work teams.

An interdisciplinary course of study anchored in psychology, human behavior and management, this major is well suited for those with interests in business, government, health care, community service agencies, military, education, or industry.

Degree Requirements

To receive a Bachelor of Science degree with a major in Organizational Behavior, students must complete at least 180 quarter units as articulated below, 76 of which must be completed at the upper-division level and 45 of which must be completed in residence at National University.

Requirements for the Major
(9 courses, 40.5 quarter units)

HB 440 Organizational Development
PSY 401 Psychology for Managers
HB 500 Cross-Cultural Dynamics of Human Behavior
MGT 422 Team Building, Interpersonal Dynamics and Empowerment
or
HB 400 Group Structure and Dynamics
HRM 438 Performance Management and Motivation
or
HRM 437 Human Resources Development
MGT 400 Ethics in Law, Business and Management
HB 401 Conflict Resolution
or
HB 420 Human Communication
HB 441 Analysis of Research
HB 480 Senior Project in Organizational Behavior (Two-month, 4.5 unit course)
(Prerequisite: HB 441)

Upper-Division Electives
(8 courses, 36 quarter units)

Students can select from the following course prefixes to meet elective requirements: HB, PSY, SOC, CJ, HC, HRM, MGT and COM.

■ BACHELOR OF SCIENCE (B.S.N.) IN NURSING

(650)
Faculty Advisor: Nancy Saks • (858) 642-8344 • nsaks@nu.edu

The Bachelor of Science in Nursing (BSN) program prepares registered nurses to assume greater responsibility in today's complex health care environment. Degree candidates develop critical thinking, communication and therapeutic nursing skills within the framework of transcultural nursing. Graduates are able to manage the nursing care of culturally diverse clients in a variety of settings.

The Bachelor of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) for a period of ten years through June 2011.

Program Description

The BSN program at National University prepares its graduates to be able to:

- practice professional nursing using theory and knowledge as a basis for practice
- demonstrate competency by meeting standards of care in providing nursing care to a diverse set of clients in a multicultural community
- demonstrate competency and leadership in organizing care for a case load of clients
- analyze and synthesize current findings from nursing research and research in related fields
- evaluate current findings from relevant research for utilization in practice
- develop a critical stance on professional issues related to nursing practice, education and knowledge development by analyzing the historical and contemporary environments in nursing
- use computer technologies to augment productivity and to gain access to multiple informational resources services

Admission Requirements

To be eligible for admission to the BSN program at National University, candidates must:

- hold a current, active license to practice as a registered nurse in the state/country where clinical experiences will be completed
- have achieved a grade point average of 2.75 or the equivalent in the basic nursing program
- be a graduate of an NLN accredited associate degree in nursing program or meet equivalency requirements for National University
- show proof of registration in a professional liability program that meets University standards
- document current health standards as required by clinical agencies

Equivalency Requirements

Individuals who have not earned the associate degree in nursing can meet equivalency requirements by completing the general education requirements, the preparation for the major and Anatomy and Physiology (9 quarter units). Students can use Anatomy and Physiology to meet the natural sciences general education requirements, or they can use prior course work from other accredited institutions. The basic nursing education program must have included course work in those areas required by the BRN.

Independent Duty Corpsmen (IDCs) who have successfully challenged the NCLEX must meet the equivalency requirements described above and successfully complete the IDC-RN transition courses (NSG 300 and NSG 301).

Admissions Procedure

Applicants are required to:

- remit a $200 service fee payable in two phases ($100 at time of admission and $100 at time of graduation) in addition to other University fees
- submit a statement of goals
- schedule and complete a personal interview with the program director or designee

General Education Program Requirements
Faculty Advisor: Alice Scharper • (530) 226-4003 • ascharpe@nu.edu

The general education program consists of a minimum of 70 quarter units. Of the 70 units, students must complete at least 4.5 units at the upper division level and 4.5 units in diversity enriched course work. A plus [+] indicates a diversity enriched offering. All undergraduate students working toward any associate or bachelor's degree must meet the University diversity requirement.

National University has general education requirements in the following seven areas:

AREA A: ENGLISH COMMUNICATION
(minimum 15 quarter units)

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING
(minimum 4.5 quarter units)
AREA C: INFORMATION LITERACY
(minimum 4.5 quarter units)

AREA D: ARTS AND HUMANITIES
(minimum 13.5 quarter units)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(minimum 6 quarter units required *[Note: one science lab is required]*)

AREA G: MODERN LANGUAGE
(minimum 9 quarter units)
(Competency testing in any contemporary second language waives this requirement. Students who pass competency testing will take an additional 9 hours General Education electives, see below)

AREA A-G: GENERAL EDUCATION
(minimum 4.5 quarter units)

Courses taken to achieve minimum levels of collegiate-level competency in the areas of writing and mathematical concepts and systems do not satisfy any portion of the general education requirement.

Requirements for the Major

To receive a Bachelor of Science degree in Nursing (BSN), students must complete at least 180 quarter units as articulated below, 75 of which must be completed at the upper-division level and 45 of which must be completed in residence at National University. The following courses are specific degree requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

Preparation for the Major
(6 courses, 27 quarter units)

MTH 210	Introduction to Probability and Statistics*
or	
NSG 322	Introduction to Biomedical Statistics*
PSY 100	Introduction to Psychology*
SOC 100	Principles of Sociology*
or	
SOC 260	Cultural Anthropology*
LAS 340A	Spanish in the Professional Work Place for English Speakers*
LAS 341	Applications of Cross-Cultural Communication in the Work Place* (*Prerequisite: LAS 340A*)
SOC 500	Understanding Cultural Pluralism in American Society* (*Prerequisites: ENG 100/101*)
or	
HB 500	Cross-Cultural Dynamics of Human Behavior*

Preparation for the Major for Independent Duty Corpsmen also includes an additional 9 units:

NSG 300	Making the Transition to the Role of the Professional Nurse (for IDC-RN candidates only)
NSG 301	Practicing the Role of the Professional Nurse (for IDC-RN candidates only)

These courses must be completed prior to taking any of the 400-level nursing courses.
* Students can also use these courses to fulfill general education requirements.

Required Courses
(14 courses, 63 quarter units)

Note: Students must take NSG 310, NSG 311, NSG 400, NSG 401 and NSG 402 before all other 400-level courses in the nursing major.

The nursing major includes the following courses:

NSG 310	Professional Nursing Values
NSG 311	Health Assessment
NSG 400	Theory-Based Nursing: Introduction to Transcultural Nursing
NSG 401	Model-Based Practice: Exploring Conceptual Frameworks
NSG 402	Knowledge-Based Practice: Linking Scholarship to Professional Practice
NSG 410	Nursing in the Community: Population Focused Practice* (*Prerequisites: NSG 400, 401, 402 and 411*)
NSG 411	Nursing in the Community: Frameworks for Practice* (*Prerequisites: NSG 400, 401, 402 and 412*)
NSG 412	Nursing in the Community: Health Care Delivery* (*Prerequisites: NSG 400, 401 and 402*)
NSG 420	Introduction to Quantitative Research (*Prerequisite: MTH 210 or NSG 322*)
NSG 421	Introduction to Qualitative Research (*Prerequisite: MTH 210 or NSG 322*)
NSG 429	Health Economics
NSG 430	Case Management and Patient Care Management* (*Prerequisites: NSG 400, 401 and 402*)
NSG 431	Health Service Systems Management* (*Prerequisites: NSG 400, 401, 402 and 430*)
NSG 440	Issues in Professional Nursing (Capstone Course, to be taken at the end of the nursing sequence)

* This course requires a clinical practicum of 32 hours.

School of Arts and Sciences

Upper-Division Electives

Students can choose electives from courses with the following prefixes: PSY, SOC, HB and HC. Students must get approval from the department chair to take electives with other course prefixes.

School of Arts and Sciences Minors

▲ Minor in Addictive Disorders
(156)
(6 courses, 27 quarter units)
See the description following the Major in Psychology.

▲ Minor in Behavioral Science
(150)
(6 courses, 27 quarter units)

PSY 429	Introduction to Personality Theory
PSY 430	Introduction to Psychopathology
PSY 432	Social Psychology
CD 440	Drugs, Value and Society
PSY 428	Developmental Psychology
or	
PSY 431	Theories and Techniques of Psychological Testing
PSY 340A	Effective Counseling Techniques

▲ Minor in Mathematics
(153)
(6 courses, 27 quarter units)

To achieve a minor in Mathematics, students should select six courses in mathematics beyond MTH 221, excluding MTH 209A/B.

They can complete this minor to fulfill requirements for a Bachelor of Arts with a Major in Interdisciplinary Studies.

▲ Minor in Psychological Research
(352)

This minor offers a comprehensive introduction to the area of research in psychology. (May not be offered at all campuses.)

Curriculum Requirements
(6 courses, 27 quarter units)

PSY 426	History of Psychology
PSY 432	Social Psychology
PSY 433	Cognitive Psychology
PSY 435	Analysis of Data in Psychological Research
PSY 434	Psychological Research
	(*Prerequisite: PSY 435*)
PSY 436	Computer Applications in Psychology

Graduate Degrees

■ MASTER OF ARTS (M.A.) IN COUNSELING PSYCHOLOGY

(710-500)
Faculty Advisor: Jan Parker • (858) 642-8348 • jparker@nu.edu

The Master of Arts in Counseling Psychology emphasizes marriage and family therapy and is designed for students who are committed to the practice of individual, couples, family, adolescent and child psychotherapy. This degree meets the academic requirements necessary to sit for the Marriage and Family Therapist (MFT) License mandated by the Board of Behavioral Science. It also prepares students for the pursuit of doctoral studies in practitioner-oriented programs such as counseling or clinical psychology.

Application Requirements

Students interested in enrolling in this program should contact the appropriate academic center for further information regarding the application process.

To be considered for admission, applicants must meet the University graduate admission requirements listed in the general information for graduate degrees as well as the MAC program criteria. All applicants are evaluated for the psychotherapy profession, regardless of career goals. Students must submit an application packet, pass a personal interview and attend the program orientation before they may begin classes.

Students should consult the regional faculty to determine at what point in the sequence they may enter the program. Entrance points may differ in each region.

Degree Requirements

To receive the Master of Arts in Counseling Psychology, students must complete at least 78 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and matriculation. In addition:

- Students must complete all course work with a grade of "B" or better. Students who receive a grade of "C+" or lower in two (2) or more courses must repeat all such courses before being allowed to continue in the program.

- Students must complete a minimum of 20 hours of individual, marital, family, or group psychotherapy before taking PSY 631A and another 20 hours before graduation for a total of 40 hours.

- Students must obtain a total of 200 hours of counseling experience at a designated practicum site with an approved practicum site supervisor during PSY 631B. One-hundred-fifty of the 200 hours must involve face-to-face psychotherapy with clients.

- Independent studies are not allowed in this program.

- Students may not take more than one course per month.

Students seeking licensure must register with the Board of Behavioral Science Examiners (BBS) after graduation and fulfill all BBS licensing requirements.

Students are also urged to join the California Association of Marriage and Family Therapy and the American Association of Marriage and Family Therapists. Students must obtain malpractice insurance through C.A.M.F.T. or another professional organization.

Students must complete all course work within seven years. Any courses taken more than five (5) years ago must be repeated.

Suggested Preparation

PSY 428	Developmental Psychology
PSY 429	Introduction to Personality Theory (*Required Prerequisite*)
PSY 430	Introduction to Psychopathology

Candidates who have not previously completed these courses or their equivalent may be required to do so.

Program Core Requirements
(78 quarter units)

These courses are scheduled on a limited basis. Students are encouraged to consult the regional faculty for the course sequence requirement, which may differ in each region. Enrollment in these courses is limited to MA Counseling Psychology students unless the course is specifically listed in another degree.

PSY 635	Development Contexts in Psychotherapy: Childhood and Adolescence	
PSY 629A	Development Contexts in Psychotherapy: Adulthood and Aging	
PSY 619	Research: Paradigms and Critiques (3 quarter units)	
PSY 623	Perspectives on Psychopathology	
PSY 618	Principles of Psychotherapy I: Assessment and Interventions	
PSY 632A	Couples/Family Therapy A	
PSY 632B	Couples/Family Therapy B	
PSY 636	Principles of Psychotherapy II: Child and Adolescent	
PSY 628	Principles of Psychotherapy III: Group Approaches	
PSY 627	Legal and Ethical Issues in Marriage and Family Therapy	
PSY 631A	Principles of Psychotherapy IV: Integration and Application	
	(Prerequisite: Department approval)	
PSY 631B	Practicum for MFT Trainees*	
	(Prerequisites: PSY 631A and Department approval)	
PSY 637	Principles of Psychotherapy V: Cultural Competencies	
PSY 624	Assessment Techniques for Marriage and Family Therapists	
PSY 642	Relational Violence	
CD 640	Addictions: Contexts and Treatments	
PSY 626	Human Sexuality in Psychotherapy	
PSY 652	Psychopharmacology (3 quarter units)	

*This seminar meets once a week for two hours during six consecutive months in addition to the onsite practicum requirements. This seminar may meet in the late afternoon.

■ MASTER OF ARTS (M.A.) IN ENGLISH
(710-504)
Faculty Advisor: Janet Baker • (858) 642-8472 • jbaker@nu.edu

The Master of Arts in English provides a balanced and comprehensive program of graduate study in literature and writing. The program is ideal for teachers who desire a content M.A. beyond the credential. It is also excellent preparation for doctoral studies in English, teaching in the two-year college, or other careers requiring a high degree of literacy.

The curriculum offers a balanced coverage of major approaches to literature, including theoretical, historical, comparative, thematic, multicultural and genre studies. It provides students with the tools and skills to produce literary scholarship of professional quality and to participate in the ongoing scholarly discussions of issues in the field of literary study. It also provides unique opportunities to explore the roots of a literary genre through both critical analysis and creation of the form itself.

Degree Requirements

To receive the Master of Arts in English, students must complete at least 45 quarter units. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree.

Students should refer to the General Catalog section on graduate admission requirements for specific information regarding admission and matriculation.

Writing Across the Curriculum Assistantships and Internships

A number of Writing Center Assistantships are available for degree candidates in the M.A. in English program who want to have hands-on experience in tutoring students at National University's onsite and on-line writing centers. Contact Shareen Grogan, Director of Writing Centers, at sgrogan@nu.edu.

The University's Writing Across the Curriculum Program offers additional opportunities for students to participate in meaningful projects that will enhance their career development. These projects include editing and producing the student literary journal, *The GNU* and working on the *WHACK*, the *Writing Across the Curriculum Newsletter*. Contact Karen Offitzer, Director of Writing Across the Curriculum, at koffitze@nu.edu, for additional information.

In addition, various departmental faculty have opportunities for students to assist them with teaching, scholarly projects, or other activities and students can receive valuable experience and mentoring from working with them. Contact individual faculty members for information.

Program Core Requirements
(8 courses, 36 quarter units)

ENG 600	Seminar in Literary Theory
ENG 610	Seminar in Multicultural Literature of North America
ENG 620	Seminar in a Literary Period or Movement
ENG 630	Seminar in Fiction Writing
ENG 640	Seminar in Poetry
ENG 650	Seminar in Creative Non-Fiction
ENG 660	Seminar in Literary Hypermedia
ENG 699	English Capstone Project

(Prerequisite: All other program requirements must be completed before enrolling in this course. Exceptions may be made if student is within two courses of program completion, only with the approval of the Program Director.)

Electives
(2 courses, 9 quarter units)

ENG 670	Seminar in Comparative Literary Studies
ENG 680	Seminar in a Theme
ENG 690	Seminar in a Major Author

or
Any of the following courses from the MFA in Film Art Studies program:

MFA 660	Introduction to Film Art Studies
MFA 665	Film Theory
MFA 666	Film History: The Silents
MFA 667	Film History: American Film
MFA 670	Film Genre Studies
MFA 671	World Film
MFA 680	Screenwriting
MFA 685	Great Directors: American
MFA 686	Great Directors: International

School of Arts and Sciences

■ MASTER OF ARTS (M.A.) IN HUMAN BEHAVIOR
(710-501)
Faculty Advisor: Charles Tatum • (858) 642-8476 • ctatum@nu.edu

The Master of Arts in Human Behavior is designed for people desiring greater knowledge of the behavioral sciences. The degree exposes the student to a wide array of behavioral topics covering personal, social and organizational issues. The program is intended for students who have specific ambitions in the fields of supervision, management and administration, but should also appeal to students undergoing life transitions, seeking personal or career growth, or requiring preparation for doctoral-level training. The primary program outcomes and competencies are:

- Synthesize and apply communication theory and practice in real-world situations.
- Develop a personal and professional code of ethics based on knowledge and understanding of moral and ethical principles and values.
- Assimilate adult development and human sexuality theories and principles into personal and interpersonal growth.
- Analyze and apply behavioral and organizational change processes to personal, social and organizational settings.
- Integrate theories of leadership into applied areas of supervision, management and administration.
- Demonstrate practical competence in the use of behavioral theory, research and assessment.
- Produce written materials (papers, essays, projects, journals, etc.) that analyze, integrate and critique critical theories, issues and research in human behavior.
- Demonstrate oral fluency (class debates, group discussions, individual presentations, etc.) in articulation of the theory and practice of behavioral science.
- Demonstrate multi-cultural awareness and appreciation of human diversity.

Degree Requirements

To receive the Master of Arts in Human Behavior, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and matriculation.

Program Core Requirements
(10 courses, 45 quarter units)

HB 648	Personal Growth and Communication
HB 646	Personal and Professional Ethics
HB 641	Stages of Adult Development
HB 639	Contemporary Issues in Sexuality
HB 601A	Organizational Behavior
HB 642	Theories of Behavior Change
HB 601D	Creative Leadership
HB 650	Foundations of Behavioral Research
HB 660	Organizational Assessment
HB 680	Integrative Project in Human Behavior (Capstone course) *(Prerequisite: HB 650)*

Electives
(9 quarter units)

Students can select graduate elective courses from the following course prefixes (500 and 600 level only): CD, HRM, HB, MKT, MGT and SOC (CD 601 and SOC 604 are highly recommended). In addition, some education and psychology courses are acceptable with the approval of the Chair of the Department of Psychology. (Note: Due to enrollment restrictions, special permission by the Chair of the Department of Psychology is required to take CD 640, or any courses designated PSY 600 or above).

■ MASTER OF FINE ARTS (M.F.A.) IN FILM ART STUDIES
(715-503)
Faculty Advisor: Paul Majkut • (858) 642-8465 • pmajkut@nu.edu

The M.F.A. in Film Art Studies is designed for those who have graduated with a degree in the humanities, fine arts, education or, in addition to having an undergraduate degree that is not in one of these disciplines, worked in the area of film arts.

Film Art Studies provides students with advanced theoretical, historical and aesthetic appreciation of cinema. In addition, practical cinematic skills are included to enhance students' understanding and implementation of these film concepts. The M.F.A. in Film Art Studies prepares students with background and skills necessary to work in various areas of the film industry as well as those planning careers in teaching.

Program Curriculum Requirements

To receive the M.F.A., students must complete at least 63 quarter units, 49.5 of which must be taken in residence at National University. No more than six courses may be taken on-line. This restriction does not include MFA 690A (Thesis Research) and MFA 690B (Thesis Writing), which may be taken either on-line or in class. Refer to the section on graduate admission requirements for specific information regarding application and matriculation.

Students are required to complete a language competency examination specified by the School of Arts and Sciences or two courses of a language approved by the department. Though required for the degree, these language courses do not satisfy the 63-quarter unit requirement.

Advancement to Candidacy

A student is advanced to candidacy for the Master of Fine Arts degree after the successful completion (no lower than a "B" in any course) of three required courses. At that time, the student selects or is assigned a thesis mentor.

Comprehensive Examination

When all required courses with the exception of MFA 690A (Thesis Research) and MFA 690B (Thesis Writing) have been successfully completed with no grade lower than "B" in any course, the student is scheduled to take the Comprehensive Examination of the Master of Fine Arts in Film Art Studies. The Comprehensive Examination is both oral and written, covering the content of all required courses. The oral Comprehensive Examination is one hour, minimum; the written Comprehensive Examination is four hours, maximum. The oral and written Comprehension Examinations are of equal academic weight. Comprehensive Examinations are pass or fail. Students are allowed to take both or either the oral or written sections of the Comprehensive Examination no more than three times each.

Foundation Courses

The following courses, although not required, are highly recommended to students with little academic background in film studies:

ART 100   Introduction to Art History
ART 315   Film as Art
ENG 365   Creative Writing
SOC 336   Film and Society
GS 330   Film in an International Context

Language Requirement

Students in the M.F.A. in Film Art Studies must meet a foreign language requirement. This requirement may be fulfilled by testing or by satisfactorily passing two courses in one of the following languages: Chinese, French, German, Italian, Japanese, Russian, or Spanish. Other languages are acceptable upon approval of the director of the program.

Required Courses for the Master of Fine Arts in Film Art Studies
(63 quarter units)

MFA 660   Film Art Studies
MFA 665   Film Theory
MFA 666   Film History: The Silents
MFA 667   Film History: American Film
MFA 670   Film Genre Studies
MFA 671   World Film
MFA 680   Screenwriting
MFA 681   Storyboarding
MFA 682   Animation
MFA 683   Project Management and Direction
MFA 685   Great Directors: American
MFA 686   Great Directors: International
MFA 690A   Thesis Research
MFA 690B   Thesis Writing

■ MASTER OF SCIENCE (M.S.) IN INSTRUCTIONAL TECHNOLOGY

(720-502)
Faculty Advisor: Michael McAnear • (858) 642-8466 • mmcanear@nu.edu

The Master of Science in Instructional Technology is a multidisciplinary program designed to prepare students for rapidly growing employment opportunities that involve the training and instruction of information and telecommunication technologies. Graduates with master's degrees in Instructional Technology are in high demand because they possess a combination of skills and knowledge that can be applied to instructional problems in a wide range of settings. These settings may include training departments of large businesses, software development companies, military training programs, health-care education programs, publishing houses, multimedia development companies, social service agencies and governmental agencies.

Degree Requirements

To obtain a Master of Science in Instructional Technology, students must complete 54 quarter units of graduate work. Where appropriate, students can transfer a maximum of 13.5 quarter units of graduate work completed at another regionally accredited institution to meet stated requirements in the program. Students should refer to the section on graduate admission requirements for specific information regarding application and matriculation.

Students are expected to possess or to have access to a computer outside of National University to on projects both on and off campus. Given the nature of instructional technology, the off-campus computer should be at least a Pentium II. The following course is not required, but is highly recommended for students who need basic skills in computer technology and electronic research:

CST 205   Computer Applications I
Note: This is a remedial course and does not count toward completion of the master's degree.

Program Core Requirements
(9 courses, 40.5 quarter units)

IT 600   Instructional Design
IT 601   Advanced Instructional Design
             (*Prerequisite: IT 600*)
IT 610   Multimedia in Instruction
             (*Prerequisites: IT 600 and IT 601*)
IT 615   Distance Learning
IT 620   Web-based Instruction
             (*Prerequisite: IT 615*)
IT 625   Simulations and Virtual Reality
IT 631   Management of Instructional Design Projects
             (*Prerequisite: IT 625*)
IT 634   Seminar in Performance Technology
IT 641   Evaluating and Improving Instructional Programs
             (*Prerequisite: IT 600*)

Integration Seminars and Projects
(3 courses, 13.5 quarter units)

IT 645   Current Issues in Instructional Technology
             (*Prerequisite: IT 600*)
IT 650A&B   Instructional Technology Project
             (*Prerequisites: All other courses in the program*)

Certificate Program

● CERTIFICATE IN MULTIPLE SUBJECT MATTER
(671-000-174)
Faculty Advisor: Jacque Lynn Foltyn • (858) 642-8469 • jfoltyn@nu.edu

The Certificate in Multiple Subject Matter (MSM) is designed for students who fall into one of three categories: 1) students who have completed Bachelor's degrees in California in fields **other than** Interdisciplinary Studies, Liberal Studies, or any CCTC-approved Elementary Subject Matter Preparation program (including those with degree titles other than Interdisciplinary or Liberal Studies; 2) students who have completed Bachelor's degrees outside California; 3) students who have completed Bachelor's degrees in any field except BAIS/MSME or BAMS at National University.

Students who meet one of the above criteria may take the Certificate Program in Multiple Subject Matter. To be eligible for the Certificate Program, candidates must take ACCUPLACER. IF ACCUPLACER scores indicate a need for AIME courses (English 080 or Mathematics 090) students must take them; AIME courses may not be waived by transferable course work. AIME courses must be completed before certificate course work is begun. Students who have completed course work equivalent to that required for the certificate, detailed below, may transfer in up to six (6) courses, if the grade received was "C" or better and the course was taken within the last seven years at an accredited institution. All certificate candidates must take LIT 430/LIT 430A, ART 400/ART 400A, one of LIT 342 or SCI 335 or HIS 341 and MSM 499, Multiple Subject Matter Capstone.

School of Arts and Sciences

Note: Students should take MSM 499 as the last course; if scheduling MSM 499 as the last course is not possible, students may take it as one of the last two; however, all prerequisites must be met.

Upon satisfactory completion of all certificate requirements, candidates receive an "equivalency letter." With the "equivalency letter," candidates do not have to take the MSAT examination for their Multiple Subject Teaching Credential. **To be eligible for the "equivalency letter," all courses required for the certificate must be taken and passed with a grade of "C" or better.**

Note: The "equivalency letter" must be granted prior to beginning credential methodology courses.

Required Courses
(48 quarter units)

ENG 350   Fundamentals of Linguistics (available online)
PSY 301   Child and Adolescent Development
MSM 301   Teaching Elementary Physical Education (requires observation)
SCI 301   Earth and Planetary Science
SCI 300   Geography: Mapping the World (available online)
HIS 410   California History
LIT 430/LIT 430A
     Children's Literature and Literacy / Children's Literature and Literacy Practicum (requires field experience; 6.0 quarter units)
     (Prerequisites: LIT 100, ENG 350, PSY 301)
ART 400/ART 400A
     Expressive and Integrated Arts / Expressive and Integrative Arts Practicum (requires field experience; 6.0 quarter units)
     (Prerequisites: MSM 301, ENG 350, PSY 301)
One of:
LIT 342   World Literature (available online)
SCI 335   Environmental Science
HIS 341   History Through Theater
Last Course:
MSM 499   Multiple Subject Matter Capstone
     (Prerequisite: LIT 342 or SCI 335 or HIS 341)

School of Business and Information Management

Dean, Shahram Azordegan
Ed.D. Leadership, Mississippi State University

Defining the Future of Higher Education

for Adult Learners

NATIONAL UNIVERSITY

Degree Programs Offered

Undergraduate Degrees

Bachelor of Arts
with Majors in:
Legal Studies
Management

⌂ **Bachelor of Business Administration**
with Concentrations in:
⌂ Accountancy – CPA/Non CPA
⌂ Finance
Hospitality and Casino Management
Human Resources Management
⌂ Marketing
⌂ Sports Management

Bachelor of Science
with Majors in:
⌂ Accountancy
⌂ Criminal Justice Administration
Financial Management
Information Systems
 with Concentrations in:
  Database Administrations
  Electronic Business
  Telecommunication
Information Technology

BUSINESS AND INFORMATION MANAGEMENT MINORS
⌂ Accountancy
Business Administration
Business Studies
⌂ Criminal Justice Administration
Information Technology
Legal Studies
Total Quality Management

Graduate Degrees

⌂ **Global Master of Business Administration**

Master of Arts
Fields of Study:
Human Resources Management
Management

Master of Business Administration
Areas of Specialization:
⌂ Accountancy – CPA/Non CPA
⌂ Electronic Business
⌂ Financial Management
Health Care Administration
Human Resources Management
⌂ International Business
⌂ Marketing

⌂ **Master of Forensic Sciences**

Master of Health Care Administration

Master of Public Administration
Area of Specialization:
Public Finance

Master of Science
Fields of Study:
⌂ Electronic Business
Finance
Information Systems
Taxation
Technology Management

Certificate Programs

⌂ Criminal Justice Administration
⌂ Electronic Business
Finance
⌂ Financial Accounting
Human Resources Management
Information Technology
International Business
⌂ Marketing
Total Quality Management

⌂ denotes program also offered or partially offered online.
Note: Not all online programs or courses are offered in entirety via Internet.
Note: Not all courses or programs listed in this catalog are available at every learning facility.
Various undergraduate minors are available in some degree programs.

FOR FURTHER INFORMATION

contact **The School of Business and Information Technology** in San Diego at **(858) 642-8400**

Faculty

Department of Business

Sydney Blake
Professor and Chair
San Diego Main Campus
Ph.D., Educational Psychology
and Technology
University of Southern
California
Phone: (858) 642-8429
E-mail: sblake@nu.edu

Nancy L. Bush
Associate Chair,
Assistant Professor
San Diego Main Campus
DBA, Marketing
United States International
University
Phone: (858) 642-8421
E-mail: nbush@nu.edu

Roberto J. Ancis
Associate Faculty
Costa Mesa Academic Center
MBA, Management and
International Business
Cleveland State University
Phone: (714) 429-5100
E-mail: rancis@nu.edu

Gurdeep Kumar Chawla
Assistant Professor
San Jose Academic Center
D.B.A., Finance
Golden Gate University
Phone: (916) 855-4145
E-mail: gchawla@nu.edu

Muhannad Ali El-Mefleh
Associate Professor
Sacramento Academic Center
Ph.D., Economics,
Florida State University
Phone: (916) 855-4144
E-mail: melmefle@nu.edu

Juan España
Associate Professor
San Diego Main Campus
Ph.D., Economics, University of
California, Santa Barbara
Phone: (858) 642-8448
E-mail: jespana@nu.edu

Reza Fadaei-Tehrani
Associate Professor
San Diego Main Campus
Ph.D., Economics, University of
Nebraska
Phone: (858) 642-8423
E-mail: rfadaeit@nu.edu

Consolacion L. Fajardo
Associate Professor
Sacramento Academic Center
D.P.A., Public Administration;
CPA
University of Southern
California
Phone: (916) 855-4137
E-mail: cfajardo@nu.edu

Kenneth I. Goldberg
Assistant Professor
San Diego Main Campus
D.P.A., Public Administration
University of LaVerne
Phone: (858) 642-8478
E-mail: kgoldber@nu.edu

Thomas J. Karnowski
Assistant Professor
San Diego Main Campus
D.B.A., International
Management and Marketing
United States International
University
Phone: (858) 642-8449
E-mail: tkarnows@nu.edu

Iraj Mahdavi
Assistant Professor
San Bernardino Academic
Center
Ph.D., Political Science
University of Michigan
Phone: (909) 806-3343
E-mail: imahdavi@nu.edu

Laurie L. Nalepa
Assistant Professor
Los Angeles Academic Center
Ed.D. Computer Technology
Nova University
Phone: (310) 258-6720
E-mail: lnalepa@nu.edu

Chang G. Park
Assistant Professor
San Diego Main Campus
Ph.D. Finance
Kent State University
Phone: (858) 642-8402
E-mail: cpark@nu.edu

Thomas Rim
Instructor
Los Angeles Academic Center
M.S., Accounting
Roosevelt University
Phone: (310) 258-6718
E-mail: trim@nu.edu

George E. Rittenhouse
Associate Faculty
Los Angeles Academic Center
M.Div., Theology
Fuller Theological Seminary
Phone: (310) 258-6600
E-mail: grittenh@nu.edu

Donald A. Schwartz
Associate Professor
San Diego Main Campus
J.D., New York University; CPA
Phone: (858) 642-8420
E-mail: dschwart@nu.edu

Susan P. Silverstone
Associate Faculty
San Diego Main Campus
M.B.A., Business
Administration
University of Colorado
Phone: (619) 368-9693
E-mail: ssilvers@nu.edu

Brian P. Simpson
Assistant Professor
San Diego Main Campus
Ph.D., Economics
George Mason University
Phone: (858) 642-8431
E-mail: bsimpson@nu.edu

J. Robert Skalnik
Instructor
Costa Mesa Academic Center
M.A., Journalism,
University of Southern
California
Phone: (714) 429-5145
E-mail: jskalnik@nu.edu

Paul Skelly
Associate Faculty
Sacramento Academic Center
M.B.A., Finance,
University of Southern
California
Phone: (916) 855-4138
E-mail: pskelly@nu.edu

David E. Smith
Associate Professor
Costa Mesa Academic Center
D.B.A., International Business,
United States International
University
Phone: (714) 429-5142
E-mail: csmith2@nu.edu

Gary A. Solomon
Associate Faculty
Los Angeles Academic Center
M.B.A., National University
Phone: (310) 258-6600
E-mail: garysolomon@psinet.co

Forrest E. Young
Instructor
Costa Mesa Academic Center
M.A., Accounting
University of Montana
Phone: (714) 429-5404
E-mail: fyoung@nu.edu

Gary Zucca
Assistant Professor
Stockton Academic Center
Ph.D., Sociology
University of Florida
Phone: (209) 475-1441
E-mail: gzucca@nu.edu

Department of Organizational Management and Administration

Thomas Green
Associate Professor and Chair
San Diego Main Campus
Ph.D., Sociology
University of Hawaii
Phone: (858) 642-8439
E-mail: tgreen@nu.edu

Christopher Ashcraft
Assistant Professor
San Diego Main Campus
JD, Western State University
Phone: (858) 642-8441
E-mail: cashcraf@nu.edu

Victor Bianchini
Associate Faculty
San Diego Main Campus
J.D., Law, University of San
Diego
Phone: (858) 642-8400
E-mail: vbianchi@nu.edu

George J. Drops, Jr.
Associate Professor
San Diego Main Campus
Ph.D., Psychology, Union
Institute
Phone: (858) 642-8438
E-mail: gdrops@nu.edu

Faculty

John Peter Hewitt
Associate Faculty
Costa Mesa Academic Center
M.A., Criminology,
California State University,
Fullerton
Phone: (714) 429-5100
E-mail: jhewitt@nu.edu

Chandrika M. Kelso
Assistant Professor
San Diego Main Campus
JD, Osmania University
College of Law, India
Phone: (858) 642-8433
E-mail: ckelso@nu.edu

James G. Larson
Assistant Professor
San Bernardino Academic
Center
JD, Thomas Jefferson School of
Law
Phone: (909) 806-3336
E-mail: jlarson@nu.edu

Deborah Le Blanc
Associate Professor
Los Angeles Academic Center
D.P.A., Public Administration,
University of La Verne
Phone: (310) 258-6700
E-mail: dleblanc@nu.edu

James E. Newman
Associate Faculty
Fresno Academic Center
M.P.A., Public Administration
University of LaVerne
Phone: (559) 256-4938
E-mail: jnewman@nu.edu

Lawrence Sam
Associate Faculty
San Jose Academic Center
Ph.D., Public Administration
Golden Gate University
Phone:
E-mail: lsam@nu.edu

Ismail Sebetan
Professor
San Diego Main Campus
Ph.D., Forensic Science
Tohoku University, Japan
Phone: (858) 642-8419
E-mail: isebetan@nu.edu

Department of Management Science and Information Systems

Ali Farahani
Associate Professor and Chair
San Diego Main Campus
Ph.D., Applied Mathematics
University of Rhode Island
Phone: (858) 642-8408
E-mail: afarahan@nu.edu

David William Basehore
Associate Faculty
Stockton Academic Center
M.S., Mechanical Engineering
Syracuse University
Phone: (209) 475-1444
E-mail: dbasehor@nu.edu

John Bugado
Instructor
San Diego Main Campus
M.B.A., San Diego State
University
Phone: (858) 642-8407
E-mail: jbugado@nu.edu

Gary Glen Parks
Instructor
San Diego Main Campus
M.S., Technology and Learning
United States International
University
Phone: (858) 642-8414
E-mail: gparks@san.rr.com

Oliver Schlake
Assistant Professor
San Diego Main Campus
Ph.D. Engineering
Universitat-Gesamthochschule,
Paderborn, Germany
Phone: (858) 642-8417
E-mail: oschlake@nu. edu

School of Business and Information Management

Mission Statement

The mission of the School of Business and Information Management is to give adult learners the skills and knowledge they need to advance in their careers as managers in global, technological organizations. The school's primary emphasis is teaching. Its curriculum, faculty selection, methods of instruction, and research reflect this emphasis. Additionally, the school is guided by the following principles:

- Instructional formats are convenient and efficient, without compromising academic quality.
- Teaching is the first priority of the faculty.
- Teaching methods are centered on the learner rather than the faculty.
- The school provides service to local community organizations by applying the theoretical concepts taught in the classroom.
- The school continually strives to advance the currency and relevancy of its academic programs.

The maturity of National University's student body and the professional experience of the faculty, in addition to their academic preparation, provide a real-world atmosphere to augment the theoretical basis of the courses.

Undergraduate Degree Programs

■ BACHELOR OF ARTS (B.A.)
(610)
General Education Program Requirements

The general education program consists of a minimum of 70 quarter units. Of the 70 units, students must complete at least 4.5 units at the upper division level and 4.5 units in diversity enriched course work. A plus [+] indicates a diversity enriched offering. All undergraduate students working toward any associate or bachelor's degree must meet the University diversity requirement.

National University has general education requirements in the following seven areas:

AREA A: ENGLISH COMMUNICATION
(minimum 15 quarter units)

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING
(minimum 4.5 quarter units)

AREA C: INFORMATION LITERACY
(minimum 4.5 quarter units)

AREA D: ARTS AND HUMANITIES
(minimum 13.5 quarter units)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(minimum 6 quarter units required *[Note: one science lab is required]*)

AREA G: MODERN LANGUAGE
(minimum 9 quarter units)
(Competency testing in any contemporary second language waives this requirement. Students who pass competency testing will take an additional 9 hours General Education electives, see below)

AREA A-G: GENERAL EDUCATION
(minimum 4.5 quarter units)

Courses taken to achieve minimum levels of collegiate-level competency in the areas of writing and mathematical concepts and systems do not satisfy any portion of the general education requirement.

◆ Major in Legal Studies
(610 - 407)
Faculty Advisor: Christopher Ashcraft • (858) 642-8441 • cashcraf@nu.edu

The Major in Legal Studies gives students an opportunity to develop the verbal and analytical skills needed to succeed as a law student or attorney. Students prepare to undertake the civic responsibility of practicing law through exposure to the law's ethical and social implications. This major also allows students interested in a career in business or government to gain an understanding of the complex legal issues they will face in their professions.

Degree Requirements

To receive a Bachelor of Arts with a Major in Legal Studies, students must complete at least 180 quarter units as described below. Seventy six (76) quarter units must be completed at the upper-division level and 45 must be completed in residence at National University. (In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.)

The 67 quarter unit general education program is the same for most degrees. Students completing this major are also strongly encouraged to take the history, law and political science category under area "D."

Preparation for the Major
(4.5 quarter units)

IS 301   Management Information Systems

Requirements for the Major
(9 courses; 40.5 quarter units)

LAW 304   Legal Aspects of Business I
LAW 305   Legal Aspects of Business II
                   (Prerequisite: Law 304)
LAW 310   Litigation
LAW 400   Current Legal Issues
LAW 402   The Art of Negotiation
MGT 400   Ethics in Law, Business and Management
LAW 410   Introduction to Law and Legal Analysis

Either:
CJ 451   Court Systems and the Judicial Process
or
LAW 311   Legal Research and Writing

Capstone – must be taken as the last of these upper-division requirements:

LAW 420   Advocacy (Capstone course)

Upper-Division Electives
(7 courses; 31.5 quarter units)

HRM 430   Labor Relations and Collective Bargaining
HRM 435   The Regulatory Employment Environment of Human
                   Resources Management
MGT 420   Introduction to TQM in the Context of Management and
                   Leadership
MGT 430   Survey of Global Business
COM 380   Democracy in the Information Age
                   (Prerequisite: ENG 100/101)

COM 460   Media Ethics and the Law
           (Prerequisite: ENG 100/101)
PS 320   Politics of Social Movements
           (Prerequisite: ENG 100/101)
SOC 445   Contemporary Social Problems
Any 400-level Criminal Justice (CJ) course excluding CJ 451
Any 400-level English (ENG) course
Any 400-level Management (MGT) course
Any 400-level Sociology (SOC) course
ACC 410A Financial Accounting
           (Prerequisite: ACC 201)
ACC 410B Financial Accounting II
ACC 410C Financial Accounting III

In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

◆ Major in Management

(610-413)

Faculty Advisor: Kenneth Goldberg • (858) 642-8478 • kgoldber@nu.edu

The Bachelor of Arts with a Major in Management provides students a business-related degree with an emphasis on managing organizations and personnel in a multicultural and global setting. To achieve maximum flexibility, the Major in Management program minimizes prerequisites, enabling students to take the required courses in any sequence.

BA MGT / MA MGT Transition Program

The BA MGT /MA MGT Transition Program allows currently enrolled BA MGT students with a grade point average of at least 3.0 who are within completing their last six courses to register for two MA MGT courses as electives for their BA MGT degree. Students can select any two of the following three courses: EB 620, HRM 640 and MGT 601. The number of courses required to earn an MA MGT degree for Transition Program students is reduced from 12 to 10 courses. To be eligible for the Transition Program, students must apply for the MA MGT and begin their program of study within six months after completing their final BA MGT course. Students must complete the 10-course MA MGT program within four years with no break exceeding 12 months. Courses are 4.5 quarter units unless otherwise indicated.

Students must complete graduate-level course work taken as part of the BA MGT degree with a grade of B or better. This course work will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program. Grades earned in graduate-level courses will be calculated as part of the student's undergraduate Grade Point Average.

Degree Requirements

To receive a Bachelor of Arts with a Major in Management, students must complete at least 180 quarter units as described below, 76 of which must be completed at the upper-division level and 45 of which must be completed in residence at National University. (In absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.) Refer to the section of undergraduate admission requirements for specific information regarding admission and matriculation.

Preparation for the Major

(18 quarter units)

IS 301   Management Information Systems
MTH 210   Introduction to Probability and Statistics *

ECO 201   Principles of Microeconomics *
           (Prerequisite: ECO 200)

*May be used to satisfy general education requirements

Upper-Division Requirements

(9 courses; 40.5 quarter units)

LAW 304   Legal Aspects of Business I
MGT 400   Ethics in Law, Business and Management
MGT 409C Principles of Management and Organization
MGT 430   Survey of Global Business
HRM 409B Human Resources Management in Today's Society
MKT 402A Marketing Fundamentals
HB 420   Human Communications
or
HB 500   Crosscultural Dynamics of Human Behavior
HB 440   Organizational Development
or
HRM 438   Performance Management and Motivation
FIN 310   Business Finance
           (Prerequisites ACC 201 and ACC 202)

Upper-Division Electives

(7 courses; 31.5 quarter units)

Students are encouraged to take any minors or electives in the following prefix areas: ACC, CST, CS, FIN, HC, HRM, LAW, MGT, MKT and MS. The following recommended courses are pre-approved minors or electives, including those with prefixes other than those listed above:

CJ 450   White Collar Crime
CST 435   Strategic Role of Information Technology
HIS 410   California Experience
HRM 432   Recruiting, Selection and Promotion
LAW 305   Legal Aspects of Business II
LAW 400   Current Legal Issues
LAW 402   The Art of Negotiation
MGT 420   Introduction to TQM in the Context of Management
           Leadership
MS 407   Management Science
PHL 375   Environmental Ethics
PHL 437   Ethics
PSY 401   Psychology for Managers
PSY 432   Social Psychology
SOC 310   Cultural Dynamics in the Work Place
SOC 430   Culture, Technology and Society
SOC 445   Contemporary Social Problems
SOC 500   Understanding Cultural Pluralism in American Society
SOC 540   Power and Social Change

In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

■ BACHELOR OF BUSINESS ADMINISTRATION (B.B.A.)

(630)

Faculty Advisor: Brian Simpson • (858) 642-8431 • bsimpson@nu.edu

The Bachelor of Business Administration (BBA) degree prepares students for career opportunities and advancement in business and industry. Successful completion of lower- and upper-division BBA requirements ensures that graduates comprehend the relationships among marketing, quantitative theory, accountancy, economic principles and financial, human and organizational management. The Bachelor of Business Administration degree gives students an opportunity to specialize in designated fields by pursuing concentrations and minors, or to choose an individualized set of general BBA electives.

School of Business and Information Management

BBA/MBA Transition Program

The BBA/MBA Transition Program allows currently enrolled BBA students with a grade point average of at least 3.0 who are within completing their last six courses to register for two MBA courses as electives for their BBA degree. Students can select any two of the following three courses: EB 620, HRM 640 and MGT 601. The number of courses required to earn an MBA degree for Transition Program students is reduced from 13 to 11 courses. To be eligible for the Transition Program, students must apply for the MBA and begin their program of study within six months after completing their final BBA course. Students must complete the 11-course MBA program within four years with no break exceeding 12 months.

Students must complete graduate-level course work taken as part of the BBA degree with a grade of B or better. This course work will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student's undergraduate Grade Point Average.

Degree Requirements

To receive a Bachelor of Business Administration, students must complete at least 180 quarter units as described below, 76 of which must be completed at the upper-division level and 45 of which must be completed in residence at National University. (In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.) Refer to the section of undergraduate admission requirements for specific information regarding admission and matriculation.

General Education Program Requirements

The general education program consists of a minimum of 70 quarter units. Of the 70 units, students must complete at least 4.5 units at the upper division level and 4.5 units in diversity enriched course work. A plus [+] indicates a diversity enriched offering. All undergraduate students working toward any associate or bachelor's degree must meet the University diversity requirement.

National University has general education requirements in the following seven areas:

AREA A: ENGLISH COMMUNICATION
(minimum 15 quarter units)

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING
(minimum 4.5 quarter units)

AREA C: INFORMATION LITERACY
(minimum 4.5 quarter units)

AREA D: ARTS AND HUMANITIES
(minimum 13.5 quarter units)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(minimum 6 quarter units required [Note: one science lab is required])

AREA G: MODERN LANGUAGE
(minimum 9 quarter units)
(Competency testing in any contemporary second language waives this requirement. Students who pass competency testing will take an additional 9 hours General Education electives, see below)

AREA A-G: GENERAL EDUCATION
(minimum 4.5 quarter units)

Courses taken to achieve minimum levels of collegiate-level competency in the areas of writing and mathematical concepts and systems do not satisfy any portion of the general education requirement.

Preparation for the Degree
(7 courses)

IS 301	Management Information Systems	
MS 205	Introduction to Quantitative Methods and Statistics*	
ECO 200	Principles of Macroeconomics*	
ECO 201	Principles of Microeconomics*	
	(Prerequisite: ECO 200)	
ACC 201	Financial Accounting Fundamentals	
ACC 202	Managerial Accounting Fundamentals	
	(Prerequisite: ACC 201)	
LAW 304	Legal Aspects of Business I	

* May be used to satisfy general education requirements

Upper-Division BBA Requirements
(7 courses; 31.5 quarter units)

MGT 409C	Principles of Management and Organization	
FIN 310	Business Finance	
	(Prerequisites: ACC 201 and ACC202)	
MS 407	Management Science	
	(Prerequisite: MS 205 or MTH 210)	
MKT 402A	Marketing Fundamentals	
MGT 430	Survey of Global Business	
	(Prerequisites: ECO 200 and ECO 201)	
MGT 451	Production and Operations Management	
BUS 480	Integrated Business Policy (Capstone Course)	
	(Prerequisites: All BBA preparation and core courses)	

Grading of BUS 480 is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

Upper-Division Electives
(9 courses; 40.5 quarter units)

Students must take a total of 40.5 quarter units of Upper-Division Electives. The elective courses listed below provide students with a well-rounded business education and are directly applicable to today's business world. Students are strongly encouraged to select electives from the following list of recommended courses. Substitutions must be from among courses with the following prefixes: ACC, CS, CST, FIN, HC, HRM, MGT, MKT, or HB. Students may choose to take a concentration of six upper-division elective courses.

Recommended Courses

CST 432	Management Information Technology: Planning and Integration	
IS 446	Data Modeling in Information Technology Environment	
FIN 446	International Financial Management	
	(Prerequisites: FIN 310 and FIN 440)	
FIN 440	Financial Institutions	
	(Prerequisite: FIN 310)	
HRM 409B	Human Resources Management in Today's Society	
HRM 432	Recruiting, Selection and Promotion	
HRM 437	Human Resources Development	
LAW 305	Legal Aspects of Business II	
MGT 420	Introduction to TQM in the Context of Management and Leadership	
MGT 442	Strategic Business Management	
MGT 490	Guided Study	
MKT 430	Introduction to Global Marketing	

MKT 434   Introduction to Market Research
MKT 443   Introduction to Advertising
            (Prerequisite: MKT 402A)

In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

Bachelor of Business Administration Concentrations

▲ Concentration in Accountancy

(472)
Faculty Advisor: Donald Schwartz • (858) 642-8420 • dschwart@nu.edu

This concentration is designed for those majoring in Business Administration with its broad base of business-related disciplines, but who also wish to gain the intermediate-level accounting knowledge and skills appropriate for careers in the accounting and finance departments of a business, non-profit or government entity.

Students are encouraged to seek a nationally recognized accounting designation such as the CMA (Certified Management Accountant) or CFM (Certified in Financial Management). Those who are considering a CPA designation (Certified Public Accountant) are best served by enrolling in the B.S. in Accountancy degree program and selecting the CPA track electives.

Students are strongly advised to contact the above-named faculty advisor for guidance and recommendations as to academic preparation that will best meet their career objectives.

Prerequisite:

ACC 201   Financial Accounting Fundamentals

Students must successfully complete the following courses for a Concentration in Accountancy and must have successfully completed ACC 201 before enrolling in any of these courses:

Requirements for the Concentration
(6 courses, 27 quarter units)

ACC 410A   Financial Accounting I
ACC 410B   Financial Accounting II

Plus any four of the following courses:
ACC410C   Financial Accounting III
ACC 431   Advanced Accounting
ACC 432A   Taxation – Individual
ACC 432B   Taxation II
ACC 433A   Managerial Accounting I
ACC 433B   Managerial Accounting II
           (Prerequisite: ACC 433A)
ACC 434   Government and Nonprofit Accounting
ACC 435A   Auditing I
ACC 435B   Auditing II
           (Prerequisite: ACC 435A)

▲ Concentration in Finance

(467)
Faculty Advisor: Chang G. Park • (858) 642-8402 • cpark@nu.edu

Career opportunities in finance are in three interrelated areas: financial institutions, including banks, insurance companies, credit unions and similar organizations; investments, including the sale of securities or security analysis; and financial management in all types of commercial and not-for-profit organizations. This concentration prepares students for future managerial responsibilities in these areas with an emphasis on the financial management of organizations.

Requirements for the Concentration
(6 courses; 27 quarter units)

Students must successfully complete the following courses for a Concentration in Finance. Students must complete at least four of the courses in residence at National University. It is recommended that students take these courses at or near the end of their program after completing the upper-division BBA core courses.

FIN 310 is a prerequisite for the program and must be taken prior to any of these courses:

FIN 440   Financial Institutions
FIN 442   Investments
FIN 443   Working Capital Management
FIN 446   International Financial Management
FIN 447   Financial Planning
            (Prerequisite: FIN 442)
FIN 444   Risk Management and Insurance

▲ Concentration in Hospitality and Casino Management

(479)

Faculty Advisor: Nancy Bush • (858) 642-8421 • nbush@nu.edu

This concentration is designed for those majoring in Business Administration who seek entry or advancement in the management of hospitality and casino industries. There is a wide and growing range of opportunities for graduates including management, marketing and community relations in hotels, restaurants, tourism facilities and visitor's bureaus.

Requirements for the Concentration
(7 courses, 31.5 quarter units)

SM 432 Principles of Leisure Services Management
HM 400 Hospitality and Casino Accounting
HM 430 Hospitality and Casino Staffing
HM 450 Native American Tribal Community Development
HM 440 Cultural Diversity and Hospitality Management
HM 420 Hospitality and Casino Marketing
HM 410 Hospitality and Gaming Law

▲ Concentration in Human Resources Management

(468)
Faculty Advisor: Christopher Ashcraft • (858) 642-8441 • cashcraf@nu.edu

This concentration provides education, knowledge and skills that apply to every level of an organization. This degree program is excellent preparation for students attracted to a career in the increasingly important field of Human Resources Management.

Requirements for the Concentration
(6 courses; 27 quarter units)

Students must successfully complete the following courses for a Concentration in Human Resources Management. Students must complete at least four of the courses in residence at National University. It is recommended that students take these courses in the order listed below at or near the end of their program after completing the upper-division BBA core courses.

HRM 435   The Regulatory Employment Environment of Human
            Resources Management
HRM 432   Recruiting, Selection and Promotion
HRM 433   Pay and Benefit Administration
HRM 438   Performance Management and Motivation
HRM 430   Labor Relations and Collective Bargaining
HRM 437   Human Resources Development

▲ Concentration in Marketing
(469)
Faculty Advisor: Thomas Karnowski • (858) 642-8449 • tkarnows@nu.edu

This concentration is organized around a managerial framework that gives students an understanding of the concepts of marketing as well as the application of these concepts in making decisions and managing marketing activities. There is a wide range of opportunities in marketing, including marketing management, marketing research, purchasing manager/buyer, market analysis, product/branch manager, retailing, sales promotion and international marketing.

Requirements for the Concentration
(6 courses; 27 quarter units)

Students must successfully complete the following courses for a Concentration in Marketing. Students must complete at least four of the courses in residence at National University. It is recommended that students take these courses at or near the end of their program after completing the upper-division BBA core courses.

Note: MKT 402A is a prerequisite for the program. Students must take MKT 402A prior to any of the following courses.

MKT 420	Principles of Consumer Behavior	
	(Prerequisite: MKT 402A)	
MKT 430	Introduction to Global Marketing	
	(Prerequisite: MKT 402A)	
MKT 434	Introduction to Marketing Research	
	(Prerequisite: MKT 402A)	

Plus any three of the following courses:

MKT 440A	Personal Selling	
	(Prerequisite: MKT 402A)	
MKT 441	Physical Distribution Management	
	(Prerequisite: MKT 402A)	
MKT 442A	Public Relations	
	(Prerequisite: MKT 402A)	
MKT 443	Introduction to Advertising	
	(Prerequisite: MKT 402A)	
HM 420	Hospitality and Casino Marketing	
SM 436	Sports Marketing and Promotion	
	(Prerequisites: MKT 402A and SM 430)	

▲ Concentration in Sports Management
(259)
Faculty Advisor: Nancy Bush • (858) 642-8421 • nbush@nu.edu

This concentration is designed for those students majoring in Business Administration who may seek entry into management and marketing in the specialized fields of the sports and fitness industries. There is a wide range of opportunities in sports management including professional sports, university and college athletic programs, high school athletics, fitness centers, golf and tennis clubs, sports instruction centers, leisure and recreational facilities and allied businesses.

Requirements for the Concentration
(6 courses, 27 quarter units)

SM 430	Introduction to Sports Management	
SM 432	Principles of Leisure Services Management	
SM 433	Sports Financial Management	
	(Prerequisites: FIN 310; CST 205)	
SM 434	Principles and Problems of Coaching	
SM 435	Legal Aspects of Sports Administration	
SM 436	Sports Marketing and Promotions	
	(Prerequisites: MKT 402A and SM 430)	

■ BACHELOR OF SCIENCE (B.S.)
(620)

The general education program consists of a minimum of 70 quarter units. Of the 70 units, students must complete at least 4.5 units at the upper division level and 4.5 units in diversity enriched course work. A plus [+] indicates a diversity enriched offering. All undergraduate students working toward any associate or bachelor's degree must meet the University diversity requirement.

National University has general education requirements in the following seven areas:

AREA A: ENGLISH COMMUNICATION
(minimum 15 quarter units)

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING
(minimum 4.5 quarter units)

AREA C: INFORMATION LITERACY
(minimum 4.5 quarter units)

AREA D: ARTS AND HUMANITIES
(minimum 13.5 quarter units)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(minimum 6 quarter units required *[Note: one science lab is required]*)

AREA G: MODERN LANGUAGE
(minimum 9 quarter units)
(Competency testing in any contemporary second language waives this requirement. Students who pass competency testing will take an additional 9 hours General Education electives, see below)

AREA A-G: GENERAL EDUCATION
(minimum 4.5 quarter units)

Courses taken to achieve minimum levels of collegiate-level competency in the areas of writing and mathematical concepts and systems do not satisfy any portion of the general education requirement.

◆ Major in Accountancy
(620-411)
Faculty Advisor: Donald Schwartz • (858) 642-8420 • dschwart@nu.edu

This major is designed to prepare students for entry into the accounting profession In addition to a series of required core business and accounting courses, students can elect courses in one of two professional accounting tracks:

CPA Certified Public Accountant Track
CMA/CFM Certified Management Accountant Track

Students who elect the CPA track will be eligible to sit for the CPA Exam upon earning this baccalaureate degree. Students should then consider enrolling in the MBA program in order to meet the 150 semester units of higher education required by California and most other states. (See also BS/MBA Transition Program, below)

BS/MBA Transition Program

The BS in Accountancy / MBA Transition Program allows currently enrolled BS in Accountancy students with a grade point average of at

least 3.0 who are within completing their last six courses to register for two MBA courses as electives for their baccalaureate degree. Students can select any two graduate-level accounting or tax courses for which required course prerequisites (if any) have been met, or may select from the following MBA core courses: EB 620, HRM 640 and MGT 601. The number of courses required to earn an MBA degree for Transition Program students is reduced from 13 to 11 courses. To be eligible for the Transition Program, students must apply for the MBA and begin their program of study within six months after completing their final baccalaureate degree course. Students must complete the 11-course MBA program within four years with no break exceeding 12 months.

Degree Requirements

To receive a Bachelor of Science with a Major in Accountancy, students must complete at least 180 quarter units as described below, 76 of which must be completed at the upper-division level and 45 of which must be completed in residence at National University. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Refer to the section of undergraduate admission requirements for specific information regarding admission and matriculation.

Preparation for the Major
(4 courses; 18 quarter units)

MS 205   Introduction to Quantitative Methods and Statistics
ECO 200   Principals of Macroeconomics
ECO 201   Principles of Microeconomics
ACC 201   Financial Accounting Fundamentals*

Eligible for Credit-By-Exam waiver: contact faculty advisor

Requirements for the Major
(13 courses; 58.5 quarter units)

To receive a Bachelor of Science with a Major in Accountancy, students must successfully complete the courses listed below. Students can request waivers of any of the courses if they have completed an upper-division undergraduate or graduate course of similar content at a regionally-accredited college or university with a grade of "C" or better. Students must take at least six of the courses in the major in residence at National University.

Core Business Courses
(5 courses; 22.5 quarter units)

IS 301   Management Information Systems
LAW 304   Legal Aspects of Business I
MGT 409C   Principles of Management and Organization
FIN 310   Business Finance
            (Prerequisite: ACC 201)
and
MGT 430   Survey of Global Business
            (Prerequisites: ECO 200 and ECO 201)
or
MKT 402A   Marketing Fundamentals
or
MS 407   Management Science
            (Prerequisites: MS 205 or MTH 210)
(Recommended for students considering the CMA or CFM designation)

Prerequisite for All Accounting Courses

Students must have completed ACC 201 or its equivalent with a minimum grade of "C" within two years of taking any of the following accounting courses, unless an equivalent grade is received on the Accounting Aptitude Exam.

Accounting Courses
(8 courses; 36 quarter units)

To be adequately prepared for the accounting courses listed below, students should take ACC 410A first since it starts with a review of the fundamentals upon which much of the subsequent material is based. Students who wish to start at a later point in the program are advised to test their retention of accounting fundamentals by working the end-of-chapter exercises in the first five chapters of an Intermediate Accounting text. Students also have the option of taking BUS 501A as a refresher.

ACC 410A   Intermediate Accounting I
ACC 410B   Intermediate Accounting II
ACC 432B   Taxation Business
ACC 300   Applied Technology for Accounting*
ACC 433A   Managerial Accounting I
ACC 433B   Managerial Accounting II
ACC 434   Government and Nonprofit Accounting
ACC 435A   Auditing I

Eligible for Credit-By-Exam waiver: contact faculty advisor

Recommended Electives for CPA Track

ACC 435B   Auditing II
           (Prerequisite: ACC 435A)
ACC 410C   Intermediate Accounting III
ACC 431   Advanced Accounting
ACC 432A   Taxation – Individual

Recommended Electives for CMA/CFM (Corporate Accounting) Track

It is recommended that students considering the CMA (Certified Management Accountant) designation and/or the CFM (Certified Financial Manager) designation select courses in Information Systems and/or Finance.

◆ Major in Criminal Justice Administration
(620-405)
Faculty Advisor: Chandrika Kelso • (858) 642-8433 • ckelso@nu.edu

The Major in Criminal Justice is designed to meet the educational and professional needs of individuals in law enforcement who are interested in professional development or career advancement. It also prepares individuals for challenging and dynamic careers in the justice system at the local, state and federal levels. Individuals completing the program are prepared for entry- and advanced-level positions, teaching or training assignments, private security employment, research, or employment as consultants within the field.

The core program consists of upper-division courses that include basic forensic science, research methods, juvenile justice, corrections, criminology, leadership and management, civil and criminal investigations, court systems, criminal law and a senior research project supervised by full-time, associate and select core adjunct faculty. Additionally, students select elective courses from psychology, sociology, addictive disorders, behavioral science, legal studies, information technology and human resources management to provide a broader perspective in human behavior.

BS in Criminal Justice Administration/ Master of Forensic Science Transition Program
and
BS in Criminal Justice Administration/ Master of Public Administration Transition Programs

School of Business and Information Management

The Criminal Justice Administration/Forensic Science Transition Program and Criminal Justice Administration/Public Administration Transition Program allow students who are enrolled in the BS in Criminal Justice Administration with a grade point average of at least 3.0 and who are within completing their last six courses to register for two courses in the Master of Forensic Sciences program as electives for the bachelor's degree. The two graduate courses are restricted to those that do not require a prerequisite and must be completed with a grade of B or better. Students transitioning into the Master of Forensic Sciences still need to meet the 60-quarter unit requirement for that program. Graduate-level course work taken as part of the Criminal Justice Administration program cannot be applied to the Master of Forensic Science program, nor will it transfer as graduate level credit to any other university because it becomes part of the undergraduate degree program.

Students transitioning into the Master of Forensic Sciences or the Master of Public Administration still need to meet the 60-quarter unit requirement for those programs. Graduate-level course work taken as part of the Criminal Justice Administration program cannot be applied to the Master of Forensic Science program, nor will it transfer as graduate level credit to any other university because it becomes part of the undergraduate degree program.

Requirements for the Major

To receive a Bachelor of Science in Criminal Justice Administration, students must complete at least 180 quarter units as articulated below, 76 of which must be completed at the upper-division level and 45 of which must be completed in residence at National University. The following courses are specific Degree Requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Refer to the section on undergraduate admission requirements for specific information regarding application and matriculation.

Preparation for the Major
(1 course; 4.5 quarter units)

PSY 100 Introduction to Psychology*
or
SOC 100 Principles of Sociology*
(Prerequisite: ENG 100/101)

*May be used to satisfy a general education requirement.

Required Courses
(10 courses; 45 quarter units)

CJ 434 Survey of Forensic Science
CJ 449 Research Methods
CJ 444 Analysis of Criminal Behavior
CJ 437 The Juvenile Offender
CJ 446 Criminal Justice Management and Leadership
CJ 460 Principles of Investigation
CJ 451 Court Systems and the Judicial Process
CJ 452 Criminal Law
CJ 440 Corrections
CJ 470 Supervised Criminal Justice Senior Project*

* A two-month course that meets once per week for 4.5 quarter units. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work), or "U" (Unsatisfactory, "D" or below). Accelerated study is not permitted with CJ 470.

Students who do not complete the Senior Project within the two-month period are eligible, at the discretion of the instructor, to receive a grade of "K" with a maximum of a one-time six month extension. Students who do not complete the project at the end of the extension period will need to retake CJ 470. No grade of "I" (Incomplete) can be given for this course.

Upper-Division Electives
(6 courses; 27 quarter units)

Recommended Courses

In combination with the Major in Criminal Justice Administration, students can use their upper-division elective requirements to work toward any one of four recommended minor degrees: Minor in Addictive Disorders, Minor in Behavioral Science, Minor in Legal Studies, or Minor in Information Technology. See appropriate pages in the catalog for minor Degree Requirements.

Students can also complete their upper-division elective requirements by taking selected courses from any of the four recommended minor degrees, or any of the courses listed below:

CD 440 Drugs, Values and Society
CJ 443 Current Issues in Law Enforcement
CJ 438 Organized Crime
CJ 448 Violence in Society
CJ 450 White Collar Crime
CJ 456 Criminal Evidence
CJ 465 Practicum in Criminal Justice (1.5-9 quarter units)
CJ 490 Guided Study (1.5-9 quarter units)
HB 420 Human Communication
HRM 409B Human Resources Management in Today's Society
HRM 432 Recruiting, Selection and Promotion
HRM 438 Performance Management and Motivation
PSY 401 Psychology for Managers
PSY 437 Theories of Psychotherapy
SOC 445 Contemporary Social Problems

General Elective Requirements

Students can use courses from any area to fulfill total unit requirements for the degree based on the results of matriculation.

◆ Major in Financial Management
(620-409)
Faculty Advisor: Chang G. Park • (858) 642-8402 • cpark@nu.edu

The Major in Financial Management combines major elements of finance and accounting with the objective of preparing students for positions in the field of corporate financial management. The program differs from a traditional finance major by including accounting courses in cost accounting and taxation, two topics that are very useful to corporate financial managers. The program differs from an accounting major by including finance courses such as investments, working capital management, international finance and financial institutions, which enable students to understand advanced financial concepts. In lieu of courses in intermediate accounting, students take a financial statement analysis course that gives them the ability to analyze and interpret a firm's financial statements as well as an understanding of how accounting values are derived.

With some minor exceptions, this program prepares students to take the exams for the Certified in Financial Management (CFM) professional designation administered by the Institute of Management Accounting. This relatively new designation signifies to employers that an individual has attained a high degree of technical competence in the field of financial management. In addition, the program also prepares students to take the exam for the Certified Cash Manager (CCM) professional designation. The CCM

School of Business and Information Management

designation signifies a high degree of expertise in the field of cash and treasury management.

Requirements for the Degree

To receive a Bachelor of Science with a Major in Financial Management, students must complete at least 180 quarter units as articulated below, 76 of which must be completed at the upper-division level and 45 of which must be completed in residence at National University. The following are specific Degree Requirements.

Preparation for the Major
(6 courses; 27 quarter units)

IS 301   Management Information Systems
MS 205   Introduction to Quantitative Methods and Statistics *
ECO 200   Principles of Macroeconomics *
ECO 201   Principles of Microeconomics *
           (Prerequisite: ECO 200)
ACC 201   Financial Accounting Fundamentals
ACC 202   Managerial Accounting Fundamentals
           (Prerequisite: ACC 201)

* May be used to satisfy general education requirements.

Requirements for the Major
(16 courses; 72 quarter units)

Upper-Division Business Requirements
(6 courses; 27 quarter units)

MS 407   Management Science
           (Prerequisite: MS 205 or MTH 210)
MGT 409C   Principles of Management and Organization
FIN 310   Business Finance
           (Prerequisites: ACC 201 and ACC 202)
MKT 402A   Marketing Fundamentals
LAW 304   Legal Aspects of Business I

Plus 4.5 units from any upper-division courses with the following prefix: ACC, CS,CST, FIN, MGT, or MKT.

Finance and Accounting Courses in the Major
(10 courses; 45 quarter units)

FIN 440   Financial Institutions
           (Prerequisite: FIN 310)
FIN 442   Investments
           (Prerequisites: FIN 310 and FIN 440)
FIN 443   Working Capital Management
           (Prerequisites: FIN 310 and FIN 440)
FIN 444   Risk Management and Insurance
           (Prerequisites: FIN 310 and FIN 440)
FIN 446   International Financial Management
           (Prerequisites: FIN 310 and FIN 440)
FIN 448   Seminar in Finance
           (Prerequisites: FIN 310, FIN 440, FIN 442, FIN 443 and FIN 446)
FIN 449   Analysis of Financial Statements
           (Prerequisite: FIN 310)

ACC 433A   Managerial Accounting I
           (Prerequisite: ACC 202)
ACC 433B   Managerial Accounting II
           (Prerequisite: ACC 433A)
ACC 432B   Taxation - Business
           (Prerequisite: ACC 432A)

◆ Major in Information Systems
(620-416)
Faculty Advisor: Gary Parks • (858) 642-8414 • gparks@nu.edu

The School of Business and Information Management has added an industry current IS program that will link business and technology. There is great demand in the corporate world for people who can integrate all elements of the enterprise into a comprehensive network of responsive, proactive information delivery systems. The BS in Information Systems (BSIS), has three concentrations: Telecommunications (TC), Electronic Commerce (EC) and Data Base Administration (DBA).

Requirements for the Degree

To receive a Bachelor of Science with a Major in Information Systems, students must complete at least 180 quarter units, 76 of which must be completed at the upper-division level and 45, including the senior project courses, must be taken in residence at National University.

Preparation for the Major
(2 courses; 9.0 quarter units)

CST 242   Introduction to Programming Concepts and Methods*
MS 205   Introduction to Quantitative Methods and Statistics*

* May be used to satisfy a general education requirement.

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

IS 301   Management Information Systems
IS 446   Data Modeling in an Information Technology Environment
IS 302   Data Mining
           (Prerequisite: IS 446)
IS 425   Programming for an Information Technology Environment
IS 443   Local Area Network Technologies
MGT 409C   Principles of Management and Organization
IS 420A   Information Systems and Technology Project I
           (Prerequisite: 10 courses in the major, except IS 420B)
IS 420B   Information Systems and Technology Project II
           (Prerequisite: IS 420A)

Upper–Division Electives
(8 courses; 36 quarter units)
Select any four courses from any of the concentrations listed below; plus any four upper division courses from the Departments of Business and/or the Department of Management Science & Information Systems.

Concentrations
(4 courses; 18 quarter units)

In lieu of the Upper-Division Electives, students may complete one of the concentrations described below plus four upper division courses from the Departments of Business and/or the Department of Management Science & Information Systems. Students may also elect to complete a double concentration by completing the courses associated with any two below; duplicate courses may be applied for two concentrations.

▲ Concentration in Database Administration
(258)

IS 414	Data Warehousing	
	(Prerequisites: IS 302, IS 446)	
IS 415	PL/SQL – Visual Basic Database Object Development	
	(Prerequisites: IS 302, IS 446, IS 414)	
IS 416	Database Administration	
	(Prerequisites: IS 302, IS 446, IS 414)	
IS 418	Database Network Administration	
	(Prerequisites: IS 302, IS 446, IS 414)	

▲ Concentration in Electronic Business
(257)

IS 406	Multimedia Applications on the Internet
IS 407	Web Site Management
IS 408	Java Coding for Internet
	(Prerequisite: IS 406)
IS 409	Internet/Intranet Application Development for E-Commerce
	(Prerequisite: IS 408)

▲ Concentration in Telecommunications
(256)

IS 444	Wide Area Networking Concepts and Services
	(Prerequisite: IS 443)
IS 404	Remote Access and Wireless Networking
	(Prerequisites: IS 443, , IS 444)
IS 414	Data Warehousing
IS 418	Database Network Administration
	(Prerequisites: IS 302, IS 446, IS 414)

◆ Major In Information Technology
(620-408)

Faculty Advisor: John Bugado • (858) 642-8407 • jbugado@nu.edu

The Bachelor of Science with a Major in Information Technology Program is designed to meet the increasing demand for technology expertise in consulting, marketing and sales support, customer services and support, information and library science and general management. This program is designed to provide students with understanding of basic Information Technology concepts and practical technology skills. Graduates are prepared for positions in the areas of (1) Information Desktop Management and Administration, (2) Database management systems (DBMS) Development, Administration and Support, (3) Network Management and Support.

Requirements for the Degree
(180 quarter units)

To receive a Bachelor of Science with a Major in Information Technology, students must complete at least 180 quarter units, 76 of which must be completed at the upper-division level and 45 of which must be taken in residence, including the research project classes(ITM 490 A/B). In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. In addition, students must also select five upper division elective courses from SBIM or SOET.

Preparation for the Major

Students should be computer literate and have a basic understanding of computer usage.

Requirements for the Major
(11 courses, 49.5 quarter units)

ITM 310	Introduction to Information Technology
ITM 320	Information Technology Management
ITM 330	Desktop Applications and Information Processing
ITM 340	Information Technology Desktop Support
	(Prerequisite: ITM 330)
ITM 410	Computer Network Technologies Overview
ITM 420	Network Management Principles and Practices
ITM 430	Network Administration (Local and Remote)
	(Prerequisites: ITM 410 and ITM 420)
ITM 440	Database Systems Concepts and Data Modeling
ITM 450	Database Processing and Administration
ITM 490A	Information Technology Project I (Hands On)
ITM 490B	Information Technology Project I (Hands On)

SCHOOL OF BUSINESS AND INFORMATION MANAGEMENT MINORS
▲ Minor in Accountancy
(450)

Requirements for the Minor
(30 quarter units)

Students can earn a Minor in Accountancy if they have successfully completed ACC 410A and at least five of the upper-division accounting courses required in the major. See "Major in Accountancy."

▲ Minor in Business Administration
(463)

Requirements for the Minor
(6 courses, 27 quarter units)

FIN 310	Business Finance
	(Prerequisite: ACC201 and ACC 202)
MGT 409C	Principles of Management
MS 407	Management Science
	(Prerequisite MS 205)
HRM 409B	Human Resource Management in Today's Society
MKT 402A	Marketing Fundamentals
MGT 430	Survey of Global Business
	(Prerequisites ECO200 or ECO201)

▲ Minor in Business Studies
(451)

Requirements for the Minor
(6 courses, 27 quarter units)

This minor is offered by the School of Business and Information Management. Students can complete this minor in conjunction with the Bachelor of Arts with a Major in Interdisciplinary Studies.

ECO 200	Macroeconomics
FIN 310	Business Finance
	(Prerequisites: ACC 201 and ACC 202)
LAW 410	Introduction to Law and Legal Analysis
MGT 430	Survey of Global Business
	(Prerequisites: ECO 200 and ECO 201)
MKT 402A	Managerial Marketing
MS 407	Management Science
	(Prerequisites: MS 205 or MTH 210)

School of Business and Information Management

▲ Minor in Criminal Justice Administration
(466)

Requirements for the Minor
(6 courses, 27 quarter units)

A Minor in Criminal Justice Administration is available to all students in any bachelor's degree program other than the BS with a Major in Criminal Justice Administration. The Minor in Criminal Justice Administration is designed to provide students with a selective overview of the criminal justice system. To fulfill the requirements for the minor, students can take any six courses listed as upper-division requirements for the major and beginning with CJ prefixes.

▲ Minor in Information Technology
(462)

Requirements for the Minor
(6 courses, 27 quarter units)

A Minor in Information Technology is available to students in any bachelor's degree program other than the BS with a Major in Information Technology. To fulfill the requirements for the minor, students can take any six courses listed as upper-division requirements for the major and beginning with ITM prefixes. See "Bachelor of Science with a Major in Information Technology."

▲ Minor in Legal Studies
(455)

Requirements for the Minor
(6 courses, 27 quarter units)

A Minor in Legal Studies helps prepare business professionals for the increasing legal implications of business in a global environment. Six courses (27 quarter units) are required for the minor, including:

LAW 304	Legal Aspects of Business I
LAW 305	Legal Aspects of Business II
	(Prerequisite: LAW 304)
LAW 410	Introduction to Law and Legal Analysis
LAW 400	Current Legal Issues
LAW 402	The Art of Negotiation
MGT 400	Ethics in Law, Business and Management

▲ Minor in Technology
(461)

Requirements for the Minor
(6 courses, 27 quarter units)

To constitute a Technology Minor, students must select six upper-division courses from the following technology areas.

- Information Technology
- Information Systems
- Total Quality Management

Students can take courses in one concentrated area or all three. Students should consult with faculty before selecting a minor. They must also meet prerequisite requirements.

▲ Minor in Total Quality Management
(459)

Requirements for the Minor
(6 courses, 27 quarter units)

The Total Quality Management (TQM) Minor in the BBA program consists of six MGT 400-level courses. Students are expected to take these six courses in sequence after completing the BBA upper-division requirements. The program culminates in a capstone course in which students are required to write a comprehensive TQM implementation program proposal.

Prerequisite to the Minor

MS 205	Introduction to Quantitative Methods and Statistics

Required Courses for the Minor
(6 courses, 27 quarter units)

MGT 420	Introduction to TQM in the Context of Management and Leadership
MGT 421	Tools of Continuous Process Improvement
	(Prerequisite: MS 205)
MGT 422	Team Building, Interpersonal Dynamics and Empowerment
MGT 423	Organization and Planning for Customer Satisfaction
MGT 424	TQM and Operational Results
MGT 425	TQM Capstone: Implementing the Quality Process

Graduate Degree Programs

■ GLOBAL MASTER OF BUSINESS ADMINISTRATION (G.M.B.A.)
(736)
Faculty Advisor: Juan España • (858) 642-8448 • jespana@nu.edu

The GMBA is offered to students nationally and internationally using a variety of digital distance education technologies. Students enrolled in the GMBA must complete a minimum of 54 quarter units. Students can transfer up to 13.5 graduate quarter units for work completed that meets the stated requirements for the GMBA program.

Foundation for Success

To maximize student learning and performance, a series of foundation courses are offered on-line free of charge to registered GMBA students. Faculty advisors will be available on-line and via phone to provide guidance and answer questions. These non-credit, self-paced courses may be repeated until the student has achieved competency. While students may elect to complete the foundation courses at any time, all foundation prerequisites for a particular core course must meet competency requirements.

BUS 500A	Intermediate Algebra (Foundation for EXE 686)
BUS 500B	Introduction to Quantitative Methods (Foundation for EXE 686)
BUS 500C	Macro and Microeconomics (Foundation for EXE 685)
BUS 501A	Accounting Fundamentals (Foundation for EXE 682)
BUS 501B	Finance Fundamentals (Foundation for EXE 683)

School of Business and Information Management

Course Equivalencies

The following courses can be substituted for each other from the GMBA program to the MBA program and vice versa.

MBA	GMBA
QMT 601	EXE 686
MGT 601	EXE 689
MKT 602	EXE 684
ACC 604	EXE 682

Program Requirements
(11 courses, 49.5 quarter units)

EXE 682	Accounting for Managers
EXE 686	Data and Research Analysis for Decision-Making
EXE 687	Foundations of E-Business
EXE 680	Strategic Issues in Human Resource Management
EXE 681	Bargaining and Negotiation
EXE 683	Strategic Management of Financial Institutions and International Markets
EXE 684	Contemporary Issues in Global Marketing Strategy
EXE 685	Global Economic Strategy
EXE 688	Seminar in Executive Topics *(Prerequisites: At least 27 quarter units of Module I and Module II courses)*
EXE 689	Leadership in the 21st Century
EXE 696	GMBA Project (Two months in length) *(Prerequisites: 6 courses [27 quarter units] which must include EXE 686.)*

Plus one 600-level course from the School of Business and Information Management to be approved by the program lead.

■ MASTER OF ARTS (M.A.) IN HUMAN RESOURCES MANAGEMENT

(710-803)
Faculty Advisor: Christopher Ashcraft • (858) 642-8441 • cashcraf@nu.edu

The Master of Arts in Human Resources Management provides students with the skills and knowledge required in this fast-paced and increasingly challenging field. This program encompasses the many facets of this field while offering insight into the current issues facing human resources managers.

Degree Requirements

To receive a Master of Arts in Human Resources Management, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree.

Refer to the section on graduate admission requirements for specific information regarding application and matriculation.

Program Prerequisite
(4.5 quarter units)

IS 301   Management Information Systems
(no graduate credit offered)

Requirements
(12 courses, 54 quarter units)

Students can take the following courses in any order, provided they have met any particular course prerequisites.

HB 601B	Communication for Managers
HRM 630	Legal Aspects of Human Resources Management
HRM 632	Compensation, Incentive and Benefit Programs
HRM 633A	Seminar in Union-Management Relations
HRM 636	Seminar in Training and Development
HRM 637	Procurement and Placement
HRM 638	Leadership and Organization Development
MGT 635	The Organization Consulting Process
HRM 650	Human Resources Management for Technology
MGT 600	Ethical Concerns in Business and Management
MGT 651	Managing Safety Issues and Regulations
FIN 600	Managerial Finance

■ MASTER OF ARTS (M.A.) IN MANAGEMENT

(710-804)
Faculty Advisor: Kenneth Goldberg • (858) 642-8478 • kgoldber@nu.edu

The Master of Arts in Management gives students in professional and mid-management careers the opportunity to obtain decision-making skills through a sequence of core courses in basic management and business subjects. Open electives allow students to achieve individual program design and to focus their studies on their professional disciplines.

This program is designed primarily for students who have undergraduate degrees in fields other than business, desire a flexible program, have limited time available and are seeking graduate work in management with a focus on leadership.

Degree Requirements

To receive a Master of Arts in Management, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree.

Refer to the section on graduate admission requirements for specific information regarding application and matriculation.

Bachelor of Arts in Management/Master of Arts in Management Transition Program

The Bachelor of Arts in Management/Master of Arts in Management (BAM/MAM) Transition Program allows currently enrolled BAM students with a grade point average of at least a 3.0 who are within completing their last six courses to register for two MAM courses as electives for their BAM degree. Students can select any two of the following three courses: MGT 601, HRM 640 and EB 620. The number of courses required to earn an MAM degree for Transition Program students is reduced from 12 to 10 courses. To be eligible for the Transition Program, students must apply for the MAM and begin their program of study within six months after completing their final BAM course. Students must complete the 12-course MAM program within four years with no break exceeding 12 months. Students must complete graduate-level course work taken as part of the BAM degree with a grade of B or better. The course work will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program.

School of Business and Information Management

Program Requirements
(9 courses, 40.5 quarter units)

Students can take the following courses in any order.

MGT 601   Leadership in a Global Environment
HB 601B   Communication for Managers
EB 620   Principles of E-Business
HRM 640   Managing Human Resources in Multicultural Environments
HRM 638   Leadership and Organization Development
HRM 636   Seminar in Training and Development
MGT 630   Global Business Environment
MGT 600   Ethical Concerns in Business and Management
MGT 635   The Organization Consulting Process

Program Electives
(3 courses, 13.5 quarter units)

To complete their program, students can select electives from any graduate course with appropriate prefixes (ACC, CS, CST, ECO, FIN, HC, HRM, MKT, MGT and MS), if they have met all the necessary prerequisites.

MA in Management Project

As a culminating, comprehensive experience for the Master of Arts in Management program, students are required to complete a project in HRM 636, Seminar in Training and Development. This involves developing an organizational training program and incorporates concepts from the required courses.

■ MASTER OF BUSINESS ADMINISTRATION (M.B.A.)
(730)
Faculty Advisor: Thomas J. Karnowski • (858) 642-8449 • karnows@nu.edu

The Master of Business Administration (MBA) provides adult learners with a comprehensive foundation for business decision-making and prepares them to lead effectively in a rapidly changing business environment. The MBA enables graduates to manage challenges including globalization, diversity, social and ethical responsibility and technology and to anticipate and adapt to the challenges of tomorrow. The degree encompasses the theoretical concepts and practical applications for business practitioners. Special emphasis is placed on the role of management in the formulation and administration of corporate policy and strategic plans.

Degree Requirements

To receive an MBA, students must complete at least 58.5 quarter units of graduate credit. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree.

Refer to the section on graduate admission requirements for specific information regarding application and matriculation. Though required for the degree, the foundation courses listed below cannot be used to satisfy the 58.5 quarter unit requirement.

MBA Transition Program

National University students who complete two graduate courses as part of their undergraduate degree program and who satisfy the other MBA Transition Program requirements described in the catalog must complete at least 49.5 quarter units for their MBA degree. The two graduate courses may be selected from EB 620, HRM 640, and MGT 601.

Foundation for Success

To maximize student learning and performance, a series of non-credit, self-paced foundation courses are offered on-line free of charge to registered MBA students. Faculty advisors will be available on-line and via phone to provide guidance and answer questions. While students may elect to complete the foundation courses at any time, all foundation courses for a particular core course must meet the competency requirements. Self-assessment tests are available for students to ascertain their level of competency.

BUS 500A   Intermediate Algebra (Foundation for QMT 601)
BUS 500B   Introduction to Quantitative Methods (Foundation for QMT 601)
BUS 500C   Macro and Microeconomics (Foundation for ECO 607)
BUS 501A   Accounting Fundamentals (Foundation for ACC 604)
BUS 501B   Finance Fundamentals (Foundation for FIN 609A)

Course Equivalencies

The following courses can be substituted for each other from the MBA program to the GMBA program and vice versa.

MBA	GMBA
QMT 601	EXE 686
MGT 601	EXE 689
MKT 602	EXE 684
ACC 604	EXE 682

Program Requirements
(9 courses, 40.5 quarter units)

MGT 601   Leadership and Ethics
EB 620   Principles of E-Business
MKT 602   Marketing Management for Global Competitiveness
QMT 601   Quantitative Methods in Business
ECO 607   Economics for Managerial Decision-Making
          (Prerequisite: ECO 201)
ACC 604   Managerial Accounting
FIN 609A   Seminar in Financial Management
MGT 670**   Seminar in Executive Topics
MGT 610C*   MBA Project
          (Prerequisite: QMT 601 and the completion of 27 quarter units of MBA core course work)

* MBA project course MGT 610C is conducted in the manner described below (see "The MBA Project"). MGT 610C is two months in length.
** MGT 670 is an integrative, writing seminar.

MBA General Electives
(4 courses, 18 quarter units)

Students can select any four electives from graduate courses in the following areas: marketing, health care, public administration, information systems, leadership, finance, e-business and information technology. They can also take a combination of courses available as part of an M.B.A. area of specialization.

The MBA Project

The MBA Project is designed to be a comprehensive project. Therefore, students should schedule MGT 610C toward the end of their degree program. The minimum requirements are the completion of QMT 601 and at least 27 quarter units of core requirements in the MBA program.

To complete the project satisfactorily, students apply extensive effort in research and writing over a period of two months. Due to the time and effort required for this project, it is recommended that students

dedicate themselves to the completion of this project without distraction.

MBA Areas of Specialization

Requirements for Areas of Specialization

In lieu of general electives, student can choose an area of specialization. In order to qualify for graduation with an area of specialization, students must complete all courses specified in the desired area in addition to all of the MBA program requirements. Students must take at least three-fourths of the courses in the area of specialization while in residence at National University.

▲ Specialization in Accountancy
(850)
Faculty Advisor: Donald Schwartz • (858) 642-8420 • dschwart@nu.edu

Designed for those whose undergraduate degree is *not* in accounting, the goals of this program are to provide students with the accounting knowledge and skills needed to pursue a career in the financial management of a commercial or nonprofit organization and to help prepare students for national certification examinations. Relevant professional designations include Certified Public Accountant (CPA), Certified Management Accounting (CMA) and Certified in Financial Management (CFM).

Note that the specialization courses listed below provide content in accounting subjects other than managerial accounting, since the latter is contained in the required MBA core course, ACC 604 Managerial Accounting.

Students who plan to sit for the CPA Exam should consider taking the more comprehensive intermediate-level financial accounting courses ACC410A and ACC410B instead of ACC 650 and replace ACC 650 with another graduate-level accounting, tax or finance course (see footnote, below). In order to sit for the CPA Exam in California, candidates are required to have a baccalaureate degree in any discipline and to have completed 24 semester units (8 courses) in accounting, plus 24 semester units (8 courses) in business which includes business law, mathematics, statistics, computer science and information systems.

Before taking any of the courses in the Area of Specialization, students are advised to contact a full-time faculty person in the department for a brief interview by phone or personal visit. The purpose of this visit is to review the student's career objectives and educational requirements.

Prerequisite

ACC 201   Financial Accounting Fundamentals or equivalent is a prerequisite for all graduate accounting courses in this program.

Courses in the Area of Specialization

ACC 650   Financial Accounting Theory*
ACC 652   Taxation for Investors and Managers
ACC 655   Auditing and Internal Control
ACC 657   Accounting Information Systems

* For a more in-depth study of intermediate level financial accounting topics, students may wish to consider taking two undergraduate Intermediate Accounting courses, ACC 410A *and* ACC410B, in which case ACC 650 will be waived as a required course but must be replaced by a graduate level course in Accounting, Tax, or Finance. ACC 654 Accounting for Not-For-Profit Entities is recommended for CPA Exam candidates.

▲ Specialization in Accounting for Financial Executives
(884)

Faculty Advisor: Donald Schwartz • (858) 642-8420 • dschwart@nu.edu

Designed for those students whose undergraduate degree is in accounting who now wish to obtain an MBA degree, the goal of this program is to enable students to expand their knowledge and insight as to contemporary accounting issues relating to strategic planning and decision-making in commercial and nonprofit enterprises.

Before taking any of the courses in the Area of Specialization, students are advised to contact a full-time faculty person in the department for a brief interview by phone or personal visit. The purpose of this visit is to review the student's career objectives and educational requirements.

Prerequisite Courses

ACC 410A or similar first semester of Intermediate Accounting
ACC 410B or similar second semester of Intermediate Accounting
ACC 433A or similar upper division course in Managerial Accounting

Program Requirements

ACC 657 Accounting Information Systems*
ACC 653 Strategic Cost Management
ACC 654 Accounting for Not-For-Profit Entities *
ACC 658 International Accounting

* Students who have taken a similar course as an undergraduate may substitute any graduate-level course in Accounting, Tax or Finance for which prerequisites have been met

▲ Specialization in Electronic Business
(874)
Faculty Advisor: Oliver Schlake • (858) 642-8417 • oschlake@nu.edu

This specialization enables MBA students to become familiar with the principles and theories of electronic business, defined as business conducted on the Internet and/or the World Wide Web. Online marketing, Web sites and programming languages are some of the topics covered in the curriculum.

Program Requirements
(4 courses, 18 quarter units)

EB 620   Principles of EBusiness
EB 621   E-Strategies and Business Models
EB 625   Electronic Payment Systems and Internet Security
EB 638   E-Business Information and Knowledge Systems

▲ Specialization in Financial Management
(851)
Faculty Advisor: Chang G. Park • (858) 642-8402 • cpark@nu.edu

The field of finance has undergone great changes in the last decade and now represents one of the most dynamic activities within companies of all sizes, as well as within nonprofit and governmental organizations. Executives with a background in finance head about one out of three corporations today.
The financial management program is designed to provide both a sound theoretical and conceptual framework for financial managers. Special emphasis is placed on growth and diversification policies, evaluation and management of securities portfolios, investment banking and merger strategies, analysis of foreign exchange rate movements, formulation of plans to reduce foreign exchange risk

exposure and case and/or research projects dealing with contemporary financial issues.

Program Requirements
(4 courses, 18 quarter units)

FIN 631	Security Analysis and Portfolio Management	
	(Prerequisite: FIN 609A)	
FIN 632	Managing Financial Resources	
	(Prerequisite: FIN 609A)	
FIN 633	Financing Capital Requirements	
	(Prerequisite: FIN 609A)	
FIN 635	International Finance	
	(Prerequisite: FIN 609A)	

▲ Specialization in Health Care Administration
(858)
Faculty Advisor: Thomas Green • (858) 642-8439 • tgreen@nu.edu

This area of specialization is designed for students who want to complete an MBA program while focusing their graduate studies in health care, one of the largest and fastest growing industries in the U.S. The program teaches students how to apply general business and management skills in the specialized field of health care. The required and elective courses provide students with a broad knowledge of health care and the unique management and organizational issues inherent to health care. Students must take the capstone course in the general MBA program, but they can take the capstone in Health Care Administration as well. The residency portion of the health care administration program is not required, but is suggested by the health care faculty, health care leaders and recruiters.

Program Requirements
(4 courses, 18 quarter units)

Students can select any four of the following courses:

HC 620A	Health Care Management
HC 636	Ambulatory Care Continuum
HC 640	Biostatistics and Research
HC 641	Eldercare – Issues into Practice
HC 634	Program Planning, Strategic Planning and Evaluation
HC 629	Health Care Finance, Budget and Managed Care
HC 609A	Health Care Law, Policy and Politics

▲ Specialization in Human Resources Management
(852)
Faculty Advisor: Christopher Ashcraft • (858) 642-8441 • cashcraf@nu.edu

This area of specialization focuses on managing people, the human resources 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 resources.

Program Requirements
(4 courses, 18 quarter units)

Students electing to specialize in human resources management must select four of the following courses.

HRM 630	Legal Aspects of Human Resources Management
HRM 632	Compensation, Incentive and Benefit Programs
HRM 633A	Seminar in Union-Management Relations
HRM 638	Leadership and Organization Development
HRM 636	Seminar in Training and Development
HRM 637	Procurement and Placement
HRM 640	Managing Human Resources in Multicultural Environments
HRM 650	Human Resource Management for Technology
MGT 651	Managing Safety Issues and Regulations

▲ Specialization in International Business
(853)
Faculty Advisor: Juan España • (858) 642-8448 • jespana@nu.edu

This area of specialization is designed for students who want to complete a general MBA program but want to focus their graduate studies in international business. The expertise in international business is in high demand throughout the world. The required and elective courses in this program give students a broad yet comprehensive knowledge of trading products and services in the global market. The program helps students develop skills in the fields of matching markets and products/services from global prospects.

Program Requirements
(4 courses, 18 quarter units)

Students electing to specialize in international business can select four of the following courses.

ECO 630	Global Economic Geography
	(Prerequisite: ECO 201 or BUS 500C)
MGT 637	Comparative International Management
or	
ECO 631	Global Trade Policy and Procedure
	(Prerequisite: ECO 630)
MGT 680	Topics in International Business
MKT 631	Global Marketing
	(Prerequisite: MKT 602 or MKT 402A or equivalent)

▲ Specialization in Marketing
(855)
Faculty Advisor: Thomas Karnowski • (858) 642-8449 • tkarnows@nu.edu

This area of specialization prepares students with the knowledge and tools they need to perform as a marketing department director or officer. The program emphasizes the global aspects of marketing, the preparation of various specialized plans for marketing, sales and advertising and the relationship between the marketing department and other departments of the firm.

Students with upper-division credit in marketing management equivalent to MKT 402A can elect to take the following program prerequisite and program requirements in the order they desire.

Program Prerequisite
(4.5 quarter units)

MKT 602	Marketing Management

Program Requirements
(4 courses, 18 quarter units)

MKT 634	Market Research
	(Prerequisite MKT 602 or MKT 402A or equivalent)
MGT 600	Ethical Concerns in Business and Management

Select two from the following courses:

MKT 620	Consumer Behavior	
	(Prerequisite: MKT 602 or MKT 402A or equivalent)	
MKT 631	Global Marketing	
	(Prerequisite: MKT 602 or MKT 402A or equivalent)	
MKT 633	Sales Management	
	(Prerequisite: MKT 602 or MKT 402A or equivalent)	
MKT 635	Advertising Management and Marketing Communications	
	(Prerequisite: MKT 602 or MKT 402A or equivalent)	
MKT 670	Selected Topics in Marketing	
	(Prerequisite: MKT 602 or MKT 402A or equivalent)	

▲ Specialization in Technology Management
(857)
Faculty Advisor: Ali Farahani • (858) 642-8408 • afarahan@nu.edu

The field of technology management provides students with the essential management skills and understanding to take a proactive role in developing strategies to fully employ technology within their organization.

Program Requirements
(4 courses, 18 quarter units)

TM 601	Data Mining Tools: Managing Technology for Competitive Advantage
EB 620	Principles of E-Business
EB 624	Internet Marketing
EB 640	Emerging Communications Technologies in E-Business

■ MASTER OF FORENSIC SCIENCES (M.F.S.)
(760)
Faculty Advisor: Ismail Sebetan • (858) 642-8419 • isebetan@nu.edu

The Master of Forensic Sciences (MFS) is a specialized professional degree designed for law enforcement, lab personnel, attorneys, investigators and other professionals seeking to upgrade their existing skills, as well as individuals who are interested in pursuing a career in the forensic sciences, law, law enforcement, private or governmental laboratories, jails and corrections and Medical Examiner's Office. The field of forensics focuses on the application of scientific methods to the resolution of legal problems.

The degree is designed for generalists in forensic sciences with core courses ranging from major case investigation, physical aspects of forensic sciences, forensic serology/DNA, forensic toxicology and chemical analysis, forensic and crime scene photography, principles of forensic medicine, forensic pathology (medico-legal investigation of death), personal identification and forensic anthropology, crime scene investigation, criminal profiling, laboratory and field exercises. The program also includes scientific writing and forensic-related research. The program culminates in a supervised master's research project directed by full-time faculty and a committee of associate and core adjunct faculty selected by students from their program. Graduates of the program are professionally prepared to meet the scientific and practical demands of the forensic profession as it interfaces with the law enforcement community at all levels.

Degree Requirements

For students in the BS in Criminal Justice Administration/MFS Transition Program, the University will waive the two Forensic Sciences taken as part of the bachelor's degree (see BS in Criminal Justice Transition Program), but these students must still meet the unit and residency requirements for the MFS. To meet the requirement of 60 units, transition students can select two electives from graduate courses in the fields of business, technology, or public administration. With the approval of the department chair and the Committee on the Application of Standards, students can select electives from graduate courses offered in the School of Arts and Sciences or the School of Education.

To receive an MFS, students must complete at least 54 quarter units of graduate course work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and matriculation.

Program Requirements
(12 courses, 54 quarter units)

FS 641	Physical Aspects of Forensic Sciences
FS 644	Forensic Toxicology and Drug Analysis
FS 645	Forensic Serology and DNA
FS 630	Principles of Forensic Medicine
FS 642	Forensic Pathology
	(Prerequisite: FS 630)
FS 643	Forensic Psychology, Psychiatry and the Law
FS 648	Forensic and Crime Scene Photography
FS 652	Personal Identification & Forensic Anthropology
FS 631	Major Case Investigation
FS 647	Crime Scene Investigation
FS 654	Criminal Investigation Analysis: Profiling
FS 662	Supervised Graduate Research Project*

*This is a two-month, one-meeting-per-week course with a significant research component. Grading is by "H" (for Honors, "B" or better work), "S" (for marginal, "C" level work), or "U"(Unsatisfactory, "D" or below). Students who do not complete the Research Project within the two-month period are eligible, at the discretion of the instructor, to receive a grade of "K" with a maximum of a one time six-month extension. Students who do not complete the project at the end of the extension period will need to retake FS 662. No grade of "I" (Incomplete) can be given for this course.

Program Electives

For electives, students can take courses with prefixes from the School of Business and Information Management, or they can take:

FS 661	Internship in Forensic Sciences
	(1.5-9 quarter units)
FS 651	Selected Topics in Forensic Sciences
FS 690	Guided Study in Forensic Sciences
	(1.5-9 quarter units)

■ MASTER OF HEALTH CARE ADMINISTRATION (M.H.C.A.)
(732)
Faculty Advisor: Thomas Green • (858) 642-8439 • tgreen@nu.edu

The field of health care administration offers students an excellent opportunity to focus their graduate business study in one of the largest industries in the United States. Major changes are occurring within the U.S. health delivery system. Population growth continues in all age groups. These demographics have increased the demand for graduates with an academic foundation in health care management. Opportunities are noted in government at all levels, public health, professional agencies at multiple levels and in the direct delivery system.

This unique and rewarding professional program provides students with a carefully structured range of health care administration courses and enhances students' understanding of the U.S. health

delivery system. This field of study focuses on the emergence of our health care system and its various components as outlined in the *Health Care Management Program Handbook*. Graduates also enhance their opportunities for professional growth and job placement in this prestigious field through carefully planned residencies. Students also participate in scholastic research focusing on specific health care issues as the current delivery system undergoes reform.

Degree Requirements

To receive an MHCA degree, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Refer to the section on graduate admission requirements for specific information regarding application and matriculation.

Program Prerequisites
(1 course, 4.5 quarter units)

The following course is a prerequisite to requirements and does not grant graduate credit.

IS 301   Management Information Systems

Program Requirements
(12 courses, 54 quarter units)

It is recommended that students take the following courses in sequence:

HRM 640   Managing Human Resources in Multicultural
           Environments
MKT 602   Marketing Management
CST 601   Managing Technology in the Information Age
HC 620A   Health Care Management
HC 636   Ambulatory Care Continuum
HC 634   Program Planning, Strategic Planning and Evaluation
HC 629   Health Care Finance, Budget and Managed Care
HC 609A   Health Care Law, Policy, Politics and Ethics
HC 640   Biostatistics & Research
HC 641   Eldercare – Issues into Practice
HC 691A/B Internship or Research Practicum
Internship = 500 clock hours of onsite work
or
Research Practicum = formal academic master level written work

■ MASTER OF PUBLIC ADMINISTRATION (M.P.A.)
(740)
Faculty Advisor: George Drops • (858) 642-8438 • gdrops@nu.edu

The Master of Public Administration is designed for students who want to pursue the challenging career of government management at the federal, state, or local level. With a emphasis on new public management, for those public administrators who aspire to top-level positions, this degree provides a wide range of skills in budgeting, quantitative methods, public relations, personnel policies, politics and media relations.

Degree Requirements

For students in the BS in Criminal Justice Administration/MPA Transition Program, the University will waive two Public Administration courses taken as part of the bachelor's degree (see BS in Criminal Justice Administration Transition Program), but these students must still meet the unit and residency requirements for the MPA. To meet the requirement of 60 units, transition students can select two electives from graduate courses in the fields of business or technology. With the approval of the Department Chair and the Committee on Application of Standards, students can select electives from graduate courses offered in the School of Arts and Sciences or the School of Education.

To receive a Master of Public Administration, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and matriculation.

Program Requirements
(9 courses, 40.5 quarter units)

HRM 638   Leadership and Organization Development
PA 620   Foundations of Public Administration
PA 622   Seminar in Urban Affairs
PA 626   Public Personnel Policy
PA 633   Media Relations
PA 627   Quantitative Methods in Public Administration
PA 630   Government Community Relations
PA 632   Financial Management and Grant Administration
PA 631   Urban Planning and Redevelopment *
*Capstone course; students must complete a minimum of five Public Administration courses prior to taking this course.

Program Electives
(3 courses, 13.5 quarter units)

For electives, students should select a general set of 600-level courses offered in the School of Business and Information Management, or those offered in other schools with the approval of the dean of the School of Business and Information Management.

MPA Area of Specialization

▲ Specialization in Public Finance
(740-000-882)
Faculty Advisor: George Drops • (858) 642-8438 • gdrops@nu.edu

In lieu of general electives, a student can choose a specialization in Public Finance. This area of specialization provides an opportunity for students to acquire specific knowledge and develop practical skills in public finance. It particularly emphasizes the areas of public/private partnerships and contract bargaining and negotiation – critical areas in public administration today.

The population served is that of public employees working in the areas of public finance and/or human resources management or those interested in working in these particular areas.

Program Requirements
(4 courses, 18 quarter units)

PA 640   Public Finance
PA 641   Local Government Budgeting
PA 642   Seminar in Public-Private Financing
PA 643   Contract Negotiation in the Public Sector

School of Business and Information Management

■ MASTER OF SCIENCE (M.S.) IN ELECTRONIC BUSINESS

(720-811)

Faculty Advisor: Oliver Schlake • (858) 642-8417 • oschlake@nu.edu

Internet enabled business transactions are making their way into every organization and industry. Today's E-Business environment functions with a changed set of success factors compared to its infancy stage a few years ago. It is not sufficient enough today to design a visually appealing website. E-Business highly complex and multidisciplinary field that requires flexible, innovate and creative skills both in business and Internet technology. Tomorrow's E-Business leaders need to be able to take a holistic and strategic approach to transform their organization and its business processes for E-Business.

The revised National University Master of E-Business program is built upon future robust expertise in the E-Business field and is focused on a promising outlook in a field that will soon become the pillar for the majority of business related transactions.

The new program has a strong managerial and business focus but still expects students to be very familiar with the Internet Technology, Web-authoring tools and Internet applications

Degree Requirements

To receive a Master of Science in Electronic Business, students must complete 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section in graduate admission requirements for specific information regarding application and matriculation.

Program Requirements
(12 courses, 54 quarter units)

EB 620	Principles of E-Business
EB 621	E-Strategies and Business Models
EB 622	E-Business Systems Development
EB 623	Advanced Web Design
EB 624	Internet Marketing
EB 625	Electronic Payment Systems and Internet Security
EB 635	E-Logistic and Supply-Chain-Management
EB 638	E-Business Information and Knowledge Systems
EB 640	Emerging Communication Technologies in E-Business
EB 656	Cyber Law and E-Public Policies
EB 650A	Master's Research Project I
EB 650B	Master's Research Project II

■ MASTER OF SCIENCE (M.S.) IN FINANCE

(720-814)

Faculty Advisor: Chang G. Park • (858) 642-8402 •cpark@nu.edu

The Master of Science in Finance will seek to provide adult learners with professional knowledge and analytic skills required to function effectively in the fast changing and ever evolving financial world. Students with MS in Finance degree will be able to enter into one of four careers: (1) a financial position in a private corporate setting; (2) an investment strategist position; (3) a managerial position in financial institutions; and (4) a treasurer position in various governmental organizations. With an added emphasis on the global concerns of financial managers, this program is structured to enable a graduate to attain one of the above career objectives. The students will also be able to sit for **CFA** and/or **CFP** exams at the conclusion of the program.

Degree Requirements

To receive a Master in Finance, students must complete at least 12 courses as described below. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at other institutions, as they apply to this Program and provided the units were not used in earning another advanced degree.

Prerequisite Courses

Students who do not have an undergraduate business degree must satisfactorily complete the foundation courses listed below or equivalent before undertaking the program's core courses.

ACC201	Financial Accounting Fundamentals (4.5 quarter units)
FIN310	Business Finance (4.5 quarter units)
BUS500B	Introductory Statistics (Foundation for Success, see MBA program)
ECO201	Microeconomics (4.5 quarter units)

Program Requirements
(10 courses, 45 quarter units)

FIN 609A	Seminar in Financial Management
FIN 630	Financial Institutions
FIN635	International Finance
FIN641	Advanced Security Analysis & Portfolio Management
FIN650	Global Financing for Trade
FIN651	Commercial Bank Management
FIN652	Real Estate Finance
FIN653	Financial Engineering and Derivatives
FIN654	Cases in Finance*
FIN655	MS in Finance Project**

*FIN654 is a capstone course. To enroll in FIN654, students must first complete at least 27 quarter units of the above core courses, not including FIN655.

**Students should schedule FIN655 toward the end of their program. The minimum requirements are the completion of FIN609A and at least 27 quarter units in the Program.

Electives*

FIN600	Managerial Finance
FIN631	Security Analysis and Portfolio Management
FIN632	Managing Financial Resources
FIN633	Financing Capital Requirements
ACC604	Managerial Accounting
ECO 631	Global Trade Policy and Procedure

* Electives from outside these courses may be taken with the approval of the lead faculty
in Finance.

School of Business and Information Management

■ MASTER OF SCIENCE (M.S.) IN INFORMATION SYSTEMS

(720-812)

Faculty Advisor: Gary Parks • (858) 642-8414 • gparks@nu.edu

The Master of Science in Information Systems (MSIS) program is designed to provide participants with the requisite management, business, strategic and technical skills needed to help their companies apply information systems technology more efficiently and effectively. Although the higher education system produces large numbers of highly educated people in both information systems (IS) and computer science (CS), skilled information systems people are in short supply in industry. Even scarcer are talented people with advanced knowledge for managing information systems. It is the objective of the MSIS program to fill this gap by providing the needed education. Essential career development skills including oral, written and presentation skills; people and business skills; and ethics and professionalism are integrated throughout the curriculum and its individual courses. The curriculum is designed as a set of interrelated building blocks consisting of foundations, core, integration and career tracks.

In addition, the National Universities MSIS program can help overcome the skill shortage within Information Systems that exists and is expected to continue in the years ahead. Students graduating with an MSIS degree from National will possess enough skills that they can take on responsible rather than entry-level positions and can serve as mentors to people with lower levels of education.

ADMISSION REQUIREMENTS

Candidates seeking admission to the program must possess a baccalaureate degree in Information Systems or closely related areas. The non-information systems students should fulfill the program prerequisites or waive them through a course challenge exam.

CURRICULUM REQUIREMENTS FOR MSIS DEGREE PROGRAM

The MSIS program requires the completion of 54-quarter units of graduate course work. Where appropriate, a maximum of 13.5-quarter units of graduate work completed at another regionally accredited institution may be transferred to meet stated requirements in the program. The degree program consists of ten courses plus the two-part MSIS graduate project (two courses, 4.5 quarter units each) that cannot be taken until all other core courses have been completed. Prior to beginning any graduate level course, students who do not possess a baccalaureate degree in Information Systems or closely related areas must complete the program prerequisites.

PROGRAM PREREQUISITES

IS 601 is a prerequisite to taking IS 602, IS 603, IS 604, IS 606, IS 607 and IS 608. Knowledge related to Data Modeling and Data Mining is a prerequisite to IS 603 and IS 608. This knowledge can be established by completion of a course equivalent to IS 302 and IS 446 or successful completion of challenge examinations to those classes. In addition, completion of IS 608 is required prior to taking IS 609.

PROGRAM CORE REQUIREMENTS

IS 601	Information Systems Strategies, Policies and Ethics
IS 602	Network Services and Protocols
IS 603	Database Management for Decision Support Systems
IS 604	Organizational Management and Information Security
IS 606	End User Information Systems
IS 607	Systems Integration & Client/Server Computing
IS 608	Knowledge Management-Knowledge-Based Systems
IS 609	Automated Knowledge Management Systems
EB 625	Electronic Payment Systems/Internet Security
EB 635	E-Logistic and Supply-Chain-Management
IS 620A	Master's Research Project I
IS 620B	Master's Research Project II

■ MASTER OF SCIENCE (M.S.) IN TAXATION

(720-805)

Faculty Advisor: Forrest Young • (714) 429-5404 • fyoung@nu.edu

The goal of this program is to provide students with the advanced level of knowledge and skills needed for a professional career in tax return preparation and tax planning and consulting for individuals, business and nonprofit entities. It is recommended that candidates possess an undergraduate degree in accounting or finance.

Degree Requirements

To receive a Master of Science in Taxation, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and matriculation.

Program Prerequisites

The following courses or their equivalents must be completed prior to taking any of the required core courses:

ACC 201	Financial Accounting Fundamentals
ACC 432A	Taxation-Individual
ACC 432B	Taxation – Business

Program Requirements
(12 courses, 54 quarter units)

TAX 601	Tax Research and Decision Making
TAX 602	Federal Tax Procedure
TAX 603A	Federal Income Taxation Theory for Individuals
TAX 603B	Technological and Practical Aspects of Federal Taxation for Individuals *(Prerequisite: TAX 603A)*
TAX 605A	Federal Taxation of Partners and Partnerships
TAX 605B	Federal Taxation Theory of Corporations and Shareholders
TAX 605C	Technological and Practical Aspects of Federal Taxation for Partnerships and Corporations *(Prerequisites: TAX 605A and 605B)*
TAX 608A	Estate, Gift and Trust Taxation
TAX 611	Taxation of Exempt Organizations
TAX 612	Retirement Plans and Deferred Compensation
TAX 614	Taxation of International Transactions
TAX 619	Master's Project *(Prerequisite: 27 quarter units of required core courses, including TAX 601)*

School of Business and Information Management

■ MASTER OF SCIENCE (M.S.) IN TECHNOLOGY MANAGEMENT

(720-806)

Faculty Advisor: Ali Farahani • (858) 642-8408 • afarahan@nu.edu

The Master of Science in Technology Management (MSTM) degree is designed to provide the knowledge and skills required to manage successfully in today's complex, technology-oriented organizations. The interdisciplinary program will provide the student with the ability to exercise managerial responsibilities in various technical fields in industry and government. Emphasis is placed on managing with technology as well as the management of technology. The approach includes practical applications in researching and solving management problems in a work environment. Upon successful completion of the program, the MSTM graduate should be able to:

- Apply the strategic management of technology in an international context
- Identify operational strategies for quality improvements in products, services and processes
- Align technological and organizational strategies
- Describe processes to engender creativity and innovation in organizations
- Apply creative and critical thinking to problem solving
- Communicate effectively orally and in writing
- Use quantitative analysis and computer applications
- Describe multiple frameworks for ethical decision making, and
- Describe techniques for asserting leadership and establishing teamwork

The Master of Science in Technology Management addresses the needs and interests of individuals already employed in technical areas who wish to pursue or enhance a management career and those who wish to begin a career in a technology-oriented organization.

Degree Requirements

To receive a Master of Science in Technology Management, students must complete at least 54 quarter units of graduate course work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Refer to the section on graduate admission requirements for specific information regarding application and matriculation.

Program Requirements

(12 courses, 54 quarter units)

TM 601	Data Mining Tools: Managing Technology for Competitive Advantage
TM 602	Emerging Trends in E-Business Implementation Management
TM 603	Information Security Risk Analysis
TM 604	Technology Management Research Topics
EB620	Principles of E-Business
EB640	Emerging Communications Technologies in E-Business
ACC604	Managerial Accounting
MGT601	Leadership in a Global Environment
MKT602	Marketing Management
QMT 601	Quantitative Methods in Business
TM 650A	Master's Research Project I*
TM 650B	Master's Research Project II*

*This is a two-month, one meeting per week course with a significant research component. Grading is by "H" (for Honors, "B" or better work), "S" (for marginal, "C" level work), or "U" (unsatisfactory, "D" or below). Students are required to complete at least 27-quarter units of the above-required courses before beginning TM 605A/B.

Certificate Programs

(670-770)

Certificates are not issued to students pursuing a degree program.

● CERTIFICATE IN ACCOUNTANCY

Faculty Advisor: Donald Schwartz • (858) 642-8420 • dschwart@nu.edu

Designed for students who wish to prepare for entry into the accounting profession and have as an objective one of the recognized professional accounting designations, including Certified Public Accountant (CPA), Certified Management Accounting (CMA) and Certified in Financial Management (CFM). All three designations require a baccalaureate degree. Though the degree can be in any discipline, CPA exam candidates in California must have completed 24 semester units (8 courses) in accounting or tax and 24 semester units (8 courses) in *business* which includes business law, mathematics, statistics, computer science and information systems.

Students who wish to pursue a baccalaureate degree, or a second baccalaureate degree, or a master's degree can apply some or all of the academic credits awarded in the certificate program toward that degree, depending upon the requirements of that degree program.

Before taking any of the courses in the Certificate in Accountancy program, students are strongly advised to contact a full-time accounting faculty person for a brief interview by phone or personal visit to review the student's career objectives and provide guidance as to the courses to be selected.

Prerequisite

ACC 201 Financial Accounting Fundamentals or its equivalent is a prerequisite for *all* other undergraduate and graduate accounting courses in these certificate programs. Before taking any other accounting courses in this program, students must complete ACC 201 or its equivalent within two years with a grade of "C" or better, unless they receive an equivalent grade on an accounting aptitude exam.

Certificate Requirements

(6 courses, 27 quarter units)

To receive a Certificate in Accountancy, students must complete six (6) of the courses listed below. To assist students in selecting the six courses, the abbreviations in brackets, *e.g.* [CPA], indicate the professional exam(s) for which that course is most beneficial. "ALL" refers to all three exams: CPA, CMA and CFM. It should be noted that six courses may not provide all the subject matter covered by these exams. It is strongly recommended that students consult with full-time accounting faculty before enrolling in the Certificate in Accountancy.

Undergraduate Series

(670-000-450)

Available to both undergraduate and graduate students.

ACC 201	Financial Accounting Fundamentals* [ALL]
ACC 202	Managerial Accounting Fundamentals [CPA]
LAW 304	Legal Aspects of Business I [CPA]
ACC 410A	Intermediate Accounting I [ALL]
ACC 410B	Intermediate Accounting II [ALL]
ACC 432B	Taxation-Business [ALL]
ACC 433A	Managerial Accounting I [CMA]
ACC 433B	Managerial Accounting II [CMA]
ACC 434	Government and Nonprofit Accounting [CPA]
ACC 435A	Auditing I [ALL]

ACC 435B   Auditing II [CPA]
ACC 430C   Intermediate Accounting III [CPA]
ACC 431   Advanced Accounting [CPA]
ACC 432A   Taxation – Individual [CPA]

* See "Prerequisite", above, relating to waiver of ACC 201

Graduate Series
(770-000-850)

Available only to students eligible to enroll in graduate programs. These students may also select from the undergraduate series, but only the 600-level courses can be applied to a graduate degree program.

ACC 201   Financial Accounting Fundamentals*
ACC 604   Managerial Accounting [ALL]
ACC 650   Financial Accounting Theory [ALL]
ACC 652   Taxation for Investors and Managers [CPA]
ACC 654   Accounting for Not-For-Profit Entities [CPA]
ACC 655   Auditing and Internal Control [ALL]
ACC 657   Accounting Information Systems [ALL]

* See "Prerequisite", above, relating to waiver of ACC 201

● CERTIFICATE IN CRIMINAL JUSTICE ADMINISTRATION
(670-000-466)
Faculty Advisor: Chandrika Kelso • (858) 642-8433 • ckelso@nu.edu

Students may take the Certificate Program in Criminal Justice (4 courses, 18 quarter units). This coursework and the accompanying credits may be transferred to appropriate degree programs if all other requirements for admission to a degree program are met. Students may take selected courses in one-day (eight-hour) seminar format. No credit is offered for courses taken in this format. This certificate provides students with an overview of some of the most important pillars of the criminal justice field. Students will gain insight into the principles, problems and solutions of supervision and management of personnel in the criminal justice agencies, the issues and theories surrounding the field of Corrections, an understanding of the behavioral, psychological, sociological motivational factors of criminality and finally, a study of the intricacies within the judicial process of criminal justice.

Certificate Requirements
(4 courses, 18 quarter units)

CJ 446   Criminal Justice Management and Leadership
CJ 440   Corrections
CJ 444   Analysis of Criminal Behavior
CJ 451   Court Systems and the Judicial Process

● CERTIFICATE IN ELECTRONIC BUSINESS
(770-000-874)
Faculty Advisor: Oliver Schlake • (858) 642-8417 • oschlake@nu.edu

Students may take the Certificate Program in Electronic Business (6 courses, 27 quarter units). This coursework and the accompanying credits may be transferred to appropriate degree programs if all other requirements for admission to a degree program are met. To receive certification, students are required to successfully complete four courses and to achieve a passing grade on a comprehensive text covering these four areas. Students may take selected courses in one-day (eight-hour) seminar format. No credit is offered for courses taken in this format. This certificate program is designed for individuals who want to become proficient in the new business models and technology involved in conducting business on the Internet and/or the World Wide Web. Qualified people in electronic business are needed as this field of study has matured. E-Business is

a complex area of study that requires the ability to integrate managerial, technical and strategic knowledge. Students who later want to pursue a master's degree can apply some or all of the academic credits awarded in the certificate program toward their degrees. To apply these credits to a degree program, students must meet the GPA and other requirements of that degree program.

Certificate Requirements
(5 courses, 22.5 quarter units)

EB 620   Principles of E-Business
EB 621   E-Strategies and Business Models
EB 624   Internet Marketing
EB 625   Electronic Payment Systems and Internet Security
EB 640   Emerging Communications Technologies in E-Business

● CERTIFICATE IN FINANCE
(670-000-474)
Faculty Advisor: Chang C. Park • (858) 642-8402 • cpark@nu.edu

Students may take the Certificate Program in Finance (4 courses, 18 quarter units). This coursework and the accompanying credits may be transferred to appropriate degree programs if all other requirements for admission to a degree program are met. Students may take selected courses in one-day (eight-hour) seminar format. No credit is offered for courses taken in this format.

A Certificate in Finance is designed for students who are interested in buttressing their business acumen, in acquiring analytical skills, or who may desire to supplement their financial background. Career opportunities include three interrelated areas: financial institutions, investments and financial management.

Expertise in finance is a sought after and unique skill. This certificate prepares students for managerial responsibilities in organizations such as banks, insurance companies, securities firms, commercial and not-for-profit organizations. The four courses that comprise this certificate provide a broad yet comprehensive knowledge of financial management.

Upon completion, students will have acquired critical skills in the analysis of accounting, market and economic data. This will prepare them for expanded opportunities in diverse industries.

Certificate Requirements
(4 courses, 18 quarter units)

FIN 440   Financial Institutions
FIN 444   Risk Management and Insurance
FIN 446   International Financial Management
FIN 448   Seminar in Finance

● CERTIFICATE IN HUMAN RESOURCES MANAGEMENT
(670-000-475)
Faculty Advisor: Christopher Ashcraft • (858) 642-8441 • cashcraf@nu.edu

This certificate is designed for those who wish to gain the knowledge and skills in HRM which are appropriate for professional and supervisory careers in the field of Human Resources Management.

Certificate Requirements
(4 courses, 18 quarter units)

HRM 432   Recruiting,Selection,and Promotion
HRM 433   Pay and Benefit Administration
HRM 435   The Regulatory Environment of HRM
HRM 438   Performance Management and Motivation

School of Business and Information Management

● CERTIFICATE IN INFORMATION TECHNOLOGY

(670-000-465)

Faculty Advisor: John Bugado • (858) 642-8407 • jbugado@nu.edu

This certificate program offers students interested in technology-related careers the opportunity to develop the professional expertise to apply and manage technology in a variety of situations. With this certificate, students can pursue careers in fields such as marketing, information management, customer service, data management and sales. Students who later want to pursue a baccalaureate degree can apply some or all of the credits awarded in the certificate program toward their degree assuming they meet the GPA and other requirements of that program.

Certificate Requirements
(5 courses, 22.5 quarter units)

ITM 310   Introduction to Information Technology
ITM 410   Computer Network Technologies Overview
ITM 420   Network Management Principles and Practices
ITM 440   Database Systems Concepts and Data Modeling

Elective
Choose one of the following:

ITM 320   Information Technology Management
           (Prerequisite: ITM 310)
ITM 330   Desktop Applications and Information Processing
ITM 450   Database Processing and Administration
           (Prerequisite: ITM 440)

● CERTIFICATE IN INTERNATIONAL BUSINESS

(770-000-883)

Faculty Advisor: Juan España • (858) 642-8448 • jespana@nu.edu

Students may take the Certificate Program in International Business (4 courses, 18 quarter units). This coursework and the accompanying credits may be transferred to appropriate degree programs if all other requirements for admission to a degree program are met. Students may take selected courses in one-day (eight-hour) seminar format. No credit is offered for courses taken in this format.

This certificate program is designed for students who are employed by companies that have international operations, who compete against those who do, or who have an interest in exploring this as a career option. Expertise in International Business is in high demand throughout the world. The four courses that comprise this certificate provide a broad yet comprehensive knowledge of trading products and services in the global market. Upon completion, students will have developed skills enabling them to match markets with goods and services from a global prospect

Certificate Requirements
(4 courses, 18 quarter units)

MGT 630 Global Business Environment
MGT 637 Comparative International Management
MKT 631 Global Marketing
ECO 631 Global Trade Policy and Procedures

● CERTIFICATE IN MARKETING

(670-000-476)

Faculty Advisor: Thomas Karnowski • (858) 642-8449 • tkarnows@nu.edu

Students may take the Certificate Program in Marketing (4 courses, 18 quarter units). This coursework and the accompanying credits may be transferred to appropriate degree programs if all other requirements for admission to a degree program are met. To receive certification, students are required to successfully complete four courses and to achieve a passing grade on a comprehensive text covering these four areas. Students may take selected courses in one-day (eight-hour) seminar format. No credit is offered for courses taken in this format.

This certificate program is designed to allow individuals (1) in the fields of marketing, sales and secondary level marketing education to enhance their performance through continuing education and (2) teachers at the secondary education level who teach business-related courses and wish to teach marketing courses. The program validates the knowledge of the employee and provides concrete evidence of marketing proficiency for the employer.

Certificate Requirements
(4 courses, 18 quarter units)

MKT 402A Marketing Fundamentals
MKT 420   Consumer Behavior
MKT 434   Market Research
MKT 443   Introduction to Advertising

● CERTIFICATE IN TOTAL QUALITY MANAGEMENT

(670-000-459)

Faculty Advisor: Reza Fadaei-Tehrani • (858) 642-8423 • rfadaeit@nu.edu

The Total Quality Management Certificate program consists of six MGT 400-level courses. Students who enroll in this program should have a minimum of two years of lower-division courses (including math at the level of college algebra or beyond) and demonstrated competency in the use of computers. During the first week of MGT 420, or prior to enrollment, all students undergo screening and leveling exams in the areas of computer competency, math and statistical competency and written and oral communication skills. Students who need improvement in these areas of competency are advised to augment their study with separate leveling courses offered through National University's Continuing Education Department in order to proceed with the certificate program.

The program culminates in a capstone course in which students are required to write a comprehensive TQM implementation program proposal.

Certificate Requirements
(6 courses, 27 quarter units)

The program is structured as a six-course series that students should take in sequence. While students can take individual courses as electives in the general BBA program, they can only take the course MGT 425 after completing the five preceding courses of the program.

MGT 420   Introduction to TQM in the Context of Management and Leadership
MGT 421   TQM Tools of Continuous Process Improvement
MGT 422   Team Building, Interpersonal Dynamics and Empowerment
MGT 423   Organization and Planning for Customer Satisfaction
MGT 424   TQM and Operational Results
MGT 425   Implementing the Quality Process
           (TQM Capstone Course)

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School of Education

Dean, **Marie G. Schrup**
Ed.D., Educational Administration and Policy Analysis
Indiana University

Associate Dean, **Sandra Spence Tracy**
Ed.D., Educational Leadership
Vanderbilt University

Defining the Future of Higher Education

for Adult Learners

Degree Programs Offered

Graduate Degrees

⏚ **Master of Arts**
Field of Study:
Teaching

⏚ **Master of Education**
Field of Study:
Crosscultural Teaching

Master of Science
Fields of Study:
⏚ Educational Administration
Educational Counseling
⏚ Educational Technology
School Psychology
Special Education

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

⏚ Preliminary Multiple Subject Teaching Credential with Teacher Education or BCLAD emphasis
Professional Clear Multiple Subject Teaching Credential with Teacher Education or BCLAD emphasis
   (Only available to students enrolled prior to September 1, 2002, who maintain continuous enrollment)
⏚ Preliminary Single Subject Teaching Credential with Teacher Education or BCLAD emphasis
⏚ Professional Clear Single Subject Teaching Credential with Teacher Education or BCLAD emphasis
   (Only available to students enrolled prior to September 1, 2002, who maintain continuous enrollment)
⏚ Fifth Year Professional Clear Credential
Preliminary Administrative Services Certificate
Professional Administrative Services Credential
Pupil Personnel Services, School Counseling Specialization Credential
Pupil Personnel Services, School Psychology Specialization Credential
Preliminary Level I Education Specialist Credential: Mild/Moderate Disabilities
Professional Level II Education Specialist: Mild/Moderate Disabilities
Professional Level II Education Specialist: Moderate/Severe Disabilities
Multiple/Single Subject Internships available in some locations
Education Specialist Internships available in some locations

Certificate Programs

⏚ CLAD Multiple or Single Subject Certificate
⏚ Educational Technology
⏚ Teachers Using Technology

Special Partnerships

In addition to the regular credential and degree programs, the School of Education offers several special programs and partnerships, including:

Materials Development Workshop
Summer Intensive Programs
School District Staff Development
Certification Courses
Continuing Education Classes
Spanish for the Professional Educator

⏚ denotes program also offered or partially offered online.
Note: Not all online programs or courses are offered in entirety via Internet.
Note: Not all courses or programs listed in this catalog are available at every learning facility.
Various undergraduate minors are available in some degree programs.

FOR FURTHER INFORMATION

contact **The School of Education** in San Diego at **(858) 642-8320**   e-mail: **SOEE-mail@nu.edu**

Department of Specialized Programs

Jane M. Duckett
Associate Professor and Chair
San Diego Main Campus
Ph.D., Learning Disorders,
University of Texas
Phone: (858) 642-8346
E-mail: jduckett@nu.edu

Ormand Randall Braman
Assistant Professor
Los Angeles Academic Center
Ph.D., Education
University of Southern
Mississippi
Phone: (310) 258-6621
E-mail: obraman@nu.edu

Everett G. Beckwith
Assistant Professor
San Bernardino Academic
Center
Ed.D., United States
International University
Phone: (909) 806-3300
E-mail: ebeckwit@nu.edu

Douglas Brown
Associate Faculty
San Bernardino Learning
Center
M.A., Education/Special
Education
California State University, San
Bernardino
Phone: (909) 806-3335
E-mail: dbrown@nu.edu

Kathryn Ann Brown
Associate Faculty
Sacramento Academic Center
M.A. Special Education
California State University,
Sacramento
Phone: (916) 855-4312
E-mail: kbrown@nu.edu

Linda Brown
Associate Faculty
Los Angeles Academic Center
Ed.D. Educational Psychology
United States International
University
Phone: (310) 258-6600
E-mail: lbrown@nu.edu

Sidney Castle
Associate Professor
San Diego Main Campus
Ph.D., Educational
Administration
Arizona State University
Phone: (858) 642-8351
E-mail: scastel@nu.edu

Kaydee Caywood
Assistant Professor
Los Angeles Academic Center
Ph.D., Special Education
University of California at Los
Angeles
Phone: (310) 258-6672
E-mail: kcaywood@nu.edu

Joseph E. Cunha
Associate Professor
Sacramento Academic Center
Ed.D, Counseling and
Guidance
Brigham Young University
Phone: (916) 855-4303
E-mail: jcunha@nu.edu

Diane Donaldson
Assistant Professor
Los Angeles Academic Center
Ph.D., Educational Psychology
University of Southern
California
Phone: (310) 258-6711
E-mail: ddonalds@nu.edu

John M. Durham
Associate Faculty
San Bernardino Academic
Center
M.A., Education
California State University, San
Bernardino
Phone: (909) 806-3336
E-mail: jdurham@nu.edu

Anne S. Elder
Assistant Professor
Los Angeles Academic Center
Ph.D., Educational Policy
University of Southern
California
Phone: (310) 258-6617
E-mail: aelder@nu.edu

Lennis M. Hampton-Dearing
Associate Faculty
Bakersfield Academic Center
Ed.D., School Administration
University of Santa Barbara
Phone: (661) 864-2383
E-mail: lhampton@nu.edu

Mary E. Hazzard
Professor
San Diego Main Campus
Ph.D., Nursing
New York University
Phone: (858) 642-8361
E-mail: mhazzard@nu.edu

Dwight Heirendt
Associate Faculty
Fresno Academic Center
M.S., Computer Science
Education
University of Oregon
Phone: (559) 855-8311
E-mail: dheirend@nu.edu

Jan Hensley
Full-time Faculty
San Diego Main Campus
M.A., Speech Pathology &
Audiology
University of La Verne
Phone: (858) 642-8000
E-mail: jhensley@nu.edu

Augustine Herrera
Associate Faculty
Los Angeles Academic Center
M.A., School Administration
California State University
Phone: (310) 358-6642
E-mail: aherrera@nu.edu

Denise Hexom
Assistant Professor
Stockton Academic Center
Ed.D.,Education
University of Southern
California
Phone: (209) 475-1448
E-mail: dhexom@nu.edu

Gary Hoban
Professor
San Diego Main Campus
Ph.D., Educational
Administration
University of California, Los
Angeles
Phone: (858) 642-8355
E-mail: ghoban@nu.edu

Gail Johnson
Associate Faculty
Bakersfield Academic Center
M.A., Special Education
Fresno Pacific College
Phone: (559) 283-4212
E-mail: gjohnson@nu.edu

Robert W. Kibby
Assistant Professor
Sacramento Academic Center
Ed.D., Educational
Administration
University of Southern
California
Phone: (916) 855-4209
E-mail: rkibby@nu.edu

Kathleen Klinger
Associate Professor
San Diego Main Campus
Ed.D., Computer Education
United States International
University
Phone: (858) 642-8393
E-mail: kklinger@nu.edu

Lucinda Kramer
Assistant Professor
Costa Mesa Academic Center
Ph.D., Special Education
University of New Mexico
Phone: (714) 429-5132
E-mail: lkramer@nu.edu

Linda Loyd
Associate Faculty
Fresno Academic Center
M.A., Special Education
California State University,
Fresno
Phone: (559) 256-4943
E-mail: lmosconi@nu.edu

Bill McGrath
Associate Faculty
San Diego Main Campus
Ph.D., Education
La Salle University
Phone: (858) 642-8352
E-mail: bmcgrath@nu.edu

Charles Menoher
Associate Faculty
Redding Academic Center
Ed.D., Elementary Curriculum
and Instruction
Brigham Young
Phone: (530) 226-4020
E-mail: cmenoher@nu.edu

Caroline A. Miller
Instructor
Sacramento Academic Center
Ed.D. Candidate
Texas Tech University, Lubbock
Phone: (916) 855-4110
E-mail: cmiller@nu.edu

John Nicoll
Assistant Professor
Costa Mesa Academic Center
Ed.D., Education
Administration
Columbia University
Phone: (714) 429-5148
E-mail: jnicoll@nu.edu

Torrie Norton
Associate Faculty
San Diego Main Campus
M.Ed., School Management
University of La Verne
Phone: (858) 642-8341
E-mail: tnorton@nu.edu

Faculty

Robert Gregory Nunn
Associate Faculty
San Diego Main Campus
Ph.D., Educational Psychology
Southern Illinois University
Phone: (858) 642-8363
E-mail: gnunn@nu.edu

L. Wayne Reid
Associate Faculty
Sacramento Academic Center
Ph.D., Educational
Administration
University of Utah
Phone: (916) 855-4135
E-mail: wreid@nu.edu

Robert Gayle Scharf
Assistant Professor
Los Angeles Academic Center
Ed.D., Administrative Studies
University of California, Los
Angeles
Phone: (310) 258-6725
E-mail: rscharf@nu.edu

Joan P. Sebastian
Professor
San Diego Main Campus
Ed.D., Education
University of Utah
Phone: (858) 642-8006
E-mail: jsebasti@nu.edu

Dorothy Lee Singleton
Associate Faculty
San Jose Academic Center
Ed.D., Curriculum and
Instruction
University of San Francisco
Phone: (408) 236-1301
E-mail: dsinglet@nu.edu

Denise Tolbert
Assistant Professor
Costa Mesa Academic Center
Ph.D., Educational Technology
University of Northern
Colorado
Phone: (714) 429-5410
E-mail: dtolbert@nu.edu

Cynthia Terwilliger
Full-time Faculty
San Diego Main Campus
Ed.D., Education
United States International
University
Phone: (858) 642-8362
E-mail: cterwill@nu.edu

Clifford E. Tyler
Assistant Professor
San Jose Academic Center
Ed.D., Administration
University of the Pacific
Phone: (408) 236-1308
E-mail: ctyler@nu.edu

Department of Teacher Education

Thomas H. Reynolds
Associate Professor, Interim Chair
San Diego Main Campus
Ph.D., Curriculum and
Instruction
University of Wisconsin,
Madison
Phone: (858) 642-8358
E-mail: treynold@nu.edu

Halyna Kornuta
*Assistant Professor and Interim
Associate Chair*
San Diego Main Campus
Ed.D., International Leadership
University of San Diego
Phone: (858) 642-8127
E-mail: hkornuta@nu.edu

Enid Acosta-Tello
Assistant Professor
Costa Mesa Academic Center
Ed.D., Educational
Administration
University of California, Irvine
Phone: (714) 429-5127
E-mail: eacostat@nu.edu

Madelon Alpert
Instructor
Costa Mesa Academic Center
M.A., Reading Specialist
University of Arizona
Phone: (714) 429-5100
E-mail: malpert@nu.edu

Valerie K. Amber
Assistant Professor
Costa Mesa Academic Center
Ed.D., Education
University of San Francisco
Phone: (714) 429-5128
E-mail: vamber@nu.edu

Lynne E. Anderson
Associate Professor
San Bernardino Academic
Center
Ph.D., Education
Administration
University of Minnesota
Phone: (909) 806-3342
E-mail: landerso@nu.edu

Beate Baltes
Assistant Professor
Los Angeles Academic Center
Ed.D, Education
Administration
United States International
University
Phone: (310) 258-6713
E-mail: bbaltes@nu.edu

Gary K. Barton
Assistant Professor
Fresno Academic Center
Ph.D., Education
Claremont Graduate University
Phone: (559) 294-4946
E-mail: gbarton@nu.edu

Edward H. Behrman
Associate Professor
Los Angeles Regional
Academic Center
Ed.D., Educational
Administration
University of Pennsylvania
Phone: (310) 258-6719
E-mail: ebehrman@nu.edu

Margaret Louise Berry
Associate Faculty
Costa Mesa Academic Center
M.A., Education
California State University,
Long Beach
Phone: (714) 429-5130
E-mail: mberry@nu.edu

Edward Bordenkircher
Associate Faculty
San Bernardino Academic
Center
M.A., Educational
Administration
Claremont Graduate University
Phone: (909) 806-3331
E-mail: ebordenk@nu.edu

Nedra A. Crow
Professor
San Diego Main Campus
Ph.D., Cultural Foundations of
Education
University of Utah
Phone: (858) 642-8004
E-mail: ncrow@nu.edu

Brenda Czech
Assistant Professor
Los Angeles Academic Center
Ph.D., Educational Psychology
University of Southern
California
Phone: (310) 258-6724
E-mail: bczech@nu.edu

Prem S. Dean
Assistant Professor
Sacramento Academic Center
Ph.D., Leadership and Human
Behavior
United States International
University
Phone: (916) 855-4308
E-mail: pdean@nu.edu

Norman Douglass
Assistant Professor
San Jose Academic Center
Ed.D., Organization,
Leadership
University of San Francisco
Phone: (408) 236-1140
E-mail: ndouglas@nu.edu

Ron Germaine
Assistant Professor
San Diego Main Campus
Ed.D., Leadership
University of San Diego
Phone: (858) 642-8316
E-mail: germaine@nu.edu

Inez Gomez
Assistant Professor
San Jose Academic Center
Ed.D., Educational Leadership
University of San Diego
Phone: (408) 236-1307
E-mail: igomez@nu.edu

Jo Ann Hammer
Assistant Professor
Sacramento Academic Center
Ed.D., Policy
Analysis/Curriculum &
Instruction
University of Southern
California
Phone: (916) 855-4302
E-mail: jhammer@nu.edu

Robyn Hill
Assistant Professor
San Diego Main Campus
ABD
University of Utah
Phone: (858) 642-8000
E-mail: rhill@nu.edu

Paul Weston Johnson
Associate Professor
Fresno Academic Center
Ed.D., Education/Management
University of LaVerne
Phone: (559) 256-4945
E-mail: pjohnson@nu.edu

Margot Kinberg
Associate Professor
San Diego Academic Center
Ph.D., University of Delaware
Phone: (858) 642-8335
E-mail: mkinberg@nu.edu

Shannon Knepper
Assistant Professor
Sacramento Academic Center
Ed.D., International &
Multicultural Education
University of San Francisco
Phone: (916) 855-4135
E-mail: sknepper@nu.edu

Marilyn Joan Koeller
Assistant Professor
Costa Mesa Academic Center
Ph.D., Education
University of Southern
California
Phone: (714) 429-5100
E-mail: mkoeller@nu.edu

Lorraine Leavitt
Associate Faculty
Costa Mesa Academic Center
Ed.D., Educational
Administration
University of Southern
California
Phone: (714) 429-5316
E-mail: lleavitt@nu.edu

Joan E. Lyne
Assistant Professor
Redding Academic Center
Ed.D., Educational
Administration
University of Nevada
Phone: (530) 226-4010
E-mail: jlyne@nu.edu

Sam Marandos
Associate Faculty
Stockton Academic Center
Ed.D., Curriculum and
Instruction
University of San Francisco
Phone: (209) 475-1400
E-mail: smarando@nu.edu

James Mbuva
Assistant Professor
Costa Mesa Academic Center
Ph.D., Intercultural Education
Biola University
Phone: (714) 429-5141
E-mail: jmbuva@nu.edu

Maria Medrano
Assistant Professor
San Diego Main Campus
Ph.D., Education
Claremont Graduate
School/San Diego State
University
Phone: (858) 642-8302
E-mail: mmedrano@nu.edu

Mary T. Mercier
Associate Professor
Costa Mesa Academic Center
Ph.D., Education
University of Wisconsin,
Madison
Phone: (714) 429-5311
E-mail: mmercier@nu.edu

Marilyn Moore
Associate Professor
San Diego Main Campus
Ed.D., Instruction and
Administration
University of Kentucky,
Lexington
Phone: (88) 642-8301
E-mail: mmoore@nu.edu

Adel Nadeau
Associate Faculty
San Diego Main Campus
Ph.D., Education
San Diego State University
Phone: (858) 642-8376
E-mail: anadeau@nu.edu

Maria Ortega
Associate Faculty
Los Angeles Academic Center
M.S., Education
University of Southern
California
Phone: (310) 258-6723
E-mail: mortega@nu.edu

William Pine
Associate Faculty
San Bernardo Academic Center
Ed.D., Education
Auburn University
Phone: (909) 806-3346
E-mail: wpine@nu.edu

Theresa Punzalan
Associate Faculty
San Diego Main Campus
M.A., Curriculum and
Instruction
San Diego State University
Phone: (858) 642-8321
E-mail: tpunzala@nu.edu

Janet Richards
Instructor
San Bernardino Academic
Center
ABD, Azusa Pacific University
Phone: (909) 806-3313
E-mail: jrichards@nu.edu

Clifford Russell
Professor
San Diego Main Campus
Ed.D., Curriculum and
Instruction
Brigham Young University
Phone: (858) 642-8356
E-mail: crussell@nu.edu

Mark Edward Ryan
Associate Professor
San Diego Main Campus
Ph.D., Education
Arizona State University
Phone: (858) 642-8339
E-mail: mryan@nu.edu

Barbara J. Salice
Associate Faculty
San Diego Main Campus
Ed.D., Education
University of Southern
California
Phone: (858) 642-8325
E-mail: bsalice@nu.edu

Alberto Sanchez
Associate Faculty
San Diego Main Campus
M.Ed., Iberoamericana
University
Phone: (858) 642-8376
E-mail: asanchez@nu.edu

Cynthia Schubert-Irastorza
Associate Faculty
San Diego Main Campus
Ed.D., Educational
Administration
United States International
University
Phone: (858) 642-8395
E-mail: cschubert@nu.edu

Peter I. Serdyukov
Associate Professor
San Diego Main Campus
Ph.D., Kiev State Pedagogic
Institute of Foreign Language
Phone: (858) 642-8332
E-mail: pserdyuk@nu.edu

Carol M. Shepherd
Assistant Professor
Bakersfield Academic Center
Ed.D., Education and
Supervision
Seton Hall University
Phone: (661) 864-2383
E-mail: cshepher@nu.edu

Gwendolyn Stowers
Assistant Professor
San Diego Main Campus
Ph.D., Curriculum and
Instruction
New Mexico State University
Phone: (858) 642-8333
E-mail: gstowers@nu.edu

Marlene Tatum
Assistant Professor
San Bernardino Academic
Center
Ph.D., Education
Walden University
Phone: (909) 806-3329
E-mail: mtatum@nu.edu

Joseph Tranchina
Associate Faculty
San Jose Academic Center
M.A., Education
University of California,
Berkeley
Phone: (408) 236-1143
E-mail: jtranchi@nu.edu

Susan A. Vanburen
Associate Faculty
Los Angeles Academic Center
M.A., Curriculum
California State University,
Dominguez
Phone: (310) 258-6600
E-mail: svanbure@nu.edu

Linda Ventriglia-Nava
Associate Faculty
Sacramento Academic Center
Ph.D., Claremont Graduate
School
Phone: (916) 855-4100
E-mail: lventrig@nu.edu

Mary Anne Weegar
Associate Faculty
San Diego Main Campus
M.A., San Diego State
University
Phone: (858) 642-8322
E-mail: mweegar@nu.edu

School of Education

Mission Statement

The Mission of the School of Education is to prepare educators as lifelong learners, reflective practitioners, and ethical professionals.

The mission is accomplished in a learning community through professional preparation programs, partnerships with schools, and educational research.

Graduate Degree Programs

■ MASTER OF ARTS IN TEACHING

(710-716)
Faculty Advisors:
Dr. Thomas Reynolds • (858) 642-8358 • treynold@nu.edu
Dr. Nedra Crow • (858) 642-8008 • ncrow@nu.edu

(10 courses, 45 quarter units)

The Master of Arts in Teaching is designed for students who want to enhance their teaching skills, to obtain the intellectual and professional expertise that interrelates theory and practice and promotes lifelong learning and who are committed to being instructional leaders in the K-12 setting. The degree has six core courses and five areas of specialization, four of which have four 4.5 quarter unit courses. These are: Reading, Educational Technology, Teaching and Learning and Special Education. One area of specialization, Best Practices, has five 4.5 quarter unit courses.

Note: Best Practices enrollment is for students who enroll as part of a School District's Best Practices Program, currently offered in Sacramento only.

Course Sequence

The first course for students to enroll in the MAT degree program is EDT 612 Curriculum Design and Research Using Technology. This course outlines research processes to be followed as the student goes through the program.

With the exception of EDT 612 and MAT 640, all core courses may be completed in any sequence before enrolling in the area of specialization courses.

MAT 640: Applications of Research for the Art of Teaching, must be taken as the last course in the MAT program and may not be accelerated. During this capstone course, students will complete a written project that has been developed while taking the MAT courses.

Degree Requirements

To receive a Master of Arts in Teaching, students must complete 45 quarter units of graduate work (49.5 for those with a Best Practices specialization and 46.5 for those with a Special Education specialization). A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Clearing courses do not apply toward any master's degree.

Program Core Requirements
(6 courses, 27 quarter units)

EDT 612	Curriculum Design and Research Using Technology (Students must have access to Microsoft Office on either a PC or Mac platform)
MAT 641	Cultural Democracy: Contemporary, Local & Global Issues
MAT 642	Program Design: Curriculum Theory, Design and Assessment
MAT 643	Models of Teaching, Theories, Applications and Practice
MAT 644	Foundations and Principles of Curriculum
MAT 640	Applications of Research for the Art of Teaching (To be taken as the last course in the MAT program)

BEST PRACTICES SPECIALIZATION AND PREPARATION FOR NATIONAL BOARD CERTIFICATION
(744)
(5 courses, 22.5 quarter units)
This Area of Specialization is an onsite program entered into with a specific school district (currently available in Sacramento only).

MAT 670	The Theory of Research-Based Best Practice Instruction
MAT 671	Applied Best Practice Strategies in Classroom Instruction
MAT 672	Integrating Multimedia-Interactive Technology in Best Practice Instruction
MAT 673	Differentiated Instruction and Target Teaching
MAT 674	The Theory of Researched-Based Practice Instruction

EDUCATIONAL TECHNOLOGY SPECIALIZATION
(745)
(4 courses, 18 quarter units)

EDT 600	Evaluating and Researching Information on the Internet
EDT 604	The Effect of Technology on Teaching Methodology
EDT 620	Instructional Media and Technology in the K-12 Classroom
EDT 630	Using the Internet to Enhance K-12 Learning Environments

READING SPECIALIZATION
(740)
(4 courses, 18 quarter units)

MAT 645	Developing Fluency in Reading
MAT 646	Comprehension Strategies and Procedures
MAT 647A	Language Arts Assessment and Instruction I *(Prerequisites: MAT 645; MAT 646)*
MAT 647B	Language Arts Assessment and Instruction II *(Prerequisites: MAT 645; MAT 646)*

SPECIAL EDUCATION SPECIALIZATION
(747)
(5 courses, 19.5 quarter units)

This area of specialization was primarily designed for Level II Education Specialist majors. Other interested students should contact the chair of Special Education.

EXC 655A	Professional Induction Seminar (3 quarter units)
EXC 656	Best Practices for Special Needs Students
EXC 657	Community Resources and Transition
EXC 658	Advanced Specialization in Mild/Moderate Disabilities
or	
EXC 659	Advanced Specialization in Moderate/Severe Disabilities
EXC 655B	Exit Seminar (1.5 quarter units)

TEACHING AND LEARNING SPECIALIZATION
(746)
(4 courses, 18 quarter units)

Requirements include any four courses from the areas of specialization listed above or:

TED 665   Cognition, Language and Culture
TED 666   The Cultural Foundations of Linguistics
TED 667   Diversity and Change: A Critical Pedagogy
TED 668   Survey of Children's Multicultural Literature

■ MASTER OF EDUCATION (M.ED.) IN CROSS-CULTURAL TEACHING WITH A SINGLE OR MULTIPLE SUBJECT CREDENTIAL WITH TEACHER EDUCATION OR BCLAD EMPHASIS

(750-710)
Faculty Advisors:
Dr. Gwen Stowers • (858) 642-8333 • gstowers@nu.edu
Dr. Halyna Kornuta • (858) 642-8127 • hkornuta@nu.edu

(TED 79.5 quarter units, BTE 84 quarter units)

The Master of Education in Cross-Cultural Teaching is designed for students who are committed to being instructional leaders in the K-12 setting. Courses for this degree meet the California Commission on Teacher Credentialing requirements for a preliminary credential as well as fulfill requirements for a master's degree that interrelates theory and practice and promotes lifelong learning. The program is intended for students who want to obtain a preliminary credential and master's degree at the same time.

Students seeking to complete only a master's degree should enroll in the Master of Arts in Teaching. Students who are pursuing a credential and who want to make a program change to the M.Ed. in Cross-Cultural Teaching may do so under these conditions:

• The student must make the program change before beginning student teaching,

• The student must complete EDT 608 during the first two courses,

• The student must pass the MSAT, SSAT,/PRAXIS (CSET after January 2003) or have a letter from a CCTC accredited university verifying subject matter competency before enrolling in Methods Courses other than TED 621A or TED 623 and BTE must pass language proficiency examinations.

Prerequisites
(2 courses, 9 quarter units)

ED 502   Health Education Across the Curriculum
EXC 625   Exceptional Children in the Classroom

Degree Requirements

To receive a Master of Education in Cross-Cultural Teaching, students must complete at least 60 quarter units of graduate work, 51 of which must be taken in residence at National University. Students enrolled in the joint degree-credential program will not be awarded the master's degree until they complete all graduate and credential course work, including student teaching.

Program Core Requirements
(22.5 quarter units TED or 27 quarter units BTE)

EDT 608   Computer Based Technology in the Classroom
           (must be taken during the first two courses)
           (Students must have access to Microsoft Office on either
           a PC or Mac platform)
TED 615   Foundations of Education
TED 605   The Diverse Classroom
TED 611   Educational Psychology
BTE 612   History and Culture of Latinos (taught in language of
           emphasis) (BCLAD only)
MAT 640   Applications of Research for the Art of Teaching
           (must be taken as the last course in the program)

Methods Courses
(18 quarter units)
(Prerequisites: ED 502, EXC 625, EDT 608, TED 615, TED 605, TED 611, TED 621A or TED 623 and BTE 612 for BCLAD students)

Note: Students must pass MSAT/PRAXIS (CSET after January 2003) or have letter from a CCTC accredited university verifying subject matter competency prior to taking any other Methods Course other than TED 621A or TED 623.

Multiple Subject (353/355)
TED 621A   Language Development Methods for the Elementary
           School
TED/BTE 621B
           Reading and Language Arts Methods for the Elementary
           School
           (Prerequisite: TED 621A)
TED/BTE 622A
           Curriculum and Instruction I: History, Social Studies,
           Physical Education and Visual and Performing Arts
           (Prerequisite: TED 621A)
TED/BTE 622B
           Curriculum and Instruction II: Mathematics and Science
           (Prerequisite: TED 621A)
or
Single Subject (352/354)
TED 623   Language Development Methods for Secondary and
           Middle Schools
TED/BTE 625A
           Curriculum Development for Secondary and Middle
           Schools
           (Prerequisite: TED 623)
TED/BTE 625B
           Instruction and Classroom Management for Secondary
           and Middle Schools
           (Prerequisites: TED 625A and TED 623)
TED/BTE 624
           Content Area Literacy for the Secondary and Middle
           Schools
           (Prerequisites: TED 625B and TED 623)

School of Education

Student Teaching

One Master's intent course must be taken prior to student teaching. (The student teaching courses are required for the preliminary credential, but do not grant graduate credit, except for TED 629, which carries 3.0 quarter units of graduate credit.)
(21.0 quarter units)

(Prerequisites: ED 502, EXC 625, EDT 608, TED 615, TED 605, TED 611 and TED 621A, TED 621B, TED 622A, TED 622B; or TED 623, TED 624, TED 625A, TED 625B)

TED 629   Student Teaching Seminar*
       (3.0 quarter units)
TED 630A   Student Teaching
TED 630B   Student Teaching
TED 630C   Student Teaching
TED 630D   Student Teaching

TED 629 or BTE 629 Student Teaching Seminar (3.0 quarter units)
(Must be taken concurrently with TED 630A-D or BTE 630A-D)
TED 630A or BTE 630D Student Teaching

Note: Students must have met subject matter competency through either passage of the MSAT or SSAT/PRAXIS (CSET after January 2003) or letter of completion from an accredited university.
Note: Courses TED 615, TED 605, TED 611, BTE 612, TED 621A, BTE 621B, TED 621B, TED 622A, BTE 622A, TED 622B, BTE 622B, TED 623, TED 624, BTE 624, TED 625A, BTE 625A, TED 625B, BTE 625B all require four hours of fieldwork in K-12 schools.
Note: Candidates must obtain a certificate of clearance from the California Commission of Teacher Certification prior to beginning fieldwork in K-12 schools.

Candidates must meet all State of California requirements for the multiple- and single-subject credential to be recommended to the Commission on Teacher Credentialing. (See Credential Program Requirements)

Teacher Education Emphasis
(4 courses, 18 quarter units)

TED 665   Cognition, Language and Culture
TED 666   The Cultural Foundation of Linguistics
TED 667   Diversity and Change: A Critical Pedagogy
TED 668   Survey of Multicultural Literature

The University issues an official letter of completion from San Diego .

■ MASTER OF SCIENCE (M.S.) IN EDUCATIONAL ADMINISTRATION
(720-700)
Faculty Advisor: Gary Hoban • (858) 642-8355 • ghoban@nu.edu

This program is designed for students who are committed to improving education and who are interested in advancing their careers by becoming school district administrators. It can be completed with or without a credential option.

Degree Requirements
(13 courses, 58.5 quarter units)

To receive a Master of Science in Educational Administration, students must complete at least 58.5 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree.

Required Course Work
(13 courses, 58.5 quarter units)

ED 618A   Legal Aspects of Education*
ED 619A   Financial Aspects of Education*
ED 614A   Theories, Assessment and Application of Educational Leadership*
ED 615A   School-Community Relations in a Diverse Society*
ED 616A   Management of Educational Personnel: Social and Political Issues*
ED 617   Philosophy, Theory and Governance of Educational Leadership
ED 620A   Seminar in Educational Administration*
(At least two other credential courses, not including ED 620B or ED 620C and ED 670C, must be completed before taking this course.)
ED 624A   Supervision of Instruction: Curricula Evaluation and Staff Development*
ED 620B   Preliminary Administrative Field Experience*
(May be taken concurrently with another class or scheduled in an open month. This course takes 3-12 months to complete. It must be completed within 12 months of registration. Students must complete three courses in the credential sequence — ED 618A, ED 619A, ED 614A, ED615A, ED 616A, ED 620A, ED 670C, ED 624A — before taking this course.)
or
ED 620C   Field Experience (non-credential)
ED 670C   Leadership Technology and Its Application*
IL 603   Curriculum Alignment and Evaluation
IL 680   Research in Education
ED 694   Thesis

* Required for the Preliminary Administrative Services Certificate/Credential. This credential is required for most administrative positions in California, such as public/district principals, assistant principals, educational directors and assistant superintendents in California.

■ MASTER OF SCIENCE (M.S.) IN EDUCATIONAL COUNSELING
(720-701)
Faculty Advisor: Jane Duckett • (858) 642-8346 • jduckett@nu.edu

The Department of Specialized Programs offers a graduate degree program leading to the Master of Science in Educational Counseling. Graduates of this program generally seek employment as school counselors in K-12 school districts and must hold a K-12 Pupil Personnel Services (PPS) credential for public school employment. Upon entry into the program, all applicants are evaluated for the school counseling profession, regardless of their career goals.

Beginning in October 2002, the M.S. program in Educational Counseling will change to meet new requirements adopted by the California Commission on Teacher Credentialing.

Admission

After admission to the Graduate School, students must begin attending CED 604, Orientation and Field Experience in PPS, either before beginning their first class or during their first class. During CED 604, students must return their credential packet, complete a faculty interview and receive final admission to the program.

Degree Requirements
(17 courses, 72 quarter units)

To receive a Master of Science in Educational Counseling, students must complete at least 63 quarter units of graduate work. All fieldwork must be taken at National University. All course work must be completed within seven years with a 3.0 GPA. Students must complete all course work with a grade of "B" or better. Students who receive a grade lower than a "B" in any course are evaluated by the faculty. In some cases, students can make arrangements for repeating courses. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree.

Program Prerequisites

It is strongly recommended, but not required, that applicants have three years of related professional experience working with school-age children, preferably in a public school setting.

Before being admitted to this program, students must complete the following coursework (or equivalent):

Exceptional Children in the Classroom (*e.g.* EXC 625)
Introduction to Psychopathology/Abnormal Psychology (*e.g.* PSY 430)
Analysis of Data in Psychological Research (Statistics) (*e.g.* PSY 435)

Students should meet with a faculty advisor for evaluation of prior coursework to meet program prerequisites.

Required Course Work
(17 courses, 72 quarter units)

CED 604   Orientation and Field Experience in PPS
           (1.5 quarter units)
           (Prerequisite for all CED courses beyond the first two)
TED 611   Educational Psychology
CED 600   Child and Adolescent Development
CED 602   Current Social Concerns
CED 606   School Programs and Services
CED 610   Counseling Theory and Practice
CED 611   Group Counseling
           (Prerequisite: CED 610 with a B or better)
CED 601A   Multicultural Counseling Skills
           (Prerequisite: CED 611 with a B or better)
CED 601B   Consultation in School Counseling and Psychology
           (Prerequisite: CED 601A with a B or better)
CED 612   Career Development
CED 613   Psycho-Educational Assessment
CED 614   Legal, Ethical and Professional Issues
IL 680   Research in Education
CED 620   Professional Fieldwork Seminar in School Counseling
           (3 quarter units) (Concurrent with fieldwork)

Fieldwork Prerequisites

Before beginning fieldwork, students must:
- Have a Certificate of Clearance or Teaching Credential
- Complete all of the screening and admission requirements
- Have passed the CBEST
- Complete CED 604 plus seven additional CED courses
- Complete 100 hours of approved, logged pre-fieldwork.
- Submit a Fieldwork Application to the Fieldwork Coordinator and be assigned a University Fieldwork Supervisor.

Fieldwork
(Must be completed in residence—3courses of 4.5 quarter units each)
Each 4.5 units of fieldwork requires at least 2 months and a minimum of 200 direct service hours. A minimum of 600 clock hours is required. Students should refer to the PPS Program Handbook for specific information about the pre-fieldwork and fieldwork.

Students must attend CED 620 sessions concurrently with their fieldwork. Students may take other counseling coursework concurrently with fieldwork.

Students can select three courses from the following in any combination that includes at least two levels:

CED 616A   Counseling Fieldwork - Elementary School I
CED 616B   Counseling Fieldwork - Elementary School II
CED 617A   Counseling Fieldwork - Middle School I
CED 617B   Counseling Fieldwork - Middle School II

CED 618A   Counseling Fieldwork - High School I
CED 618B   Counseling Fieldwork - High School II

Students may receive only the MS degree in Educational Counseling (*i.e.*, with no recommendation for the credential) if they complete four approved courses including CED 620, CED 619A and two additional, approved electives.

Exit Requirements

In order to receive a degree and/or a PPS credential, students must:

- Verify passing CBEST
- Pass comprehensive examination
- Complete exit survey with University Supervisor
- Return portfolio and fieldwork plan to their University Supervisor
- Attend exit appointment with credential analyst to receive final clearance and credential documents
- Have a zero account balance

■ MASTER OF SCIENCE (M.S.) IN EDUCATIONAL TECHNOLOGY
(720-702)
Faculty Advisor: Katie Klinger • (858) 642-8393 • kklinger@nu.edu

Microcomputer and interactive technologies are affecting educational and instructional environments in many positive ways. Knowledgeable educators are learning to integrate technology into the curriculum to enhance student learning outcomes. This program is designed to acquaint K-12 teachers, administrators and instructional leaders with the many emerging technologies available today and to equip them with the pedagogical training necessary to becoming educational technology leaders.

Degree Requirements
(12 courses, 54 quarter units)

To receive a Master of Science in Educational Technology, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree.

Program Requirements
(9 courses, 40.5 quarter units) (Students must have access to Microsoft Office on either a PC or Mac platform)

EDT 602   Human Learning and Individual Differences
EDT 606   Instructional Systems Design
EDT 608   Computer-Based Technology in the Classroom
           (Formerly ED 670A)
EDT 610   Technology Supported Global Learning
           (Prerequisite: EDT 608)
EDT 655   Issues and Trends in Educational Technology
           (Prerequisite: EDT 608)
EDT 660   Multimedia and Interactive Technologies
           (Prerequisite: EDT 608)
EDT 650   Leadership in Presentation Technologies
IL 680   Research in Education
EDT 694   Thesis
           (Must be taken as the last course in the program)

Electives
(3 courses, 13.5 quarter units)

Students must complete a minimum of 13.5 quarter elective units of 600-level course work to earn the Master of Science in Educational

Technology. The electives can be any of the following:

EDT 640   Network System Design Funding Strategies
EDT 661   Desktop Publishing
EDT 662   Enhancing Human Performance Through Technology
or
Any 600-level course offered in the School of Education
or
Any 600-level course with a CS, CST, IS, or IT prefix offered in the School of Business and Technology or the School of Arts and Sciences, with the permission of the Department of Specialized Programs.

■ MASTER OF SCIENCE (M.S.) IN SCHOOL PSYCHOLOGY
(720-709)
Faculty Advisor: Jane Duckett • (858) 642-8346 • jduckett@nu.edu

The Department of Specialized Programs offers a graduate degree program leading to the Master of Science in School Psychology. This program prepares students for the position of school psychologist. Graduates of the program are eligible for the California Pupil Personnel Services credential with a specialization in school psychology. Upon entry to the program, all applicants are evaluated for the school psychology profession, regardless of their career goals.

Beginning in October 2002, the M.S. program in School Psychology will change to meet new requirements adopted by the California Commission on Teacher Credentialing.

Admission

After admission to the Graduate School, students must begin attending CED 604, Orientation and Field Experience in PPS, either before beginning their first class or during their first class. During CED 604, students must return their credential packet, complete a faculty interview and receive final admission to the program.

Degree Requirements
(25 courses, 108 quarter units)

To receive a Master of Science in School Psychology, students must complete at least 94.5 quarter units of graduate work .Students must take all fieldwork at National University and complete all course work within seven years with a 3.0 GPA. Students must complete all course work with a grade of "B" or better. Students who receive a grade of "B-" or lower in PED 682, 683, 684A, or 684B must repeat the course or courses at their own expense and earn a grade of "B" or better. Students who receive a grade lower than a "B-" in any other course are evaluated by the faculty and may be required to repeat course work at their expense. In some cases, students can make arrangements for repeating courses. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree.

Program Prerequisites

It is strongly recommended, but not required, that applicants have three years of related professional experience working with school-age children, preferably in a public school setting.

Before being admitted to this program, students must complete the following course work (or equivalent):

Exceptional Children in the Classroom (*e.g.* EXC 625)
Introduction to Psychopathology/Abnormal Psychology (*e.g.* PSY 430)
Analysis of Data in Psychological Research (Statistics) (*e.g.* PSY 435)
Students should meet with a faculty advisor for evaluation of prior coursework to meet program prerequisites.

Required Course Work
(21 courses, 90 quarter units)

CED 604   Orientation and Field Experience in PPS
               (1.5 quarter units)
               (Prerequisite for all CED courses beyond the first two)
TED 611   Educational Psychology
CED 600   Child and Adolescent Development
CED 602   Current Social Concerns
CED 606   School Programs and Services
CED 610   Counseling Theory and Practice
CED 611   Group Counseling
               (Prerequisite: CED 610 with a B or better)
CED 601A Multicultural Counseling Skills
               (Prerequisite: CED 611 with a B or better)
CED 601B Consultation in School Counseling and Psychology
               (Prerequisite: CED 601A with a B or better)
CED 613   Psycho-Educational Assessment
CED 614   Legal, Ethical and Professional Issues
IL 680   Research in Education
EXC 620   Positive Behavior Support
PED 680   Problems and Issues in School Psychology**
PED 681   Educational and Psychological Assessment of the
               Child**
               (Prerequisites: CED 604, 613 and 7 additional CED courses)
PED 682   Advanced Individual Assessment**
               (Prerequisite: PED 681 with a B or better)
PED 683   Program Development and Evaluation
PED 684A Eligibility Assessment and Low -Incidence Populations **
               (Prerequisites: PED 681 & PED 682 with a B or better
PED 684B Alternate Assessment**
               (Prerequisites: PED 681 & PED 682 with a B or better)
PED 678A Practicum in School Psychology
               (Prerequisite: Enrollment in the PED sequence)
PED 685   Fieldwork Seminar in School Psychology
               (3 quarter units)
               (Prerequisite: PED 684B) (Concurrent with Fieldwork)
*** Fieldwork Prerequisites*

Fieldwork Prerequisites

Before beginning fieldwork, students must:
- Have a Certificate of Clearance of Teaching Credential
- Complete all of the screening and admission requirements
- Have passed the CBEST
- Complete all PED courses (except PED 685) and CED 604 plus seven additional CED courses
- Complete 450 hours of approved, logged pre-fieldwork (practicum) hours.
- Submit a Fieldwork Application to the Fieldwork Coordinator and be assigned a University Fieldwork Supervisor.

Fieldwork
(Must be completed in residence—4 courses of 4.5 quarter units each)

Each 4.5 units of fieldwork requires at least 2 months and a minimum of 300 direct service hours . A minimum of 1200 clock hours is required. Students should refer to the PPS Program Handbook for specific information about the pre-fieldwork and fieldwork requirements.

Students must attend PED 685 concurrently with their fieldwork. Students may take other course work concurrently with the fieldwork.

Students can select four courses from the following in any combination that includes at least two levels:

PED 687A/B/C   Fieldwork Elementary School I/II/III
PED 688A/B/C   Fieldwork Middle School I/II/III
PED 689A/B/C   Fieldwork High School I/II/III
PED 679A/B   Fieldwork Community Setting I/II

Students must complete a minimum of 1200 hours of fieldwork either working full-time for two consecutive semesters or one-half time for four consecutive semesters (or equivalent).

Exit Requirements

In order to receive a degree and/or a PPS credential, students must:

- Verify passing CBEST
- Pass the comprehensive examination
- Complete the exit survey with their University Supervisor
- Return portfolio and fieldwork plan to their University Supervisor
- Make and attend exit appointment with credential analyst to receive final clearance and credential documents
- Have a zero account balance

■ MASTER OF SCIENCE (M.S.) IN SPECIAL EDUCATION
(720-708)
Faculty Advisor: Jane Duckett • (858) 642-8346 • jduckett@nu.edu

The Master of Science in Special Education is designed for educators and other professionals who want to become knowledgeable about educational learning problems and teaching strategies to enhance student performance. To receive a Master of Science in Special Education, students must complete at least 66 quarter units of graduate work.

A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students enrolled in the joint degree credential program are not awarded the master's degree until they have completed all graduate and credential course work, including student teaching. Course equivalence cannot be granted for life experience. Although many of the following courses are available online, EXC 630 and certain field experiences must be taken at a campus site.

Degree Requirements
(18 courses, 66 quarter units)

Generic Core Program Requirements
(10 courses, 39 quarter units)

Field experience courses must be taken at the beginning of the program and may be taken concurrently with other courses.

EXC 602A   Field Experience: Special Education
          (3 quarter units - Taken concurrently with first and second class)
EXC 602B   Field Experience: Inclusive Settings
          (3 quarter units - Taken concurrently with third and fourth class)
EXC 602C   Field Experience Seminar
          (1.5 quarter unit - Taken concurrently with fifth class)
EXC 604   Exceptionality and Diversity in the Classroom
TED 611   Educational Psychology
TED 621A   Language Development Methods for the Elementary School

or
TED 623   Language Development Methods for Secondary and Middle Schools
EXC 620   Positive Behavior Support
EXC 630   Assessment and Instructional Planning for Special-Needs Students
EXC 650   Collaboration and Consultation for Special Education
Generic Core Exam

Advanced Specialist Requirements
(8 courses, 27 quarter units)

Note: Students must have met subject matter competency through either passage of the MSAT or SSAT/PRAXIS (CSET after January 2003) or letter of completion from an accredited university before the candidate can register for Advanced Specialization courses if the candidate is pursuing a teaching credential.

EXC 644   Reading and Language Arts Methods for Special Education (one night per week over two months)
EXC 644A   Field Study: Reading and Language Arts Methods for Special Education
          (1.5 quarter unit)
EXC 660   Instruction of Learners with Mild/Moderate Disabilities
EXC 660A   Field Study: Instruction of Learners with Mild/Moderate Disabilities
          (1.5 quarter unit)
or
EXC 665   Instruction of Learners with Moderate/Severe Disabilities
EXC 665A   Field Study: Instruction of Learners with Moderate/Severe Disabilities
          (1.5 quarter unit)
plus
EXC 615   Technology for the Disabled
EXC 615A   Field Study: Technology for the Disabled
          (1.5 quarter unit)
IL 680   Research in Education
EXC 694   Thesis

Exit Exam

Program Elective

To complete the Special Education Program, students can select one elective from the SOE graduate course offerings approved by the Special Education faculty. Students who plan to teach at the secondary level are encouraged to take TED 624.

Students seeking the Preliminary Level I Education Specialist: Mild/Moderate Disabilities credential must take:

EXC 685A Student Teaching - Mild/Moderate Disabilities
EXC 685B Student Teaching - Mild/Moderate Disabilities

Students seeking the Preliminary Level I Education Specialist: Moderate/Severe Disabilities credential must take:

EXC 690A Student Teaching - Moderate/Severe Disabilities
EXC 690B Student Teaching - Moderate/Severe Disabilities

EXC 685A, EXC 685B, EXC 690A and EXC 690B do not fulfill elective requirements.

School of Education

Credential Programs

Online Credential and Graduate Courses

Online programs offer the credential and graduate student a dynamic, interactive learning environment with access to courses in theory and methodology via the Internet. Online courses are interactive, with e-mail links among the student, the professor and other virtual classmates. Each program includes online threaded discussion sessions with all who participate in a virtual classroom. Some courses are not available online. Field experience or student teaching may not be completed online.

Some methodology classes BTE 621B, TED 622A, TED 622B, TED 624, TED 625A, TED 625B) may require a video demonstration as an essential element of these courses. The student is required to have access to a video camera and videotape. It is the student's responsibility to secure permission from all (*e.g.* public school, private school or other community organization) that appear in this taped teaching demonstration. The 10-minute VHS demonstration tapes present the implementation of best teaching practices. All Teacher Education courses include a four hour field experience component that requires students to complete activities in K-12 schools.

Teaching credential candidates must participate in an orientation to the State of California credential process that takes place at the National University centers. The credential packet distributed at this session must be completed within 30 days of the orientation and submitted to a National University credential analyst to ensure students understand all requirements. Prospective students should visit www.online.nu.edu to determine if online courses will meet their needs.

Transfer Courses/Course Equivalency Information for Masters and Credential Programs

Students with coursework from another institution that applies toward a credential should use the online Pre-Approved Credential Coursework Equivalency form to submit a request for transfer of credit or waiver. This form is available at www.nu.edu/mynu.

If coursework from another institution is not listed on the Pre-Approved equivalency form, students should see a credential analyst, admissions advisor, or faculty member to submit an Open Equivalency form.

- National University reserves the right to accept up to a maximum of three courses in transfer.
- Course work must be completed within the past seven years.
- Course work must be at graduate level.
- Candidates must earn a grade of "B" or better in the course
- The course work must cover all of the competencies contained in National University's equivalent course.

Credential Information Applicable to all Programs

Admission Requirements

Students seeking a California Credential at National University must possess a conferred or completed bachelor's degree, with a minimum 2.5 GPA from a regionally accredited U.S. university.
Students with international degrees who do not hold a U.S.-approved bachelor's degree must receive an evaluation from a CCTC-approved international evaluation agency before being admitted to the University and starting the first course.

Students seeking entry into the Multiple or Single-Subject Teacher Education or Special Education Credential program who hold a California Emergency Teaching Permit are reminded that National University cannot issue a CL-469 if the student has not taken nine quarter units between issuance and expiration dates of the emergency permit.

Admission Process

In addition to the admission requirements listed in the "General Admission Procedures" section of this catalog, applicants to all of National University's credential programs must proceed through a three-stage admission procedure:
Stage 1: Students meet with an admission advisor. Students who meet the listed criteria are admitted on a "provisional" basis with an estimated program of study.

Graduate students, see "Graduate Admission Standards."

Stage 2: All credential students must attend a credentials orientation meeting within 30 days of enrollment to receive a credential packet. Following this meeting, they must make an appointment with a credential analyst for an interview and to return their credential packet. Return of the completed packet triggers the matriculation process.

Stage 3: The interview with a credential analyst must take place within 30 days in order to avoid matriculation or scheduling errors. Candidates enrolled in both master's degree and credential programs are matriculated after the credential packet is returned to the Credential Analyst.

Students are not eligible for financial aid until the matriculation is complete.

Students transferring from a teacher education program at another university must provide a letter of good standing. A maximum of 13.5 quarter units may be accepted for unit credit and/or course content.

Students must obtain a certificate of clearance from the California Commission of Teacher Certification before entering schools for fieldwork.

Program Advisement

All students will be assigned a faculty advisor. All students are expected to meet with their assigned faculty advisor upon admission into the program and periodically throughout the program.

Residency Requirements

Credential candidates must complete a minimum of 31 quarter units in residence at National University to be recommended for a credential to the Commission on Teacher Credentialing.

Does not apply to candidates for the following programs:

CLAD certificate.
Level II Special Education.
PPS Credential with School Psychology authorization.

All credential programs must be completed with a GPA of 3.0 ("D" and "F" grades are not accepted).

Students who are absent for a period of 12 months or more must re-enroll and re-matriculate under a new catalog.

All credential courses are valid for seven years.

The Student Agreement

To ensure that graduates of National University's teaching and services credential programs are able to meet the legal requirements of the California Commission on Teacher Credentialing (CCTC), all applicants for admission to education credential programs must enter into a student agreement. A copy of the student agreement is contained in the admissions packet that is available from a credential analyst in the Orientation meeting.

The student agreement gives National University the right to suspend or terminate the student's participation in the credential program upon a showing that the student has:
• committed acts or engaged in conduct which could constitute grounds for denial of a credential;
• failed to demonstrate the requisite skills and qualifications to satisfy the requirements for a credential; or
• demonstrated other qualities or behaviors enumerated in the student agreement inconsistent with National University's recommendation of the student for an education credential. The student agreement also authorizes National University to release to the Commission all pertinent information pertaining to the student's qualification or fitness for a credential.

Credential Candidate Placement File Service

When requested, the School of Education provides a placement file service for credential candidates. A placement file contains a standardized resume form, two student teacher evaluations and three letters of recommendation. Placement files are prepared and sent to school districts upon written authorization from the student.

State of California Requirements for Multiple and Single-Subject Teacher Credential Programs

In California, the multiple-subject credential authorizes the holder to teach in a self-contained classroom, typically in grades K-6. The single-subject credential authorizes the holder to teach in a departmentalized situation, typically at the junior high or high school level. The multiple-subject credential and the single-subject credential will carry an AB 1059 authorization to teach English learners both in the general education classroom and in designated classes. This authorization does not include a second language requirement.

Beginning with this catalog all initial multiple-subject and single-subject credentials are granted as preliminary credentials under new Commission SB 2042 standards.

BCLAD credential authorizes teachers to teach academic subjects to English Learners in their primary language and in English.

1) Candidates for the multiple-subject and single-subject credentials who complete their teacher preparation through a Commission-approved program in California must be recommended for the credential by their college or university. Teachers who completed their professional preparation outside of California must apply directly to the commission for their initial credentials.

2) Candidates with six or more years of accredited private school experience may apply directly to the California Commission on Teacher Credentialing (CCTC) under SB 57 by submitting application form 41-4, fingerprint clearance materials, transcripts, other requested materials and current applicable fees. See CCTC website at www.ctc.ca.gov/credentialinfo/credinfo.html or call 888-921-2682 (toll free).

Candidates with three or more years of accredited private school experience may be able to waive student teaching. See a credential analyst for details.

3) In order to be recommended for a California Preliminary Teaching Credential by National University, students must have:

• Proof of a conferred bachelor's degree from a regionally accredited institution of higher education (IHE) or an international degree of U.S. equivalence
• Successful completion of the NU admission process
• Successful completion of the teacher education program within seven years.
• Proof of passing with grade of "C" or better course work or an examination covering the U.S. Constitution
• Official transcripts from all colleges/universities attended on file at National University
• Proof of passage of CBEST (highly recommended prior to admission. Must be taken at first available date after enrollment)
• Proof of meeting the subject matter competency requirement by passage of the appropriate subject matter exam(s) MSAT, PRAXIS/SSAT (CSET after January 2003) or with a letter from a regionally accredited CCTC-approved program verifying completion of the appropriate subject matter program. Must be met prior to scheduling final methods courses.
• Completion of a minimum of 36 TED or 40.5 BTE quarter units in residence
• Maintenance of a GPA of 3.0 in credential program course work, ("D" and "F" grades are not accepted).
• Successful completion of the exit process, including portfolio requirements
• Proof of passing the Reading Instruction Competence Assessment (RICA). (Multiple Subject Teacher Education and BTE only.)

Note: A letter of completion is issued from San Diego following receipt of all documents in San Diego. Certification C-19 completion letters will not be issued to applicants who have answered yes to any of the personal and professional fitness questions on their credential applications.

Preliminary Multiple-Subject Teaching Credential Program with Teacher Education or BCLAD Emphasis
(780)
(353/355)
(57 quarter units TED) (61.5 quarter units BTE)

A preliminary multiple-subject credential is valid for a maximum of five years. During this five-year period, students must complete the induction requirements for a clear credential. The multiple-subject credential enables the candidate to teach in a self-contained classroom, typically at the elementary level. Students should see "Admission to Credential Programs" for specific admission information.

School of Education

Prerequisite Admission Requirement

Conferred or completed bachelor's degree with a minimum 2.5 GPA from an accredited university or college. Students with a non-U.S. Bachelor's degree must have their degree evaluated by a CCTC-approved international evaluation agency before being admitted and starting the first course. See "Admission to Credential Programs" in the previous section.

Scheduling

With the exception of student teaching (TED 630A, TED 630B, TED 630C, TED 630D) , all courses are scheduled by an admission advisor. Student teaching is scheduled by a placement coordinator. No methods courses except TED 621A or TED 623 may be scheduled until proof is provided of meeting the subject matter competence requirement through either passage of the appropriate subject matter exam(s) MSAT (or CSET after January 2003) or by a letter from a regionally accredited CCTC approved university verifying completion of the subject matter program.

Highly Recommended Before Admission:

- A passing score on CBEST (must be completed prior to student teaching).
- Proof of having met subject matter competence requirement through either a passing score on the MSAT exam, (CSET exam after January 2003), or with a letter from a CCTC approved University with an authorized signature verifying the student has successfully completed a subject matter program (must be completed prior to scheduling last three methods courses).

Teacher Education Emphasis
Students must complete the following courses with a GPA of 3.0 within seven years. Grades of "D" and "F" are not accepted.

Prerequisites
(2 courses, 9 quarter units)

ED 502   Health Education Across the Curriculum
EXC 625   Exceptional Children in the Classroom

Recommended Sequence
(13 courses, 57 quarter units)

Foundations and Methods
(8 courses, 36 quarter units)

EDT 608   *Computer Based Technology in the Classroom
TED 615   Foundations of Education
TED 605   The Diverse Classroom
TED 611   Educational Psychology
TED621A   Language Development Methods for the Elementary School
          (Prerequisite: TED 615)
TED 621B   Reading and Language Arts Methods for the Elementary School
          (Prerequisite: TED 621A)
TED 622A   Curriculum and Instruction I: History, Social Science, Physical Education, Visual and Performing Arts
TED 622B   Curriculum and Instruction II: Mathematics and Science

*EDT 608 must be taken as one of the first two courses in the program.

All TED courses include a four hour field experience component which requires students to complete activities in K-12 schools.

Student Teaching
(5 courses, 21 quarter units)

(Prerequisites: ED 502, EXC 625, EDT 608, TED 615, TED 605, TED 611, TED 621A, TED 621B, TED 622A and TED 622B with a 3.0 GPA)
See catalog section – Admission to Student Teaching

- Grades of "D" or "F" not accepted
- Prior to student teaching, students must pass the CBEST and meet Subject Matter Competence by passing the MSAT exam (CSET after January 2003).or by a letter from an accredited university verifying subject matter program completion.
- Prior to field experience, students must have a zero account balance.

TED 629   Student Teaching Seminar*
          (3.0 quarter units)
TED 630A   Student Teaching
TED 630B   Student Teaching
TED 630C   Student Teaching
TED 630D   Student Teaching

* TED 629 must be taken concurrently with TED 630A-D.

Students must pass Reading Instruction Competency Assessment (RICA) before being recommended to the CCTC for a Multiple Subjects credential.

Accelerated Credential Program

Students may be eligible to apply to accelerate their credential program by taking designated courses during student teaching. Eligible candidates must meet minimum qualifications for accelerated studies and will be restricted to the provisions outlined in the Policies and Procedures section. The provision is not available to students taking online classes. Students approved to accelerate their studies will be limited to register for two courses concurrently while student teaching.

BCLAD (BTE) Emphasis
(15 courses, 61.5 quarter units)

Prerequisites
(2 courses, 9 quarter units)

ED 502   Health Education Across the Curriculum
EXC 625   Exceptional Children in the Classroom

- Must meet all TED requirements plus have a passing grade on the oral language, grammar, reading and composition qualifying exam.
- Students must complete the following courses with a GPA of 3.0 within seven years.
- Grades of "D" and "F" are not accepted:

Recommended Sequence
(9 courses, 40.5 quarter units)

EDT 608*   Computer Based Technology in the Classroom
BTE 612   History and Culture of Latinos in the U.S. (taught in the language of emphasis)
TED 615   Foundations of Education
TED 605   The Diverse Classroom
TED 611   Educational Psychology
TED 621A   Language Development Methods for Elementary School
          (Prerequisite: TED 615)
BTE 621B** Reading and Language Arts Methods for the Elementary School
          (Prerequisite: TED 621A)

BTE 622A   Curriculum and Instruction I: History, Social Science, Physical Education and Visual and Performing Arts
(Prerequisite: TED 621A)

BTE 622B   Curriculum and Instruction II: Mathematics and Science
(Prerequisites: TED 621A)

* (EDT 608) must be taken as one of the first two courses in the program.
** Students must pass Reading Instruction Competence Assessment (RICA) before being recommended to the CCTC for the credential.

Student Teaching
(5 courses, 21.0 quarter units)

(Prerequisites: ED 502, EXC 625, EDT 608, BTE 612, TED 615, TED 605, TED 611, TED 621A, BTE 621B, BTE 622A, BTE 622B, with a 3.0 GPA.)
See catalog section – Admission to Field Experiences

- Grades of "D" or "F" not accepted
- Prior to student teaching, students must pass the CBEST and meet Subject Matter Competency by passing the MSAT (CSET after January 2003 exam) or by a letter from an accredited university verifying subject matter program completion.
- Prior to student teaching, students must have a zero account balance.

TED 629   Student Teaching Seminar *
                         (3.0 quarter units)
BTE 630A   Student Teaching
BTE 630B   Student Teaching
BTE 630C   Student Teaching
BTE 630D   Student Teaching

* TED 629 is taken concurrently with BTE 630A-D.

These credentials authorize the holder to teach in a self-contained classroom such as the classrooms in most elementary schools.

The Following Must be in Student's File Prior to Filing for a Credential:

- Proof of a bachelor's degree from a regionally accredited IHE with a GPA of 2.5.
- Copy of evaluation (if a non- U.S. degree) by a CCTC-approved international evaluation agency.
- Proof of passing the U.S. Constitution exam or transcript verifying completed U.S. Constitution course work
- Certificate of Clearance
- Tuberculin test clearance
- Passing grade on grammar, reading and composition qualifying exam (BCLAD only)
- Passing grade on oral interview with level 3 or above (BCLAD only)
- Successful completion of the exit process, including passing portfolio review.
- Passing grade on the CBEST
- Passing grade on the appropriate subject matter exam, MSAT (or CSET after January 2003), or letter from an approved university verifying subject matter program completion
- Proof of passing the Reading Instruction Competence Assessment (RICA)
- Zero account balance prior to student teaching and completion
- Completion of a minimum of 31 quarter units in residence
- Completion of credential program within seven years
- Grades "D" and "F" are not accepted

The University issues an official letter of completion from San Diego.

Note: Certification C-19 completion letters will not be issued to applicants who have answered yes to any of the personal and professional fitness questions on their credential applications.

Additional Requirements for a Professional Clear Multiple Subject Teaching Credential with Teacher Education or BCLAD Emphasis
(764/766)
(70.5 quarter units TED)
(75 quarter units BTE)

Available only to students who enrolled prior to September 1, 2002 and who have maintained continuous enrollment.

AB1059 candidates under this catalog must meet District Induction Standards to obtain a Professional CLEAR credential.

Professional Clear Credential students must complete the required course work cited above with a minimum 45 quarter units post-baccalaureate. They must also complete the following courses with a GPA of 3.0 within five years. Grades of "D" and "F" are not accepted:

EXC 625   Exceptional Children in the Classroom
ED 502   Health Education Across the Curriculum*
EDT 655   Issues and Trends in Educational Technology**

*Not applicable toward any graduate degree or toward the Bachelor of Arts/Science undergraduate degree

**Candidates recommended after June 30, 2002 must complete both EDT 6

In addition, Professional Clear Credential students must be able to provide the following:

- Verification of CPR—Infant, Child, Adult
- Successful completion of exit process
- Zero account balance

Note: Certification C-19 completion letters will not be issued to applicants who have answered yes to any of the personal and professional fitness questions on their credential applications.

Internship Option for Multiple Subject/Single Subject Teaching Credential Program
(781)

This credential option has different prerequisites than those for the Preliminary Teaching Credential. The Intern Program is on a contract basis between an individual school district, the local teachers' union and National University. Intern Programs may not begin, nor may students be enrolled in the program, without prior approval of the Dean of the School of Education and the faculty where the intern option is available. The Internship program is not available at all campuses.

Qualifications for applicants for admission to an Internship:
- Possess a baccalaureate degree from a regionally accredited college or university
- Subject matter competence verified by exam (MSAT, PRAXIS/SSAT, (CSET after January 2003) or completion of an approved subject matter program
- Passage of the CBEST
- Prior to assuming intern responsibilities, interns must complete pre-service coursework. Interns complete the same course work required of non-interns but the sequence is re-ordered to assist the intern in their teaching role.

School of Education

Interns are salaried employees of the districts or have an offer of employment from a school district.

Internship programs provide opportunities for credential candidates to assume the responsibilities of full time teachers while they pursue their professional studies on an Internship Credential, valid for two years.

Intern Program Sequence

PRE-SERVICE REQUIREMENTS
Coursework

TED 605	The Diverse Classroom (MS/SS)
TED 621B	Reading and Language Arts Methods for the Elementary School
or	
TED 624	Reading in the Content Areas in Secondary and Middle Schools (SS)

PRE-SERVICE ADVISEMENT
School District's Orientation Workshop

IN1	National University Orientation with Faculty and Staff Collaborative Planning Meeting with Intern, Support Supervisors (Site and University)

FIRST SEMESTER OF INTERN TEACHING COURSEWORK

TED 610	Introduction to the Intern Teaching Experience (MS/SS)
TED 629I	Intern Teaching Seminar (MS/SS)
EDT 608	Computer-Based Technology in the Classroom (MS/SS)
TED 615	Educational Foundations (MS/SS)
TED 611	Educational Psychology

Attend and participate in: School District's Regular Workshops and Collaborative Monthly Meeting with Intern, Support Supervisors (Site and University)

SECOND SEMESTER OF INTERN TEACHING COURSEWORK

TED 629I	Intern Teaching Seminar continued (MS/SS)
TED 621A	Language Development Methods for the Elementary School
or	
TED 623	Language Development Methods for Secondary and Middle Schools
TED 622A	Curriculum and Instruction I: History, Social Science, PE, Visual and Performing Arts (MS)
TED 625A	Curriculum and Development for Secondary and Middle Schools (SS)
TED 622B	Curriculum and Instruction: Math and Science (MS)
TED 625B	Instruction and Classroom Management for Secondary and Middle Schools (SS)

Attend and participate in: School District's Regular Workshops and Collaborative Monthly Meetings with Intern, Support Supervisors (Site and University)

THIRD AND FOURTH SEMESTER INTERN TEACHING COURSEWORK

ED 502	Health Education Across the Curriculum (MS/SS)
EXC 625	Exceptional Children in the Classroom (MS/SS)

Application for the preliminary credential

Induction standards must be met through employing school district

Preliminary Single-Subject Credential Program with Teacher Education or BCLAD Emphasis
(780)
(352/354)
(57 quarter units TED, 61.5 quarter units BTE)

A preliminary single-subject credential is valid for a maximum of five years. During this five-year period, students must complete the induction requirements for a clear credential. The single-subject credential enables the candidate to teach in a departmentalized situation, typically at the secondary level. Students should see "Admission to Credential Programs" for specific admission information.

Scheduling

With the exception of student teaching (TED 630A, TED 630B, TED 630C, TED 630D) , all courses are scheduled by an admission advisor. Student teaching is scheduled by a placement coordinator. No methods courses except TED 621A or TED 623 may be scheduled until proof is provided of meeting the subject matter competence requirement through either passage of the appropriate subject matter exam(s) (PRAXIS/SSAT or MSAT (CSET after January 2003) or by a letter from a regionally accredited CCTC approved university verifying completion of the subject matter program.

Preliminary Single-Subject Credential
(57 quarter units TED)
(61.5 quarter units BTE)

Prerequisite Admission Requirement

A conferred or completed bachelor's degree from an accredited university or college with a minimum 2.5 GPA is required for admission. International students with a non-U.S. bachelor's degree must have the degree evaluated by a CCTC-approved international evaluation agency before being admitted and starting the first course. Highly Recommended Prior to Admission

- Passing score on CBEST
- Passing score on appropriate subject matter exams PRAXIS/SSAT (or CSET after January 2003)
- Completion of the appropriate subject matter program from an approved California university (This must be completed prior to enrollment in any methods courses other than TED 623.)

BCLAD emphasis students must pass the oral language, grammar, reading and writing proficiency examinations prior to methods courses.

Students must complete courses within seven years and maintain a GPA of 3.0.

Prerequisites
(2 courses, 9 quarter units)

ED 502	Health Education Across the Curriculum
EXC 625	Exceptional Children in the Classroom

Recommended Sequence
(352/354)

Foundations and Methods
(8 courses, 36 quarter units)

EDT 608	*Computer Based Technology in the Classroom
TED 615	Foundations of Education
TED 605	The Diverse Classroom
TED 611	Educational Psychology
TED 623	Language Development Methods for Secondary and Middle Schools *(Prerequisite: TED 615)*
TED 625A	Curriculum and Development for Secondary and Middle Schools *(Prerequisite: TED 623)*
TED 625B	Instruction and Classroom Management for Secondary and Middle Schools *(Prerequisite: TED 623)*
TED 624	Reading in the Content Areas in Secondary and Middle-Level Classrooms *(Prerequisite: TED 623)*

*EDT 608 must be taken as one of the first two courses in the program.

All TED courses include a four hour field experience component which requires students to complete activities in K-12 schools.

Student Teaching
(5 courses, 21 quarter units)

(Prerequisites: ED 502, EXC 625, EDT 608, TED 615, TED 605, TED 611, TED 623, TED 625A, TED 625B and TED 624 with a 3.0 GPA.

Prior to Student Teaching:

- Students must pass the CBEST.
- Students must have proof of passing the Subject Matter Exams PRAXIS/SSAT (CSET after January 2003) or have a letter of completion from an approved California subject matter program.
- Students must have a zero account balance.

TED 629*	Student Teaching Seminar (3.0 quarter units)
TED 630A	Student Teaching
TED 630B	Student Teaching
TED 630C	Student Teaching
TED 630D	Student Teaching

* TED 629 is taken concurrently with TED 630A-D.

BCLAD Emphasis
(61.5 quarter units)

BCLAD emphasis students must complete the following courses with a GPA of 3.0 within seven years and maintain a 3.0 GPA. Grades of "D" and "F" are not accepted:

Prerequisites
(2 courses, 9 quarter units)

ED 502	Health Education Across the Curriculum
EXC 625	Exceptional Children in the Classroom

Recommended Sequence
(9 courses, 40.5 quarter units)

EDT 608*	Computer Based Technology in the Classroom
BTE 612	History and Culture of Latinos in the U.S. (taught in language of emphasis)
TED 615	The Foundations of Education
TED 605	The Diverse Classroom
TED 611	Educational Psychology

TED 623	Language Development Methods for Secondary and Middle Schools *(Prerequisite: TED 615)*
BTE 625A	Curriculum Development for Secondary and Middle Schools *(Prerequisite: TED 623)*
BTE 625B	Instruction and Classroom Management for Secondary and Middle Schools *(Prerequisite: BTE 623)*
BTE 624	Content Area Literacy for the Secondary and Middle Schools *(Prerequisite: BTE 623)*

*EDT 608 must be taken as one of the first two courses in the program.

Student Teaching
(21.0 quarter units)

(Prerequisites: ED 502, EXC 625, EDT 608,BTE 612, TED 615, TED 605, TED 611, TED 623, BTE 624, BTE 625A and BTE 625B with 3.0 GPA

- Students must pass the CBEST, have proof of passing Subject Matter Competence exams PRAXIS/SSAT (CSET after January 2003) or have a letter of completion from an approved California subject matter program.
- Students must have a zero account balance.

TED 629	Student Teaching Seminar (3.0 quarter units) *
BTE 630A	Student Teaching
BTE 630B	Student Teaching
BTE 630C	Student Teaching
BTE 630D	Student Teaching

*TED 629 is taken concurrently with TED 630A-D.

Applicable to all Multiple Subject and Single Subject Credentials and Special Education Credentials

Before beginning any part of student teaching, students must:

- Return the completed credentials packet within 30 days of admission and orientation
- Provide proof of passage of the CBEST
- Demonstrate subject matter competency by doing one of the following:
- Provide verification of passage of the appropriate CCTC-approved subject matter exam

or

- Provide an original letter of completion from a CCTC-approved California subject matter program at an IHE with an authorized signature
- Provide proof of possession of a Certificate of Clearance
- Provide verification of a negative tuberculin examination within four years of student teaching
- Interview with a School of Education faculty member
- Attend student teacher interview and orientation
- Complete the prerequisite course work with a 3.0 GPA (8 courses TED; 9 courses BTE); "D" and "F" grades are not accepted
- Complete a minimum of 18 quarter units (TED); 22.5 quarter units (BTE) in residence (13.5 quarter units may be accepted in transfer.)

See a credential analyst for specific information regarding any of these requirements.

Student Teaching Requirements

Note: Detailed requirements for field experiences are listed in the Student Teaching Handbook for Multiple Subject/Single Subject and Special Education and in the NU1 for Teacher Education and NU2 for Special Education packets.

1) The student teaching must be for one full academic semester (approximately 18-19 weeks) of successful full-time experience at a designated school within the credential area.

Students may apply for equivalency (see Form B in *Student Teaching Handbook*) of one half of this requirement if they can document appropriate experience and meet other specified criteria. Special Education student teaching is 9 weeks (no equivalency granted for Special Education).

2) TED/BCLAD Placement Policies
Placement for student teaching must be conducted in two different teaching settings. One placement must be in an under-performing and/or hard to staff school and/or classroom with English learners. BCLAD candidates must be in classrooms that provide literacy and academic content taught in the language of emphasis for at least one extended teaching assignment.

3) Candidates must participate in all the activities normally expected of a classroom teacher.

4) Candidates must be involved in full-day teaching experiences in a regular multiple- or single-subject classroom program. Summer school, after-school programs and outdoor education programs must be reviewed to determine if they meet specific criteria.

5) Multiple-subject candidates' experience must include a K-2 class or candidate must be able to document prior fieldwork experience with beginning reading (K-2).

Students will observe and participate in two or more grade spans. K-2, 3-5, 6-9 in self-contained or block scheduled classrooms.

6) Single-subject candidates observe and participate in two of the following grade levels: K-2, 3-6, 7, 8, 9, 10, 11, 12.

Students will observe and participate in two or more subject-specific teaching assignments that differ in content and/or grade level.

7) Single-subject candidates must experience teaching a minimum of four academic periods a day in two classroom settings.

8) Student teaching must include experience in a classroom in an under-performing and/or hard to staff school and/or assignments with English Learners.

9) Students are required to attend TED 629 Student Teaching Seminar while actively engaged in student teaching.

10) Credential students enrolled in the multiple/single subject programs must conduct at least one-half of the student teaching in an approved public school setting. WASC-accredited private schools, state-accredited schools outside of California, court schools, and/or community alternative schools may be acceptable placements for one-half of the student teaching experience.

11) Credential students teaching under contract in an approved multiple-subject assignment can complete all of student teaching in their own classroom if they can document experience in other settings and document experience with K-2 or beginning reading. Otherwise, they must complete four weeks in an alternate setting with a certified teacher.

12) Credential students teaching under contract in any approved single-subject assignment (within the credential area) can complete 18 weeks in their own assignment provided that they are teaching four periods and can document experience at other levels.

13) For credential students teaching eduder contract in an approved non-public school setting, student teaching requires a minimum of one course of the four-course sequence teaching experience in a public school.

14) Student teaching must be arranged within the state of California.; however, students who move out of state prior to completing student teaching may request to do a courtesy placement out of state. (See Placement Coordinator for guidelines.)

15) If one-half of student teaching has been granted equivalency, student must receive an "S" grade in all remaining student teaching courses or the waived courses must be taken at the student's expense. (Applies to multiple/single subject Teacher Education and BCLAD programs.)

16) Students must be placed in student teaching by the University; they cannot place themselves.

17) Students must have a zero account balance prior to student teaching.

Note: National University does not recognize the grade of "U" as a passing grade in student teaching. Students are required to repeat any session of TED/BTE 630A-D in which they have received a grade of "U."

Assistance, Remediation and Dismissal from Student Teaching

If a candidate is not satisfactorily fulfilling responsibilities in student teaching, the university supervisor will complete a Notification of Need to Improve form (Form 62a) identifying the areas of concern. If the areas of concern are not corrected, or if the host school requests that the student teacher be removed from his/her placement, the candidate earns a grade of "unsatisfactory" and is given an Identification, Assistance and Dismissal of Candidates Enrolled in the Field Experiences form (Form 62b) in a formal meeting. The student then is removed from the program for a period of months and assigned remediations that specifically address the areas of concern. If remediations are completed successfully, the student is re-admitted to the program. If a student earns an unsatisfactory grade for the second time in student teaching, after remediations have been completed, the student may be permanently dismissed from the program. In this case, the hearing and appellate processes outlined in the Policies and Procedures section are followed.

Recommendation for a California Credential

To be formally recommended for California credentials, students must meet the following requirements:

- Successful completion of the course work with a minimum grade point average of 3.0 for graduate course work. (Grades of "D" and "F" are not accepted.) All course work must be completed within seven years to be accepted.
- Fulfillment of all financial obligations to the University before registering for the exit exam.
- Passing a portfolio review that covers the objectives of the particular program pursued. Contact your local credential analyst for deadline and review dates.

Each candidate must have on file:

- A completed exit packet
- A zero account balance
- Official transcripts from all colleges/universities attended
- Proof of passing the Reading Instruction Competence Assessment (RICA). (Multiple Subject Teacher Education/BCLAD and Special Education only.)
- BCLAD only – verification of passing scores on oral and written language proficiency examinations.
- Original score reports or cards from all tests/exams (CBEST, MSAT, PRAXIS/SSAT, (CSET after January 2003) taken to fulfill credential program requirements
- Proof of passing with a grade of "C" or better course work or an examination covering the U.S. Constitution

- Written evaluations of performance in field experiences, internships, educational projects, student teaching and other practica

The University will issue a formal completion letter from San Diego.
Note: Certification C-19 completion letters will not be issued to applicants who have answered yes to any of the personal and professional fitness questions on their credential applications.

All candidates are expected to participate in the evaluation of programs including follow-up studies after being employed in the field.

Additional Requirements for a Professional Clear Single Subject Teaching Credential with Teacher Education or BCLAD Emphasis
(763, 765)
(71.5 quarter units TED)
(75 quarter units BTE)

Due to revisions in CCTC standards, this is available only to students who enrolled prior to September 1, 2002 and have maintained continuous enrollment. Must complete the following course work with a minimum GPA of 3.0 within five years. Grades of "D" and "F" are not accepted.

ED 502   Health Education Across the Curriculum*
EXC 625   Exceptional Children in the Classroom**
EDT 655   Issues and Trends in Educational Technology***

Not applicable toward any graduate program or toward the Bachelor of Arts/Science undergraduate degree
** No longer required for special education specialist credential
***Candidates recommended after June 30, 2002 must complete both EDT 608 and EDT 655.

In addition, Professional Clear Credential students must be able to provide the following:

- Verification of CPR—Infant, Child, Adult
- Successful completion of exit process
- Zero account balance

The University will issue an official letter of completion from San Diego.
Note: Certification C-19 letters will not be issued to applicants who have answered yes to any of the personal and professional fitness questions on their credential applications.

Fifth Year Professional Clear Credential
(751)
(45 quarter units)

Candidates who hold a California preliminary credential or who have completed their professional education component during their bachelor's program outside California must complete a fifth year of study to be eligible for a professional clear credential. A minimum of 31 quarter units in residence is required for recommendation for the professional clear credential.

A fifth year of study consists of 45 quarter units beyond the bachelor's degree in a defined field of study designed to improve the teacher's competence and skills. This fifth year course of study must be accredited by a California teacher preparation institution and may be used for one or more of the following purposes:
- Additional subject-matter preparation, including, but not limited to, pursuit of a master's or higher degree
- Completion of an accredited program for an advanced or

specialized credential
- In-service training for which college or university credit is given
- Study undertaken to complete an accredited program of professional preparation

Candidates for the Professional Clear Multiple Subject Teaching Credential must secure the formal recommendation of a California teacher preparation institution with a Commission-accredited program and apply through that institution for the credential. (California-prepared applicants may not apply directly to the Commission for the professional clear credential. The Commission advises that candidates contact the university for specific requirements for recommendation prior to undertaking completion of the requirements listed here to ensure that course work taken to meet these requirements is acceptable to the recommending institution.)

Additional Requirements

- A passing score on the CBEST
- The equivalent of a commission-approved subject matter preparation program verified by a letter from an approved University or passage of the appropriate subject matter exam.
- A course or an examination covering the United States Constitution (HIS 220 or PS 540) with a grade of "C" or better
- Course work in the integrated language arts instruction methods (TED/BTE 621B or TED/BTE 624)
- Course work in the needs and methods of providing educational opportunities to individuals with exceptional needs (EXC 625)
- A course in health education with information on substance abuse and nutrition (ED 502) and Infant:Child:Adult CPR
- Computer Technology Requirement:
Preliminary credential granted prior to July 1, 2002 – EDT 608 is the only requirement; these students are exempt from the state Level II technology requirement.

Preliminary credential granted after July 1, 2002 – EDT 608 and EDT 655 are both required per state's Level I and Level II technology requirement

- Completion of a minimum 31 quarter units in residence
- Verification of 45 quarter or 30 semester post-baccalaureate units
- Zero account balance
- Successful completion of the exit process for recommendation.

Official C-19 completion letter is issued from San Diego.
Note: Certification C-19 completion letters will not be issued to applicants who have answered yes to any of the personal and professional fitness questions on their credential applications.

Preliminary Tier I Administrative Services Certificate/Credential
(752)
(40.5 quarter units)

This program is designed for students who are committed to improving education and who want to advance their careers by becoming public school administrators.

Scheduling

All courses, with the exception of field experience ED 620B, are scheduled by an advisor. The field experience course work, ED 620B, is scheduled by a placement coordinator once students submit a completed credential packet and after approval by a designated full-time or associate faculty member. (Students must submit the completed packet within 30 days of attending a credential orientation meeting.)

School of Education

Admission Requirements

- Formal application to the University and to the Credentials Department. See "Admission to Credential Programs."
- Appointment with credential analyst within 30 days of admission
- An overall grade point average of 2.5 or better
- A bachelor's degree from a regionally accredited institution or a complete evaluation from a CCTC-approved international evaluation agency
- Possession of a valid preliminary, professional clear, life, general, or service credential. An emergency teaching permit does not qualify as an accepted credential for admission.
- Passing of CBEST verified or proof of CBEST to be taken at next available date
- Appointment with credential analyst within 30 days of admission to be cleared for ED 620B. ED 620B is administered by local faculty members and must be completed in residence.

In order to avoid matriculation or scheduling errors, students must meet with a credential analyst within 30 days of enrollment.

Completion Requirements

- Three years of experience while in possession of a valid California emergency permit and/or teaching credential issued under the law, rules and regulations in effect on or before December 31, 1971, requiring the possession of a baccalaureate degree. Two years experience may be accepted with an emergency teaching permit. One year experience must be verified while holding a valid credential. Substitute teaching does not qualify for full-time experience.

or

- Three years of experience appropriate to the possession of a services credential with a specialization, while holding the appropriate credential for the entire three years
- An approved program of professional education
- A passing score on the CBEST. Highly recommended prior to admission.
- A minimum grade point average of 3.0. Grades of "D" and "F" are not accepted.
- Verification of meeting the requirement of EXC 625 or equivalent course of study.
- Completion of a minimum 27 quarter units in residence
- Field experience, ED 620B must be completed in residence
- Successful completion of final exit exam and exit process. (See "Final Recommendation for the Credential.") The University issues an official letter of completion from San Diego.
- Zero account balance

Note: Certification C-19 completion letters will not be issued to applicants who have answered yes to any of the personal and professional fitness questions on their credential applications.

Required Course Work
(9 courses, 40.5 quarter units)

Students must complete all course work with a GPA of 3.0 within seven years. Grades of "D" and "F" are not accepted.

ED 618A	Legal Aspects of Education
ED 619A	Financial Aspects of Education
ED 614A	Theories, Assessment and Application of Educational Leadership
ED 615A	School Community Relations in a Diverse Society
ED 616A	Management of Education Personnel: Social, Political and Policy Issues
ED 620A	Seminar in Educational Leadership*
ED 624A	Supervision of Instruction: Curricula Evaluation and Staff Development
ED 670C	Leadership Technology and Its Application
ED 620B	Preliminary Administrative Field Experience **

* Students must complete two courses other than ED 620B or ED 670C before they can take this course.
** Students must complete this course within 3-12 months of registration. They must complete three courses in the credential sequence before taking this course. This course may be taken concurrently with another class. It can be scheduled for an open month.

Students can earn the preliminary administrative services certificate as part of the Master of Science in Educational Administration.

Exit Requirements

- Verification of passing CBEST and mainstreaming requirements
- Exit interview with credential analyst
- Exit exam
- Zero account balance

Note: Certification C-19 letters will not be issued to applicants who have answered yes to any of the personal and professional fitness questions on their credential applications.

Certificate/Credential

Students are issued a certificate upon completion of the program. The certificate is required for entry-level administrative positions and before the student is eligible to pursue the professional administrative services credential unless student provides a completed CC-777.

Professional Tier II Administrative Services Credential
(753)
(8 courses, 36 quarter units)

Admission Requirements

- Formal application to the University and to the Credentials Department. See "Admission to Credential Programs"
- Appointment with credential analyst within 30 days of admission in order to avoid matriculation or scheduling errors
- Possession of a bachelor's degree with a GPA of 2.5 or a complete evaluation from a CCTC-approved international evaluation agency.
- Possession of a valid preliminary administrative services credential
- Current employment as an administrator in California

Scheduling

All courses are scheduled by an advisor. Students can waive ED 606A,B only with the approval of a full-time faculty member.

Completion Requirements

- A minimum of two years of successful, full-time school administrative experience in the public schools, or private schools of equivalent status. Students must work under contract while holding a valid preliminary administrative services credential for the entire two years.
- Completion of a commission-approved program for the professional administrative services credential
- Completion of minimum 22.5 quarter units in residence exclusive of ED 606A,B
- A minimum GPA of 3.0. Grades of "D" and "F" are not accepted.
- Completion of ED 605A and B in residence
- Successful completion of a final exit evaluation
- Zero account balance

Program Requirements
(8 courses, 36 quarter units)

Students must complete all course work with a GPA of 3.0 within seven years. Grades of "D" and "F" are not accepted.

ED 605A   Induction Seminar

Core Sequence

(Students must complete ED 605A before taking any of the courses in the Core Sequence.)

ED 601A   Dynamics of Strategic Issues Management
ED 602A   Analysis and Development of Public Policy
ED 603A   Organizational and Cultural Environment
ED 604A   Management of Information System and Human and
           Fiscal Resources
ED 606A   Individual Guided Study *
ED 606B   Individual Guided Study *
ED 605B   Assessment Seminar (must be completed last)

*Students can meet this requirement with 120 hours of approved non-University work. They must first gain approval from a full-time faculty member in the educational administration program.

Exit Requirements

- Exit interview with credentials analyst
- Exit interview with full-time faculty
- Zero account balance

Pupil Personnel Services (PPS) Credential School Counseling
(758)
(72 quarter units)

This credential authorizes the holder to serve as an educational counselor in a school setting at any grade level K-12. Beginning October 2002, the PPS Credential Program in School Counseling will change to meet new requirements adopted by the California Commission on Teacher Credentialing.

Students who have completed an appropriate master's degree in counseling or psychology from National University or another regionally-accredited institution can work toward a Pupil Personnel Services Credential with a Counseling Specialization (*i.e.* without receiving another master's degree). To meet state-required competencies for the credential, students must complete either the entire Master of Science in Educational Counseling or the prerequisites and requirements for the MS in Educational Counseling not already met in previous graduate course work.

For National University students who hold an MA in Counseling Psychology, the requirements are: CED 604, TED 611, CED 606, CED 612, CED 601A, CED 601B, CED 620 and 13.5 quarter units of fieldwork. Students who have completed a master's degree or master-level course work in psychology from another regionally accredited institution need to have their previous work evaluated by the PPS lead faculty advisor.

Students must complete all course work with a grade of B or better. Students who received a grade lower than a B in any course are evaluated by the faculty. In some cases, students can make arrangements for repeating courses.

Admission Requirements

To be admitted to the PPS program, students must:
- Possess a bachelor's degree from a regionally accredited university with a minimum 2.5 GPA. Students with a non-U.S. bachelor's degree must have their degree evaluated by a CCTC-approved international evaluation agency prior to being admitted and starting the first course.
- Possess an appropriate master's degree in educational counseling or psychology if entering the credential only program.
- Begin attending CED 604, Orientation and Field Experience in PPS, either before beginning their first class or during their first class
- Provide proof of passing the CBEST
- Return a credential packet during CED 604
- Complete a faculty interview and receive final admission to the program.
- Provide proof that the student possesses a certificate of clearance or teaching credential prior to being cleared for fieldwork.
- Complete a minimum 31 quarter units in residence

See a credential analyst for specific information regarding any of these requirements.

Scheduling

All courses, with the exception of fieldwork, are scheduled by an advisor. Advisors need to be particularly cognizant of the fact that CED 610, CED 611, CED 601A and CED 601B – the counseling sequence – should be scheduled sequentially.

Fieldwork course work can be scheduled only after:
the student has submitted a completed credential packet;
the student has been cleared by the Credential Analyst; and
the Fieldwork Coordinator has received a signed Fieldwork Application Form and assigned a University Fieldwork Supervisor.

Program Prerequisites

It is strongly recommended, but not required, that applicants have three years of related professional experience working with school-age children, preferably in a public school setting.

Before being admitted to this program, students must complete the following course work (or equivalent):

EXC 625   Exceptional Children in the Classroom
PSY 430   Introduction to Psychopathology/Abnormal Psychology
PSY 435   Analysis of Data in Psychological Research (Statistics)

Students should meet with a faculty advisor for evaluation of prior course work to meet program prerequisites.

Required Course Work
(17 courses, 72 quarter units)

CED 604   Orientation and Field Experience in PPS
           (1.5 quarter units)
           (Prerequisite for all CED courses beyond the first two)
TED 611   Educational Psychology
CED 600   Child and Adolescent Development
CED 602   Current Social Concerns
CED 606   School Programs and Services
CED 610   Counseling Theory and Practice
CED 611   Group Counseling
           (Prerequisite: CED 610 with a B or better)

CED 601A   Multicultural Counseling Skills
            (Prerequisite: CED 611 with a B or better)
CED 601B   Consultation in School Counseling and Psychology
            (Prerequisite: CED 601A with a B or better)
CED 612   Career Development
CED 613   Psycho-Educational Assessment
CED 614   Legal, Ethical and Professional Issues
IL 680   Research in Education
CED 620   Fieldwork Seminar in School Counseling
            (3 quarter units)
            (Concurrent with fieldwork)

Fieldwork Prerequisites

Before beginning fieldwork, students must:

- Have a Certificate of Clearance or Teaching Credential
- Complete all of the screening and admission requirements
- Have passed the CBEST
- Complete CED 604 plus seven additional CED courses or the equivalent
- Complete 100 hours of approved logged pre-fieldwork
- Submit a Fieldwork Application to the Fieldwork coordinator and be assigned a University Fieldwork Supervisor.

Fieldwork

(Must be completed in residence—3 courses of 4.5 quarter units each)

Each 4.5 units of fieldwork requires at least 2 months and a minimum of 200 direct service hours. A minimum of 600 clock hours is required. Students should refer to the PPS Program Handbook for specific information about the pre-fieldwork and fieldwork. Students must attend CED 620 sessions concurrently with their fieldwork. Students may take other counseling course work concurrently with fieldwork.

Students can select three courses (13.5 quarter units) in any combination that includes at least two levels from the following courses:

CED 616A   Counseling Fieldwork - Elementary School I
CED 616B   Counseling Fieldwork - Elementary School II
CED 617A   Counseling Fieldwork - Middle School I
CED 617B   Counseling Fieldwork - Middle School II
CED 618A   Counseling Fieldwork - High School I
CED 618B   Counseling Fieldwork - High School II

Exit Requirements

In order to receive a degree and/or a PPS credential, students must:

- Verify passing CBEST.
- Pass comprehensive examination
- Complete exit survey with University Supervisor
- Return portfolio and fieldwork plan to their University Supervisor
- Attend exit appointment with credential analyst to receive final clearance and credential documents
- Have a zero account balance

Note: Certification C-19 letters will not be issued to applicants who must answer yes to any of the personal and professional fitness questions on the back side of their credential applications. NO exceptions.

Credential Application Information

Upon completing the course work and fieldwork successfully, students must meet with a credential analyst to receive, complete and submit the Commission On Teacher Credentialing application form for the PPS school counseling credential. The University issues an official letter of completion within 30-40 working days of verification.

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Pupil Personnel Services Credential School Psychology

(760)
(112.5 quarter units)

This credential authorizes the holder to serve as a school psychologist in a school setting at any grade level K-12.

Beginning in October 2002, the PPS Credential Program in School Psychology will change to meet new requirements adopted by the California Commission on Teacher Credentialing.

Students who have completed an appropriate master's degree in counseling or psychology from this or another regionally-accredited institution can work toward a Pupil Personnel Services Credential with a School Psychology Specialization (*i.e.* without receiving another Master's Degree). To meet state-required competencies for the credential students must complete either the entire Master of Science in School Psychology or the prerequisites and requirements for the MS in School Psychology not already met in graduate coursework. Students wishing to pursue this option should schedule an appointment with the lead faculty advisor and receive an evaluation of prior coursework.

For National University students who hold an MA in Counseling Psychology, the requirements are: CED 604, TED 611, CED 606, CED 612, CED 601A, CED 601B, EXC 620, all PED courses and 18 quarter units of fieldwork.

Students who want to complete a second PPS School Counseling Credential must complete an additional 13.5 quarter units of School Counseling fieldwork and the Professional Seminar (CED 620).

Students must complete all course work with a grade of B or better. Students who receive a grade lower than a B in any course are evaluated by the faculty. In some cases, students can make arrangements for repeating courses.

Admission Requirements

For this credential program, students must complete the following requirements:

- Possess a bachelor's degree from a regionally accredited university with a 2.5 GPA. Students with a non-U.S. degree must have the degree evaluated by a CCTC-approved international evaluation agency before being admitted and starting the first course.
- Possess an appropriate master's degree in educational counseling or psychology if entering the credential only program.
- Begin attending CED 604, Orientation and Field Experience in PPS, either before beginning their first class or during their first class
- Return credential packet during CED 604
- Complete a faculty interview and receive final admission to the program
- Provide proof of passing the CBEST
- Provide proof that the student possesses a certificate of clearance or teaching credential prior to being cleared for fieldwork.
- Complete a minimum of 45 quarter units in residence

See a credential analyst for specific information regarding any of these requirements

Scheduling

An advisor schedules all courses with the exception of the fieldwork. Advisors will schedule students to complete CED 604, CED 613 and other required CED courses before beginning the testing sequence (PED 681, PED 682, PED 684A and PED 684B). Students must take PED 685 concurrently with their fieldwork..

Fieldwork course work can only be scheduled :

after the student has submitted a completed credential packet; the student has been cleared by the Credential Analyst; and the Fieldwork Coordinator has received a signed Fieldwork Application Form and assigned a University Fieldwork Supervisor.

Program Prerequisites

It is strongly recommended, but not required, that applicants have three years of related professional experience working with school-age children, preferably in a public school setting.

Before being admitted to this program, students must complete the following course work (or equivalent):

Exceptional Children in the Classroom (*e.g.* EXC 625)
Introduction to Psychopathology / Abnormal Psychology (*e.g.* PSY 430)
Analysis of Data in Psychological Research (Statistics) (*e.g.* PSY 435)

Students should meet with a faculty advisor for evaluation of prior coursework to meet program prerequisites.

Required Course Work
(26 courses, 112.5 quarter units)

CED 604	Orientation and Field Experience in PPS (1.5 quarter units) *(Prerequisite for all CED courses beyond the first two)*	
TED 611	Educational Psychology	
CED 600	Child and Adolescent Development	
CED 602	Current Social Concerns	
CED 606	School Programs and Services	
CED 610	Counseling Theory and Practice	
CED 611	Group Counseling *(Prerequisite: CED 610 with a B or better)*	
CED 601A	Multicultural Counseling Skills *(Prerequisite: CED 611 with a B or better)*	
CED 601B	Consultation in School Counseling and Psychology *(Prerequisite: CED 601A with a B or better)*	
CED 612	Career Development (not required under new School Psychology program)	
CED 613	Psycho-Educational Assessment	
CED 614	Legal, Ethical and Professional Issues	
IL 680	Research in Education	
EXC 620	Positive Behavior Support	
PED 680	Problems and Issues in School Psychology**	
PED 681	Educational and Psychological Assessment of the Child** *(Prerequisite: CED 604, CED 613 plus five additional CED courses)*	
PED 682	Advanced Individual Assessment** *(Prerequisite: PED 681 with a B or better)*	
PED 683	Program Development and Evaluation	
PED 684A	Eligibility Assessment and Low-Incidence Populations** *(Prerequisites: PED 681 & PED 682 with a B or better)*	
PED 684B	Alternate Assessment** *(Prerequisites: PED 681 & PED 682)*	

PED 685   Fieldwork Seminar in School Psychology
(3 quarter units)
(Prerequisite: PED 684B)
(Concurrent with fieldwork)

*** Fieldwork Prerequisites*

Pre-Fieldwork

Students are required to complete 450 hours of pre-fieldwork (practicum) prior to starting their fieldwork. Approximately 100 hours are embedded in the CED course work. The remaining 350 hours are completed by taking PED 678 Practicum in School Psychology (4.5 quarter units).

Fieldwork Prerequisites

Before beginning fieldwork, students must:

- Have a Certificate of Clearance or a Teaching Credential
- Complete all of the screening and admission requirements
- Have passed the CBEST
- Complete all PED courses (except PED 685) and CED 604 plus seven additional CED courses or the equivalent
- Complete 450 hours of approved, logged pre-fieldwork
- Submit a Fieldwork Application to the Fieldwork Coordinator and be assigned a University Fieldwork Supervisor.

Fieldwork
(Must be completed in residence—4 courses of 4.5 quarter units each)

Each 4.5 units of fieldwork requires at least two months and a minimum of 300 direct service hours. A minimum of 1200 clock hours is required. Students should refer to the PPS Program Handbook and the Student Handbook for specific information about the pre-fieldwork and fieldwork requirements.

Students must take PED 685 concurrently with the fieldwork. Students may take other counseling course work concurrently with fieldwork.

Students select 18 quarter units in any combination that includes at least two levels, from the following courses:

PED 687A / B	Fieldwork Elementary School I, II
PED 688A / B	Fieldwork Middle School I, II
PED 689A / B	Fieldwork High School I, II
Ped 679A / B	Fieldwork, Community Setting (up to 4.5 units)

Exit Requirements

In order to receive a degree and / or a PPS credential, students must:

- Verify passing CBEST
- Pass the comprehensive examination
- Complete exit survey with University Supervisor
- Return portfolio and plan to their University Supervisor
- Attend exit appointment with credential analyst to receive final clearance and credential documents
- Have a zero account balance

Note: Certification C-19 letters will not be issued to applicants who must answer yes to any of the personal and professional fitness questions on the back side of their credential applications. NO exceptions.

Students who want to complete a second PPS School Counseling Credential must complete an additional 13.5 quarter units of School Counseling fieldwork and CED 620.

School of Education

Credential Application Information

Upon successful completion of the course work and fieldwork,, students must meet with a credential analyst to receive, complete and submit the Commission on Teacher Credentialing application form for the PPS school psychology credential. The University issues an official letter of completion within 30-40 working days of verification.

Note: Certification C-19 letters will not be issued to applicants who must answer yes to any of the personal and professional fitness questions on the back of their credential applications.

State of California Preliminary Level I Education Specialist Credentials: Mild/Moderate Disabilities or Moderate Severe Disabilities with CLAD Certificate

In California, Preliminary Level I Education Specialist Credentials in Mild/Moderate Disabilities and Moderate/Severe Disabilities authorize the provision of services to individuals in grades K through 12, including adults. The Mild/Moderate Disabilities credential authorizes the teaching of individuals with specific learning disabilities, mental retardation, other health impairments and emotional disturbance. The Moderate/Severe Disabilities credential authorizes the teaching of individuals with autism, mental retardation, deaf-blindness, emotional disturbance and multiple disabilities.

Although many of the courses in this credential program are offered online, certain testing courses and fieldwork in the Advanced Specialization program must be taken at a campus location.

Admission Requirements

Before being accepted to the credential program, students must possess a bachelor's degree from a regionally-accredited college or university and be enrolled in the University. Students with a non-U.S. degree must receive an evaluation from a CCTC-approved international evaluation agency prior to admission and starting the first course. Students are admitted to the credential program when they attend the credential orientation meeting (NU2) and return the completed credential packet. (See "Admission to Credential Programs" in the previous section.)

National University recognizes its responsibility to exercise judgment in recommending persons for California teaching credentials. Students must submit a completed credentials packet and be interviewed by a credential analyst and a School of Education faculty member. The credentials packet is available from a credential analyst at the credential orientation (NU2) meeting and must be completed and submitted before or during the student's first credential course within the first 30 days of enrollment. Course equivalence is not granted for life experience.

Recommendation for Preliminary Level I Education Specialist Credential

In order to be recommended for a California Preliminary Level I Education Specialist credential in Mild/Moderate or Moderate/Severe Disabilities, students must show:
- Successful completion of the admission process
- Successful completion of the field experience activities, including Student Teaching
- Successful completion of the program within seven years
- Proof of passing with a grade of "C" or better course work or an examination on the U.S. Constitution

- Official transcripts of all colleges/universities attended on file at National University
- Proof of passing CBEST. Highly recommended taking before admission to program.
- Proof of passing the appropriate subject matter exams or a letter from a regionally accredited CTC approved institution of higher education.
- Completion of 31 quarter units in residence
- Maintenance of a GPA of 3.0 in credential program coursework; "D" and "F" grades are not accepted.
- Receipt of a Certificate of Clearance before student teaching
- Successful completion of the generic core and advanced specialization requirements
- Proof of passing the Reading Instruction Competence Assessment (RICA); Multiple Subject BTE and Educator Specialist.
- Verification of passing scores (BTE only) on the oral and written language proficiency examinations.

Scheduling

All generic courses are scheduled by an advisor. Only credential analysts schedule the advanced specialization courses, CLD 627, student teaching, only after students complete generic core exam and submit a completed credential packet within 30 days after the credential packet meeting (NU2).

Admission to Field Experiences

Before beginning any part of the Student Teaching, students must:

- Return the completed credentials packet within 30 days of admission and orientation
- Provide proof of passing the CBEST*
- Demonstrate subject-matter competency by doing one of the following:
Provide verification of passage of the appropriate CCTC-approved subject matter exams for beginning teachers*
or
- Provide a full original letter of subject matter completion from a CCTC-approved California institution with an authorized signature (highly recommended prior to admission)
- Provide proof of possession of a certificate of clearance
- Provide verification of a negative tuberculin examination within four years of student teaching
- Interview with a School of Education faculty member
- Complete all other course work in the Education Specialist program
- Complete the prerequisite course work with a 3.0 GPA. "D" and "F" grades are not accepted.

Highly recommended prior to admission and at the first available test date after enrollment. Must be passed prior to student teaching.

See a credential analyst for specific information regarding any of these requirements.

Field Experience Requirements

Note: Detailed requirements for field experiences are listed in the Student Teaching Handbook and in the Credential Packet.

- Before beginning field experience (student teaching), students must complete all prerequisite courses with a 3.0 GPA. Grades of "D" and "F" are not accepted.
- Students should see a credential analyst for specific information regarding any of these requirements.

Preliminary Level I Education Specialist Credential: Mild/Moderate Disabilities with TED Certificate

(780-356)
(-767 Single)
(-768 Multiple)
(20 courses, 75 quarter units)

Prerequisites

(2 courses, 9 quarter units)

ED 502 — Health Education Across the Curriculum
EDT 608 — Computer-Based Technology in the Classroom

Generic Core Requirements

Field experience courses must be taken at the beginning of the program and may be taken concurrently with other courses.

EXC 602A — Field Experience: Special Education
(3 quarter units)
EXC 602B — Field Experience: Inclusive Settings
(3 quarter units)
EXC 602C — Field Experience Seminar
(1.5 quarter units)
EXC 604 — Exceptionality and Diversity in the Classroom
TED 615 — Foundations of Education
TED 611 — Educational Psychology
EXC 620 — Positive Behavior Support
EXC 630 — Assessment and Instructional Planning for Special Needs Students
(Meets one night per week over two months)
TED 621A — Language Development Methods for the Elementary School
(Prerequisite: TED 615)
or
TED 623 — Language Development Methods for Secondary and Middle Schools
(Prerequisite: TED 615)
TED 621B — Reading and Language Arts for the Elementary School
(Prerequisite TED 621A)
EXC 650 — Consultation and Collaboration for Special Education

Generic Core Exam
Note: The subject matter examinations (MSAT or SSAT/PRAXIS or CSET after January 2003) must be taken and passed before the candidate can register for the Advanced Specialization courses.

Advanced Specialization Requirements:

EXC 644 — Reading and Language Arts Methods for Special Education (one night per week over two months)
EXC 644A — Field Study: Reading and Language Arts Methods for Special Education
(1.5 quarter units)
EXC 660 — Instruction of Learners with Mild/Moderate Disabilities
EXC 660A — Field Study: Instruction of Learners with Mild/Moderate Disabilities
(1.5 quarter units)
EXC 615 — Technology for the Disabled
EXC 615A — Field Study: Technology for the Disabled
(1.5 quarter units)
EXC 685A — Student Teaching: Mild/Moderate Disabilities - I
EXC 685B — Student Teaching: Mild/Moderate Disabilities – II
Exit Exam — Apply for Mild/Moderate Level Credential
Must obtain Clearance to take TED 627to apply for TED Certificate.
CLD 627 — Methodology for Cross-Cultural Instruction
(taken after completion of student teaching)
Apply for CLAD Certificate.

Preliminary Level I Education Specialist Credential: Moderate/Severe Disabilities with TED Certificate

(780-357)
(-767 Single)
(-768 Multiple)
(20 courses, 75 quarter units)

Prerequisites

(2 courses, 9 quarter units)

ED 502 — Health Education Across the Curriculum
EDT 608 — Computer-Based Technology in the Classroom

Generic Core Requirements

Field experience courses must be taken at the beginning of the program and may be taken concurrently with other courses.

EXC 602A — Field Experience: Special Education
(3 quarter units)
EXC 602B — Field Experience: Inclusive Settings
(3 quarter units)
EXC 602C — Field Experience Seminar
(1.5 quarter units)
EXC 604 — Exceptionality and Diversity in the Classroom
TED 615 — Foundations of Education
TED 611 — Educational Psychology
EXC 620 — Positive Behavior Support
EXC 630 — Assessment and Instructional Planning for Special Needs Students
(One night per week over two months)
TED 621A — Language Development Methods for the Elementary School
(Prerequisite: TED 615)
or
TED 623 — Language Development Methods for Secondary and Middle Schools
TED 621B — Reading and Language Arts Methods for the Elementary School
(Prerequisite: TED 621A)
EXC 650 — Consultation and Collaboration for Special Education

Generic Core Exam
Note: The subject matter examinations (MSAT or SSAT/PRAXIS or CSET after January 2003) must be taken and passed before the candidate can register for the Advanced Specialization courses.

Advanced Specialization Requirements

EXC 644 — Reading and Language Arts Methods for Special Education (one night per week over two months)
EXC 644A — Field Study: Reading and Language Arts Methods for Special Education
(1.5 quarter units)
EXC 665 — Instruction of Learners with Moderate/Severe Disabilities
EXC 665A — Field Study: Instruction of Learners with Moderate/Severe Disabilities
(1.5 quarter units)
EXC 615 — Technology for the Disabled
EXC 615A — Field Study: Technology for the Disabled
(1.5 quarter units)
EXC 690A — Student Teaching: Moderate/Severe Disabilities - I
EXC 690B — Student Teaching: Moderate/Severe Disabilities – II
Exit Exam — Apply for Moderate/Severe Level Credential
Must obtain Clearance to take TED 627 to apply for TED Certificate.
TED 627 — Methodology for Cross-Cultural Instruction
(taken after completion of student teaching)
Apply for TED Certificate

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School of Education

Preliminary Level I Education Specialist: Mild/Moderate Disabilities with Concurrent Teacher Education or BCLAD Multiple or Single Subject Credential

(24 courses, 90 quarter units TED)
(780-356) (-352 Single) (-353 Multiple)
(25 courses, 94.5 quarter units BTE)
(780-356) (-354 B Single) (-355 B Multiple)

Prerequisites
(2 courses, 9 quarter units)

ED 502 Health Education Across the Curriculum
EDT 608 Computer-Based Technology in the Classroom

Generic Core Requirements

Field experience courses must be taken at the beginning of the program and may be taken concurrently with other courses.

EXC 602A Field Experience: Special Education (3 quarter units)
EXC 602B Field Experience: Inclusive Settings (3 quarter units)
EXC 602C Field Experience Seminar (1.5 quarter units)
EXC 604 Exceptionality and Diversity in the Classroom
BTE 612 History and Culture of Latinos in the United States (BTE only)
TED 615 Foundations of Education
TED 611 Educational Psychology
EXC 620 Positive Behavior Support
EXC 630 Assessment and Instructional Planning for Special Needs Students
TED 621A Language Development Methods for the Elementary School
or
TED 623 Language Development Methods for Secondary and Middle Schools
TED or BTE 621B
 Reading and Language Arts Methods for the Elementary School (MS)

Multiple Subject

TED622A Curriculum and Instruction I: History, Social Science, P.E., Visual and Performing Arts (MS)
and
TED 622B Curriculum and Instruction II: Math and Science (MS)
or
BTE 622A Curriculum and Instruction I: History, Social Science, P.E., Visual and Performing Arts (BTE) (MS)
and
BTE 622B Curriculum and Instruction II: Math and Science (BTE) (MS)
or

Single Subject

TED 625A Curriculum and Development for Secondary and Middle Schools (SS)
and
TED 625B Instruction and Classroom Management for Secondary and Middle Schools (SS)
or
BTE 625A Curriculum and Development for Secondary and Middle Schools (BTE) (SS)
and
BTE 625B Instruction and Classroom Management for Secondary and Middle Schools (BTE) (SS)
plus
EXC 650 Consultation and Collaboration for Special Education

Generic Core Exam
Note: The subject matter examinations (MSAT or SSAT/PRAXIS or CSET after January 2003) must be taken and passed before the candidate can register for the Advanced Specialization courses.

Advanced Specialization Requirements

EXC 644 Reading and Language Arts Methods for Special Education (one night per week over two months)
EXC 644A Field Study: Reading and Language Arts Methods for Special Education (1.5 quarter units)
EXC 660 Instruction of Learners with Mild/Moderate Disabilities
EXC 660A Field Study: Instruction of Learners with Mild/Moderate Disabilities (1.5 quarter units)
EXC 615 Technology for the Disabled
EXC 615A Field Study: Technology for the Disabled (1.5 quarter units)
TED 629 Student Teaching Seminar (3 quarter units)
TED or BTE 630A
 Pre-practicum Field Experience (General Education)
TED or BTE 630B
 Student Teaching (General Education)
EXC 685A Student Teaching: Mild/Moderate Disabilities - I
EXC 685B Student Teaching: Mild/Moderate Disabilities – II
Exit Portfolio - TED or BCLAD Credential
Exit Exam - Mild/Moderate Level I Credential

Preliminary Level I Education Specialist: Moderate/Severe Disabilities with Concurrent Teacher Education or BCLAD Multiple or Single Subject Credential

(24 courses, 90 quarter units TED)
(780-357) (-352 Single) (-353 Multiple)
(25 courses, 94.5 quarter units BTE)
(780-357) (-354 B Single) (-355 B Multiple)

Prerequisites
(2 courses, 9 quarter units)

ED 502 Health Education Across the Curriculum
EDT 608 Computer-Based Technology in the Classroom

Generic Core Requirements

Field experience courses must be taken at the beginning of the program and may be taken concurrently with other courses.

EXC 602A Field Experience: Special Education (3 quarter units)
EXC 602B Field Experience: Inclusive Settings (3 quarter units)
EXC 602C Field Experience Seminar (1.5 quarter units)
EXC 604 Exceptionality and Diversity in the Classroom
BTE 612 History & Culture of Latinos in the United States (BTE only)
TED 615 Foundations of Education
TED 611 Educational Psychology
EXC 620 Positive Behavior Support
EXC 630 Assessment and Instructional Planning for Special Needs Students
TED 621A Language Development Methods for the Elementary School
or
TED 623 Language Development Methods for Secondary and Middle Schools
TED or BTE 621B
 Reading and Language Arts Methods for the Elementary School

Multiple Subject

TED 622A Curriculum and Instruction I: History, Social Science, P.E., Visual and Performing Arts (MS)
and
TED 622B Curriculum and Instruction II: Math and Science (MS)
or
BTE 622A Curriculum and Instruction I: History, Social Science, P.E., Visual and Performing Arts (BTE) (MS)
and
BTE 622B Curriculum and Instruction II: Mathematics and Science (BTE) (MS)
or

Single Subject

TED 625A Curriculum and Development for Secondary and Middle Schools (SS)
and
TED 625B Instruction and Classroom Management for Secondary and Middle Schools (SS)
or
BTE 625A Curriculum and Development for Secondary and Middle Schools (BTE) (SS)
and
BTE 625B Instruction and Classroom Management for Secondary and Middle Schools (BTE) (SS)
plus
EXC 650 Consultation and Collaboration for Special Education

Generic Core Exam
Note: The subject matter examinations (MSAT or SSAT/PRAXIS or CSET after January 2003) must be taken and passed before the candidate can register for the Advanced Specialization courses.

Advanced Specialization Requirements

EXC 644 Reading and Language Arts Methods for Special Education (one night per week over two months)
EXC 644A Field Study: Reading and Language Arts Methods for Special Education
         (1.5 quarter units)
EXC 665 Instruction of Learners with Moderate/Severe Disabilities
EXC 665A Field Study: Instruction of Learners with Moderate/Severe Disabilities
         (1.5 quarter units)
EXC 615 Technology for the Disabled
EXC 615A Field Study: Technology for the Disabled
         (1.5 quarter units)
TED 629 Student Teaching Seminar
         (3 quarter units)
TED or BTE 630A
         Prepracticum Field Experience (General Education)
TED or BTE 630B
         Student Teaching (General Education)
EXC 690A Student Teaching: Moderate/Severe Disabilities - I
EXC 690B Student Teaching: Moderate/Severe Disabilities - II

Exit Portfolio - TED or BCLAD Credential
Exit Exam - Moderate/Severe Level I Credential

INTERNSHIPS

(721)
A limited number of special education internships are available through partnerships with public school districts. The internship program is intense and students must be selected to participate. Contact your regional special education lead faculty for inquiries about available internships.

Special Education Internship
PRELIMINARY LEVEL I
EDUCATION SPECIALIST CREDENTIAL:
Mild/Moderate or Moderate/Severe Disabilities with CLAD Certificate

PRE-SERVICE COURSEWORK
EXC 602A Field Experience: Special Education
         (3 quarter units)
EXC 602B Field Experience: Inclusive Settings
         (3 quarter units)
EXC 655A Professional Induction Seminar (cohort)
         (3 quarter units)
EXC 604 Exceptionality and Diversity in the Classroom
ED 502 Health Education Across the Curriculum
and
EDT 608 Computer Based Technology in the Classroom

INTERNSHIP COURSEWORK GENERIC CORE
TED 615 Educational Foundations: Study of the American Mosaic
TED 611 Educational Psychology
EXC 620 Positive Behavior Support
EXC 630 Assessment and Instructional Planning for Special Needs Students
TED 621A Language Development Methods for the Elementary School
or
TED 623 Language Development Methods for Secondary and Middle Schools
TED 621B Reading and Language Arts Methods for the Elementary School
EXC 650 Consultation and Collaboration for Special Education
At this point the generic core exam must be successfully completed for advancement in the program.

ADVANCED SPECIALIZATION REQUIREMENTS
EXC 644 Reading and Language Arts Methods for Special Education (one night per week over two months)
EXC 644A Field Study-Reading and Language Arts Methods for Special Education
         (1.5 quarter units)
EXC 660 Instruction of Learners with Mild/Moderate Disabilities
EXC 660A Field Study: Instruction of Learns with Mild/Moderate Disabilities
         (1.5 quarter units)
or
EXC 665 Instruction of Learners with Moderate/Severe Disabilities
EXC 665A Field Study: Instruction of Learners with Moderate/Severe Disabilities
EXC 615 Technology for the Disabled
EXC 615A Field Study: Technology for the Disabled
         (1.5 quarter units)

At this point students must successfully complete the exit exam, the intern teaching experience and the RICA exam. Then an application can be filed for the Preliminary Education Specialist Credential.

POST-INTERNSHIP COURSEWORK
CLD 627 Methodology for Cross-Cultural Instruction
At this point the application for the TED Certificate may be filed.
TOTAL OF 76.5 QUARTER UNITS FOR COMPLETION.

School of Education

Special Education Internship
PRELIMINARY LEVEL I
EDUCATION SPECIALIST CREDENTIAL:
Mild/Moderate or Moderate/Severe Disabilities with concurrent Teacher Education or BCLAD Multiple or Single Subject Credential

PRE-SERVICE COURSEWORK
EXC 602A Field Experience: Special Education
(3 quarter units)
EXC 602B Field Experience: Inclusive Settings
(3 quarter units)
EXC 655A Professional Induction Seminar (cohort)
(3 quarter units)
EXC 604 Exceptionality and Diversity in the Classroom
TED 621B Reading and Language Arts Methods for the Elementary School
ED 502 Health Education Across the Curriculum

INTERNSHIP COURSEWORK GENERIC CORE
EDT 608 Computer-Based Technology in the Classroom
TED 611 Educational Psychology
EXC 620 Positive Behavior Support
EXC 630 Assessment and Instructional Planning for Special Needs Students
TED 621A Language Development Methods for the Elementary School
or
TED 623 Language Development Methods for Secondary and Middle Schools
BTE 622B Curriculum and Instruction II: Mathematics and Science (MS)
or
TED 625A Curriculum and Development for Secondary and Middle Schools (SS)
TED 622A Curriculum and Instruction I: History, Social Science, PE, Visual and Performing Arts (MS)
or
TED 625B Instruction and Classroom Management for Secondary and Middle Schools (SS)
EXC 650 Consultation and Collaboration for Special Education

At this point the generic core exam must be successfully completed for advancement in the program.

ADVANCED SPECIALIZATION REQUIREMENTS
EXC 644 Reading and Language Arts Methods for Special Education (one night per week over two months)
EXC 644A Field Study-Reading and Language Arts Methods for Special Education
(1.5 quarter units)
EXC 660 Instruction of Learners with Mild/Moderate Disabilities
EXC 660A Field Study: Instruction of Learners with Mild/Moderate Disabilities
(1.5 quarter units)
or
EXC 665 Instruction of Learners with Moderate/Severe Disabilities
EXC 665A Field Study: Instruction of Learners with Moderate/Severe Disabilities
EXC 615 Technology for the Disabled
EXC 615A Field Study: Technology for the Disabled
(1.5 quarter units)

At this point students must successfully complete the special education exit exam. The special education intern teaching experience and the RICA exam.

POST-INTERNSHIP COURSEWORK
TED 615 Educational Foundations
TED 629 Student Teaching Seminar
TED 630A Pre-Practicum Field Experience
TED 630B Student Teaching General Education
TED 612 History and Culture of Latinos in the United States (BTE only)

At this point the student must successfully pass the multiple or single subject exit portfolio. An application can be filed for the multiple or single subject credential and the Preliminary Education Specialist Credential.

TOTAL OF 91.5 QUARTER UNITS FOR COMPLETION OF TED CREDENTIAL, 96 IF EARNING BTE CREDENTIAL.

Professional Level II Education Specialist Credential

In California's new credential structure, Professional Level II preparation is intended to enable new teachers to apply their Preliminary Level I preparation to the demands of professional positions while also fostering advanced skills and knowledge. The emphasis of the professional preparation program is to move special educators beyond the functional aspects of teaching to more advanced knowledge and reflective thinking about their roles in providing effective instruction and an environment for student success.

Admission Requirements

All applicants for admission must provide National University with the following documents:
- Formal application to the University
- Valid Preliminary Level I Education Specialist Credential
- CTC form CL777.1 from the applicant's employer verifying that the applicant is employed in a full-time special education position
- Verification from the applicant's employer that the current position has a probable duration of two years
- Verification that the student has maintained a minimum of a 2.5 grade point average on a 4.0 scale for graduate work
- All students must complete a credentials packet and be interviewed by a credential analyst within the first 30 days of enrollment.

Recommendation for Professional Level II Education Specialist Credentials

In order to be recommended for a California Professional Level II Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities, student must show:
- A minimum of two years of successful, full-time teaching experience in the public schools or private schools of equivalent status, as verified by the applicant's employer
- Successful completion of the program (course work and approved non-University activities) for the Professional Level II credential within five years. Students must maintain a 3.0 grade point average
- Successful completion of the exit process with assigned University supervisor, including examination of electronic portfolio and passing grade on exit exam
- Submission of any required applications and fees
- Completion of any needed credential clearing courses.

Scheduling

All courses are scheduled by an advisor. EXC 656 can be waived only with the approval of a full-time faculty member. EXC 655A must be the first course taken in the program without exception.

Required Course Work

Professional Level II Education Specialist: Mild/Moderate Disabilities

(780-358)
(5 courses, 18 quarter units)

EXC 655A   Professional Induction Seminar (3 quarter units)
EXC 656   Best Practices for Special Needs Students
(Students may substitute approved non-University activities for this class. Only full-time faculty members may approve course equivalence.)
EXC 657   Community Resources and Transition
EXC 658   Advanced Specialization in Mild/Moderate Disabilities
EXC 655B   Exit Seminar (1.5 quarter units)

Exit Process
Apply for Mild/Moderate Level II Credential

Professional Level II Education Specialist: Moderate/Severe Disabilities

(780-359)
(5 courses, 18 quarter units)

EXC 655A   Professional Induction Seminar Plan (3 quarter units)
EXC 656   Best Practices for Special Needs Students
(Students may substitute approved non-University activities for this class. Only full-time faculty members may approve the course equivalence.)
EXC 657   Community Resources and Transition
EXC 659   Advanced Specialization in Moderate/Severe Disabilities
EXC 655B   Exit Seminar (1.5 quarter units)

Exit Process
Apply for Moderate/Severe Level II Credential

Certificate Programs
(770)

● CLAD Certificate
(768) (767)

Previously credentialed teachers who want to become authorized to teach English Language Development and Specially-Designed Content Instruction delivered in English can earn a CLAD certificate by meeting the state of California requirements.

Requirements for the Certificate
(18 quarter units)

To receive a CLAD certificate, students must complete at least 18 quarter units at National University. They must also:

- Possess an appropriate prerequisite credential
- Satisfy the CLAD second language requirement
- Complete the four courses listed below

Required Courses
(18 quarter units)

To receive a CLAD certificate, students must complete all course work within seven years with a 3.0 GPA. Grades of "D" and "F" are not accepted.

CLAD certificate classes have been approved as a set by the CCTC. No course work is accepted in transfer from another university for this program and no substitutions are allowed. Students must hold a valid credential to be granted a certificate.

TED 615   Foundations of Education
TED 605   The Diverse Classroom
TED 621A   Language Development Methods for the Elementary School
            (Prerequisite: TED 615)
or
TED 623   Language Development Methods for Secondary and Middle Schools
            (Prerequisite: TED 615)
CLD 627   Methodology for Cross-Cultural Instruction *
            (Prerequisites: TED 615; TED 621A or TED 623)
* *Not available to Teacher Education credential students*

Additional Requirements for the Certificate

In addition, students must satisfy a TED second language requirement.

Certificate Application Information

After completing their course work successfully, students must meet with a credential analyst to complete and submit the Commission on Teacher Credentialing application form for the multiple/single subject certificate. The University issues an official C-19 letter of completion from San Diego.

Note: Certification C-19 letters will not be issued to applicants who have answered yes to any of the personal and professional fitness questions on their credential applications.

In order to avoid matriculation or scheduling errors, students must meet with a credential analyst within 30 days of enrollment.

● Educational Technology Certificate
(778)
(5 courses, 22.5 quarter units)

These courses can be applied to the MS in Educational Technology and include credential clearing courses (EDT 608 & 655).

EDT 608   Computer Based Technology in the Classroom
EDT 610   Technology-Supported Global Learning
EDT 655   Issues and Trends in Educational Technology
EDT 660   Multimedia and Interactive Technologies
EDT 612   Curriculum Design and Research Using Technology

● Teachers Using Technology Certificate
(779)
(5 courses, 22.5 quarter units)

EDT 600   Evaluating and Researching Information on the Internet
EDT 604   The Effect of Technology on Teaching
EDT 620   Instructional Media and Technology in the K-12 Classroom
EDT 630   Using the Internet to Enhance K-12 Learning Environments
EDT 612   Curriculum Design and Research Using Technology

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School of Engineering and Technology

Interim Dean, Shahram Azordegan
Ed.D. Leadership, Mississippi State University

Defining the Future of Higher Education

for Adult Learners

Degree Programs Offered and Faculty

Degrees Offered

Undergraduate Degree

Bachelor of Science
with Major in:
Computer Science

Graduate Degrees

Master of Science
Fields of Study:
Computer Science
Environmental Engineering
Software Engineering

✆ denotes program also offered or partially offered online.
Note: Not all online programs or courses are offered in entirety via Internet.
Note: Not all courses or programs listed in this catalog are available at every learning facility.
Various undergraduate minors are available in some degree programs.

FOR FURTHER INFORMATION

contact **The School of Engineering and Technology** in San Diego at **(858) 642-8482**

Faculty

Department of Computer Science and Communications Technology

Leonid Preiser
Professor and Chair
San Diego Main Campus
Ph.D., Communications
Technology
Electrotechnical Institute of
Communications, Ukraine
Phone: (858) 642-8483
E-mail: lpreiser@nu.edu

Mohammad Nurul Amin
Associate Professor
San Diego Main Campus
Ph.D., Electrical & Computer
Engineering
Marquette University
Phone: (858) 642-8485
E-mail: mamin@nu.edu

Pradip Peter Dey
Professor
San Diego Main Campus
Ph.D., Computer Science
University of Pennsylvania
Phone: Phone: (858) 642-8486
E-mail: pdey@nu.edu

Henry Quoc Duong
Associate Faculty
Fresno Academic Center
M.S., Electronics Engineering
San Jose State University
Phone: (559) 256-4940
E-mail: hduong@nu.edu

Walter Makovoz
Associate Faculty
Los Angeles Regional
Academic Center
Ph.D., Artificial Intelligence,
The Union Institute
Phone: (310) 258 –6748
E-mail: wmakovoz@nu.edu

Department of Applied Engineering

Thomas M. Gatton
Associate Professor and Interim Chair
San Diego Main Campus
Ph.D., Civil Engineering
University of Illinois
Phone: (858) 642-8484
E-mail: tgatton@nu.edu

Hassan Badkoobehi
Associate Professor
San Diego Main Campus
Ph.D., Engineering,
University of Oklahoma
Phone: (858) 642-8487
E-mail: hbadkoob@nu.edu

Christos J. Kolonis
Associate Faculty
Sacramento Academic Center
M.S., Software Engineering
National University
Phone: (916) 855-4122
E-mail: ckolonis@nu.edu

Shekar Viswanathan
Associate Professor
San Diego Main Campus
Ph.D., Technology
University of Windsor, Canada
Phone: (858) 642-8416
E-mail: sviswana@nu.edu

Mission Statement

The mission of the School of Engineering and Technology is to provide women and men with the skills and foundations for life-long learning and growth to prepare them for careers and advancement in engineering, technology, and related fields. The School of Engineering and Technology seeks to educate graduates who demonstrate leadership, innovation, and service to the global community.

Undergraduate Degree Programs

■ BACHELOR OF SCIENCE (B.S.)
(620)

General Education Program Requirements

The general education program consists of a minimum of 70 quarter units. Of the 70 units, students must complete at least 4.5 units at the upper division level and 4.5 units in diversity enriched course work. A plus [+] indicates a diversity enriched offering. All undergraduate students working toward any associate or bachelor's degree must meet the University diversity requirement.

National University has general education requirements in the following seven areas:

AREA A: ENGLISH COMMUNICATION
(minimum 15 quarter units)

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING
(minimum 4.5 quarter units)

AREA C: INFORMATION LITERACY
(minimum 4.5 quarter units)

AREA D: ARTS AND HUMANITIES
(minimum 13.5 quarter units)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES
(minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES
(minimum 6 quarter units required *[Note: one science lab is required]*)

AREA G: MODERN LANGUAGE
(minimum 9 quarter units)
(Competency testing in any contemporary second language waives this requirement. Students who pass competency testing will take an additional 9 hours General Education electives, see below)

AREA A-G: GENERAL EDUCATION
(minimum 4.5 quarter units)

Courses taken to achieve minimum levels of collegiate-level competency in the areas of writing and mathematical concepts and systems do not satisfy any portion of the general education requirement.

◆ Major in Computer Science
(620-201)
Faculty Advisor: Peter Dey • (858) 642-8486 • pdey@nu.edu

The Computer Science Major prepares students for a career in software development. A rigorous academic foundation is complemented by realistic programming assignments. Emphasis is placed on developing both the technical and design skills necessary to begin and enhance an individual's career.

Requirements for the Major

To receive a Bachelor of Science in Computer Science, students must complete at least 180 quarter units as articulated below. Seventy-six quarter units must be completed at the upper-division level, and 45, including the senior project courses (CS 425A,B,C), must be taken in residence at National University. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

Preparation for the Major
(5 courses; 22.5 quarter units)

CST 208B	Calculus for Computer Science (Cross-listed with MTH 220) *(Prerequisite: MTH 215)*
CST 206B	Discrete Structures and Logic Design (Cross-listed with MTH 325) *(Prerequisite: MTH 215)*
CST 341	Introduction to Computer Architecture *(Prerequisite: CST 206B or permission of the instructor)*
CST 342	Computer Architecture *(Prerequisite: CST 341)*
CST 242	Introduction to Programming Concepts and Methods

Requirements for the Major
(15 courses; 67 quarter units)

CST 317	Programming in C++ *(Prerequisite: CST 242)*
CST 330C	Object Oriented Programming in C++ *(Prerequisite: CST 317)*
CST 335	Data Structures and Algorithms *(Prerequisite: CST 330C)*
CS 422C	Principles of Database Design
CST 427	Programming in Java *(Prerequisite: CST 341)*
IS 433	Local Area Network Technologies *(Prerequisite: CST 427)*
CST 430	Programming Languages *(Prerequisites: CST 440, CST 330C)*
CST 350	Computer Ethics
CST 400	Operating System Theory and Design *(Prerequisite: CST 330C)*

Electives: Select any three from the following four courses:

CS 421A	Compiler Design *(Prerequisite: CST 330C, CST 427)*
CST 450	Artificial Intelligence *(Prerequisite: CST 440)*
CST 452	Human-Computer Interaction *(Prerequisite: CST 440)*
CST 440	Advanced Programming in Java *(Prerequisite: CST 427)*

School of Engineering and Technology

Project
Note: Students cannot enroll in CS 425A without completing all major courses and maintaining a 2.5 GPA.

CS 425A   Computer Science Laboratory I
(Prerequisite: All previous major courses and 2.5 GPA)
CS 425B   Computer Science Laboratory II
(Prerequisite: CS 425A)
CS 425C   Computer Science Laboratory III
(Prerequisite: CS 425B)

School of Engineering and Technology Minors

▲ Minor in Computer Science
(460)

Requirements for the Minor
(6 courses, 27 quarter units)

Students can complete a Minor in Computer Science to fulfill requirements for a bachelor's degree with a major other than computer science. Six courses (27 quarter units) are required for a minor. Prior to enrolling in the minor, students must complete the prerequisite courses listed below or waive them through challenge exams.

Program Prerequisites

CST 208B   Calculus for Computer Science
(Cross-listed with MTH 220)
(Prerequisite: MTH 215)
CST 206B   Discrete Structures and Logic Design
(Cross-listed with MTH 325)
(Prerequisite: MTH 215)
CST 242   Introduction to Programming Concepts and Methods

Required Courses
(6 courses, 27 quarter units)

CST 317   Programming in C++
(Prerequisite: CST 242)
CST 330C   Advanced Programming in C++
(Prerequisite: CST 317)
CST 335   Data Structures and Algorithms
(Prerequisite: CST 330C)
CST 341   Introduction to Computer Architecture
(Prerequisite: CST 206B or permission of the instructor)

In addition, students can take any two Computer Science courses provided that they have met the required prerequisites, except the project sequence CS 425A/B/C.

Graduate Degree Programs

■ MASTER OF SCIENCE (M.S). IN COMPUTER SCIENCE
(720-609)
Faculty Advisor: Peter Dey • (858) 642-8486 • pdey@nu.edu

The Master of Science in Computer Science (MSCS) program will provide students with the mathematical foundations and information processing skills required for solving real world problems.

National University's MSCS program not only prepares students in the theoretical and practical aspects of solving complex computing problems but we also develop other essential communication skills. MSCS graduates are able to clearly discuss issues and answers with both technical and non-technical audiences. In addition to those communication skills, every part of our curriculum develops "people skills," ethics and standards of professionalism.

The curriculum is built upon mathematical foundations, programming techniques and problem solving skills. The unique combination of these skills enables graduates of National's MSCS program to be of immediate benefit in the computing industry. The rigorous mathematical foundations of the proposed MSCS program has 4 primary goals: (1) to provide a clear understanding of scope and limitations of computational models, (2) to facilitate acquisition of skills in subsequent courses of the program, (3) to facilitate logical discussion of concepts underlying problem solving skills, (4) to facilitate acquisition and employment of new skills required by the introduction of new technology. National University's approach to teaching in the MSCS program allows our graduates to immediately become highly productive members of a real-world computing team.

Mathematical Foundations
The MSCS curriculum provides models of computation that remain appropriate over long periods of time. Our foundation courses equip students from a wide variety of backgrounds with the essential and necessary tools to be successful in the computing industry.

Skill Courses
The set of primary courses are designed for acquisition of marketable skills. These courses reflect the demands in the computer industry:
- Analysis, modeling, design, and development
- Computational tools and processes
- Operating Systems and Languages
- Data Base Systems
- Applications Systems and Graphical User Interfaces
- Artificial Intelligence
- Computational Problem Solving

Integration
The capstone project class is an integrating mechanism to provide realistic experience for the student. It is a two-month project solving a real problem for a real client against a time deadline using all available tools and resources as students work together in teams. This component addresses the need to integrate a broad range of technologies and skills. Students are given the opportunity to crystallize the ideas learned earlier and to implement comprehensive systems across an organization.

Career Tracks
With National's MSCS program, faculty, students, and employers will be assured that our graduates are proficient in analytical and critical thinking skills, they have a sense of professionalism, and are instilled with a strong set of values essential for success in the computer science field. This program reflects current and future

industry needs and graduates from the MSCS program are trained and prepared to assume a leadership role in the field.

Admission Requirements

It is assumed that candidates seeking admission to the program possess a baccalaureate degree in Computer Science (CS) or a closely related area. Non-CS students should fulfill the program prerequisites either through additional equivalent coursework or waiver through a course challenge exam in order to satisfy the program prerequisites.

Curriculum Requirements for MSCS Degree Program

The MSCS program requires the completion of 54-quarter units of graduate course work. Where appropriate, a maximum of 13.5-quarter units of graduate work completed at another accredited institution may be transferred to meet stated requirements in the program. The degree program consists of ten courses plus the two-part MSCS graduate project (two courses, 4.5 quarter units each) that cannot be taken until all other courses have been completed.

Program Prerequisites

Students with non-computer baccalaureate degrees can qualify for admission to the program by choosing one or a combination of the following options:

Complete the following prerequisite courses:

CST 208B	Calculus for Computer Science
CST 206B	Discrete Structures and logic Design
CST 242	Introduction to Programming Concepts and Methods
CST 317	Programming in C++
CST 330C	Object Oriented Programming in C++
CST 335	Data Structures and Algorithms

or

Gain permission of the lead faculty of the MSCS program based on equivalent coursework supported by verifiable documented proof.

Program Core Requirements

Students are encouraged to take the following 12 courses in the order of presentation. Courses CS 610 through CS 670 are referred to as core courses which must be completed before taking the project courses, namely, CS 686 and CS 687.

CS 610	Mathematical Foundations
SE 620	Principles of Software Engineering
SE 621	Software Tools and Processes
SE 625	Basic Software Architecture
CS 630	Operating Systems
CS 640	Database Systems
CS 650	Programming Languages
CS 655	Compilers and Interpreters
CS 660	Artificial Intelligence
CS 670	User Interface Engineering
CS 686	Computer Science Project I
CS 687	Computer Science Project II

■ MASTER OF SCIENCE (M.S.) IN ENVIRONMENTAL ENGINEERING
(720-813)
Faculty Advisor: Hassan Badkoobehi • (858) 642-8487 • hbadkoob@nu.edu

The Master of Science in Environmental Engineering (MSENE) program is designed to provide participants with the requisite mathematical foundations and environmental processing skills for solving real world problems.

Environmental Engineers are the technical professionals who identify and design solutions for environmental projects. Environmental engineers provide safe drinking water, treat and properly dispose wastes, maintain air quality, control water pollution, and remediate sites contaminated due to spills or improper disposal of hazardous substances. Environmental Engineers monitor the quality of the air, water, and land as well as develop new and improved means to protect the environment.

Although many people are concerned about the state of our environment, environmental engineers are the people who do things to protect it from damage and to correct existing problems. Environmental engineers possess the scientific and technical knowledge to identify, design, build, and operate systems that make modern society possible.

This discipline involves traditional engineering components such as mathematics, physics, chemistry, and engineering design. Environmental engineering education and practice also includes a range of other disciplines, such as biology, microbiology, ecology, public health, geology, meteorology, economics, political science, and computer science. To address the spectrum of issues facing the environment, environmental engineers are broadly educated, as well as technically trained.

Program Description

Environmental Engineering today addresses problems in the water, air and soil environments. The following subjects are now considered essential in the background of an environmental engineer: ecology, microbiology, ground water, solid waste, farm waste, noise pollution, environmental impact assessment, environmental legislation and environmental modeling and remediation of site contamination with spills or improper disposal of hazardous materials. Environmental engineers are technical professionals who possess the scientific knowledge to identify, design, build and operate systems that protect the environment from the impact of human activities, and as such, make modern society possible.

Environmental engineers are needed in both the private and public sectors. They are employed by engineering consulting firms that work in environmental pollution control, industries that need to comply with pollution emission and discharge regulation, private and municipal agencies that supply drinking water, and treat and dispose wastes, government agencies that monitor and regulate waste discharges and air emissions, private and government laboratories, and universities that conduct environmental research, international agencies that transfer knowledge to developing countries, and public-interest groups that advocate environmental protection.

Admission Requirements

Candidates seeking admission to the program must possess a baccalaureate degree in good academic standing from a regionally accredited institution. The non-engineering student will find the

School of Engineering and Technology

technical focus of many courses challenging but essential for an increasing number of functional technical positions in environmental engineering organizations. These students should fulfill the program prerequisites or waive them through a course challenge exam. Students considering this program should contact the program lead faculty prior to enrollment.

Curriculum Requirements

The Master of Science in Environmental Engineering requires completion of 54 quarter units of graduate course work. Where appropriate, students can transfer a maximum of 13.5 quarter units of graduate work completed at another regionally accredited institution to meet stated requirements in the program. Students should refer to the section on graduate admission requirements for specific information regarding application and matriculation.

Students are expected to possess or to have access to a computer outside of National University to work on projects both on and off campus. Given the nature of instructional technology, the following courses are not required, but highly recommended for students who need basic skills in computer technology and electronic research:

IS 301   Management Information Systems

Note: This is a remedial course and does not count towards completion of the master's degree.

Program Prerequisites

Applicants with a Bachelor of Arts or Bachelor of Science degree from non-engineering curriculum should make up the deficiencies. Students will be required to take prerequisite courses based on undergraduate major and deficiencies from the following list:

SCI 101   General Chemistry
SCI 101A   General Chemistry Laboratory
SCI 335   Environmental Science
or
SCI 330   Ecology
MS 205   Introduction to Quantitative Methods For Business
CST208B   Calculus for Computer Science

These courses may be waived if their equivalents have been completed at the undergraduate level with a grade of "C" or better, or if applicants have successfully passed a challenge exam. Students who have a Bachelor of Science in Engineering or related field are exempt from the prerequisite courses.

Program Core Requirements
(10 courses, 45 units)

ENE 601   Environmental Engineering Laboratory
ENE 602   Environmental Microbiology and Biological Treatment
ENE 603   Unit Processes of Environmental Engineering
ENE 604   Engineering Aspects of Environmental Engineering Quality Control
ENE 605   Foundation of Air Pollution Engineering and Equipment Design
ENE 606   Principles of Water and Wastewater Engineering and Treatment
ENE 607   Toxic and Hazardous Waste Remediation Analysis and Solid Waste Recovery
ENE 608   Site Assessment and Environmental Remediation Methodologies
ENE 609A   Master's Research Project I
ENE 609B   Master's Research Project II

Program Electives
(2 courses, 9 units)

For electives, students should select two of the following 600 level courses offered in the School of Business and Information Management or those offered in the School Engineering and Technology:

QMT 601   Quantitative Methods in Business
TM 601   Data Mining Tools: Managing Technology for Competitive Advantage
TM 602   Emerging Trends in E-Business Implementation Management
HRM640   Managing Human Resources
EB 620   Principles of Electronic Commerce
MGT630   Global Business Environment
SE 620   Principles of Software Engineering

■ MASTER OF SCIENCE (M.S.) IN SOFTWARE ENGINEERING
(720-603)
Faculty Advisor: Thomas Gatton • (858) 642-8484 • tgatton@nu.edu

Software Engineering is a discipline that offers tools, processes, methods, and techniques to develop and maintain quality software to solve problems. Software engineering can very well be considered the practical application of computer systems knowledge in the design and development of software, and the required associated documentation, operation, and maintenance. The computer industry is in desperate need of technically qualified people in software engineering. The Master of Science in Software Engineering is designed to prepare graduates to be pioneers and leaders in software engineering. They are trained to be practitioners in the essential areas of software architecture, computer system engineering, computer-based media, common object-oriented engineering, database design, and software development and project management.

The Master of Science in Software Engineering program provides professional education in both system and software development using state-of-the-art design and development methods in compliance with standards set by IEEE, Department of Defense, and the Software Engineering Institute at Carnegie Mellon University. This program is designed to provide students with the management and technology skills in the discipline of software engineering. Graduates are prepared for positions in (1) database management systems (DBMS), (2) software project management, (3) software development, and (4) software quality assurance.

Degree Requirements

To receive a Master of Science in Software Engineering, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree, and provided the units were not used in earning another advanced degree. Students should refer to the section in the graduate admission requirements for specific information regarding application and matriculation.

Program Prerequisites
(6 courses, 27 quarter units)

Candidates for the program must possess a Bachelor of Science with a Major in Computer Science. Students holding non-computer baccalaureate degrees can qualify for admission to the program by choosing any one or a combination of the following options.

Complete all prerequisite courses
or
Gain permission of the lead faculty of the MSSE program based on an interview and supported by verifiable documented proof of proficiency in each specific area of the prerequisite courses.

The six prerequisite courses prepare students in the areas of programming, database design, and operating systems.

CST 242   Introduction to Programming Concepts and Methods
CST 317   Programming in C++
       (Prerequisite: CST 242 or verifiable programming experience
       and permission of the instructor)
CST 330C   Object Oriented Programming in C++
       (Prerequisite: CST317)
CST 335   Data Structures and Algorithms
       (Prerequisite: CST330C)
CS 422C   Principles of Database Design
CST 427   Programming in JAVA

Program Requirements
(12 courses, 54 quarter units)

Students seeking admission to the program can start any course with the exception of SE 660, SE 686A, and SE 686B; however, it is recommended that they take the courses in the order specified below.

All prerequisite courses (27 quarter units) must be completed with a GPA of 2.50 prior to enrollment in any course in the program.

SE 620   Principles of Software Engineering
SE 621   Software Tools and Processes
SE 625   Basic Software Architecture
SE 630   Applied Software Architecture
SE 650   Human Computer Interface
SE 651   User Interfaces and Software Engineering
SE 645   Designing Database Applications
SE 655   Application Software Development
SE 635   Software Testing Strategies and Metrics
SE 660   Software Quality Engineering

Students must complete at least nine of the 10 required program courses before enrollment in the project courses.

SE 686A   Software Engineering Project I
SE 686B   Software Engineering Project II

Course Descriptions

Defining the Future of Higher Education

for Adult Learners

NATIONAL UNIVERSITY

Prefix/Subject Area by School

Prefix / Subject Area by National University School

School of Arts and Sciences

School of Business & Information Management

School of Education

School of Engineering & Technology

National University Course Numbering System

100- to 200- Level Courses:
Lower-Division courses applicable to the Associate of Arts degree.

300- to 400- Level Courses:
Upper-Division courses applicable to Bachelor degrees.

500-Level Courses:
Courses which may be applicable as advanced upper division credit or as graduate credit, as specified by the requirements of each degree program.

600-Level Courses:
Master's level courses.

Note: All courses are 4.5 quarter units unless otherwise specified.

National University Course Equivalencies

CAN=California Articulation Number
IGETC=Intersegmental General Education Transfer Curriculum

National University AIME Courses Offered Online (no academic credit)

AIM 80
Assisted Instruction in English
(no academic credit)

Introductory course in the basics of sentences, paragraphs and essays to prepare students for ENG 100 Effective College English I. Taken by referral or placement. S/U grading only.

This is an online course with eight modules. Students are placed in the appropriate module based on the placement scores.

Modules 1-4   Basic Writing
Modules 5-8   Introduction to Composition

Students may progress through the series at their own pace, though the maximum time for each module is one week. Students who begin with Module 1 must complete the course within sixteen weeks; students who begin with Module 9 must finish within eight weeks. Students who score into Module 5 may request to begin on Module 1 and adjust their deadline to sixteen weeks.

AIM 90
Assisted Instruction in Mathematics
(no academic credit)

Introductory course in the basics of mathematical concepts to prepare students for college-level mathematics. Beginning with arithmetic skills (real number representation and use, grouping symbols and word problems), the course progresses through basic algebra (methods of simplifying algebraic expressions, solving equations and inequalities, operations with exponents, monomials and polynomials and translating statements to symbols, analytic geometry, functions, sequences and series) and concludes with the fundamentals of two-dimensional geometry. Taken by referral or placement. S/U grading only.

This is an online course with 20 modules. Students are placed in the appropriate module based on the placement scores.

Modules 1-4	Pre-Algebra
Modules 5-8	Beginning Algebra I
Modules 9-12	Beginning Algebra II
Modules 13-16	Intermediate Algebra
Modules 17-20	Plane Geometry

Students may progress through the series at their own pace, though the maximum time for each module is two weeks. Students who begin with Module 1 must complete the course within forty weeks; students who begin with Module 17 must finish within eight weeks. Students may request to begin on an earlier module and adjust their deadlines accordingly.

ACC – Accounting

ACC 201
Financial Accounting Fundamentals
CAN: BUS 2
A survey of basic accounting theory and the application of accounting principles, this course includes the recording and summarization of business transactions in the form of financial statements under the rules of "generally accepted accounting principals" (GAAP). It is designed for students who have little or no prior knowledge of financial accounting, this course corresponds to "Principles of Accounting I" at other colleges.
ACC 201+ACC 202=CAN: BUS SEQ A

ACC 202
Managerial Accounting Fundamentals
CAN: BUS 4
(Prerequisite: ACC 201)
This course is an overview of the use of financial accounting and cost accounting data for the design and preparation of reports to aid management in organizing, directing, controlling, and decision-making functions. The topics include the fundamentals of cost accounting, budgeting and responsibility accounting for cost and profit centers.

ACC 300
Applied Technology for Accountants
(Prerequisite: ACC 201)
This course familiarizes accounting majors with the technological tools and resources needed for career opportunities in both financial and managerial accounting areas. Emphasized are the adaptation of computer accounting software to the specific needs of an enterprise, as well as the design and use of spreadsheet models to perform specialized accounting and finance-related tasks.

ACC 410A
Financial Accounting I
(Prerequisite: ACC 201)
Often referred to as "Intermediate Accounting," ACC 410 is a comprehensive three-course sequence in financial accounting (as opposed to managerial accounting). The series (ACC 410A, B, and C) covers a substantial portion of the U.S. accounting standards known as GAAP (generally accepted accounting principles). In particular, ACC 410A provides an in-depth review of the accounting process and of the four principal financial statements. This course emphasizes revenue and expense recognition, along with the accounting for cash and receivables.

ACC 410B
Financial Accounting II
The second course in a three-course sequence often referred to as "Intermediate Accounting," (See ACC 410A for a series description.) ACC 410B covers accounting for inventory, plant, property and equipment, intangible assets, intangible assets, investments, and current and long-term liabilities.

ACC 410C
Financial Accounting III
The third and last course in a three-course sequence often referred to as "Intermediate Accounting," (See ACC 410A for a series description.) ACC 410C covers accounting for leases, pensions, income taxes, contributed and retained capital, earnings per share, and the statement of cash flows.

ACC 431
Advanced Accounting
An examination of advanced concepts of accounting for business combinations, with emphasis on the consolidation of parent/subsidiary balance sheet and income statement reporting. Also covers accounting for the formation, operation and liquidation of partnerships, as well as special reporting requirements for multinational entities.

ACC 432A
Taxation-Individual
An introduction to the theory and practice of federal income taxation of individuals, including income, deductions, exemptions, credits, capital gains, depreciation and deferred compensation plans. As a course requirement, students prepare Form 1040 income tax returns.

ACC 432B
Taxation-Business
An introduction to the theory and practice of federal income taxation of partnerships, subchapter S and subchapter C corporations. Students learn the use of tax research publications.

ACC 433A
Managerial Accounting I
(Prerequisite: ACC 202)
A study of cost accounting principles and procedures, including job order costing, process costing, standard cost, variance analysis and variable and absorption costing. Covers managerial accounting topics including break-even analysis and budgeting.

ACC 433B
Managerial Accounting II
(Prerequisite: ACC 433A)
A continuation of Managerial Accounting I, this course covers additional managerial accounting topics, including cost behavior using linear programming models, regression analysis, transfer pricing, performance measurement and capital budgeting techniques.

ACC 434
Government and Non-Profit Accounting
A study of the specialized accounting principles applicable to state and local governments and other non-profit organizations, with an emphasis on fund accounting principles used in the recording of assets, liabilities, equity, revenues and expenditures. Also covers the analysis and interpretation of financial statements of such governmental and nonprofit entities.

ACC 435A
Auditing I
(Prerequisites: ACC 410A)
A study of financial statement audits by CPAs performed in accordance with AICPA generally accepted auditing standards. Topics include professional ethics, legal liabilities, the planning of audit engagements, internal control and its relationship to the nature, timing and extent of evidence-gathering procedures, EDP controls and audit sampling.

ACC 435B
Auditing II
(Prerequisite: ACC 435A)
A continuation of ACC 435AA, this course focuses on the auditing procedures of individual financial statement line items including cash, receivables, inventory, payables, long-term debt, equity balances and related income statement accounts. Also emphasizes the writing of auditor's reports, special reports and review and compilation reports in accordance with AICPA standards.

ACC 511
Advanced Accounting
This course is an examination of advanced concepts of accounting for business combinations, with emphasis on the consolidation of parent/subsidiary balance sheet and income statement reporting. Also covered are accounting for the formation, operation, and liquidation of partnerships, and special reporting requirements for multinational entities.

ACC 512A
Taxation-Individual
This course is an introduction to the theory and practice of federal income taxation of individuals, including income, deductions, exemptions, credits, capital gains, depreciation, and deferred compensation plans. As a course requirement, students prepare Form 1040 income tax returns.

ACC 512B
Taxation-Business
An introduction to the theory and practice of federal income taxation of partnerships, subchapter S, and subchapter C corporations, students learn the use of tax research publications.

ACC 513A
Managerial Accounting I
(Prerequisite: ACC 202)
This course is a study of cost accounting principles and procedures, including job order costing, process costing, standard cost, variance analysis, and variable and absorption costing. It covers managerial accounting topics including break-even analysis and budgeting.

ACC 513B
Managerial Accounting II
(Prerequisite: ACC 513A)
A continuation of Managerial Accounting I, this course covers additional managerial accounting topics, including cost behavior using linear programming models, regression analysis, transfer pricing, performance measurement, and capital budgeting techniques.

ACC 514
Government and Non-Profit Accounting
A study of the specialized accounting principles applicable to state and local governments and other non-profit organizations, with an emphasis on fund accounting principles used in the recording of assets, liabilities, equity, revenues, and expenditures, this course also covers the analysis and interpretation of financial statements of such governmental and nonprofit entities.

ACC 515A
Auditing by CPAs I
(Prerequisites: ACC 410A)
This course is studies financial statement audits by CPAs performed in accordance with AICPA generally accepted auditing standards. Topics include professional ethics, legal liabilities, the planning of audit engagements, internal control and its relationship to the nature, timing, and extent of evidence-gathering procedures, EDP controls, and audit sampling.

ACC 515B
Auditing by CPAs II
(Prerequisite: ACC 515A)
A continuation of ACC 515A, this course focuses on the auditing procedures of individual financial statement line items including cash, receivables, inventory, payables, long-term debt, equity balances, and related income statement accounts. It also emphasizes the writing of auditor's reports, special reports, and review and compilation reports in accordance with AICPA standards.

ACC 604
Managerial Accounting
(Prerequisite: BUS 501A)
A study of accounting concepts and reporting techniques applied in a management decision-making context, Students analyze accounting data from real-world case studies and present their analysis, conclusions, and recommendations. Managerial accounting models used by diverse enterprises in virtually all industrialized nations include cost accounting and the behavior of costs, budgeting, differential analysis, and responsibility accounting are examined. Reporting techniques involving the use of current spreadsheet and graphic presentation technology are presented.

Course Descriptions

ACC 650
Financial Accounting Theory*
(Prerequisite: ACC 201 Financial Accounting Fundamentals)
This course is an examination of financial accounting concepts, including accounting standards known as Generally Accepted Accounting Principles (GAAP) as practiced in the U.S., with emphasis on revenue recognition, asset valuation, financial statement presentation and disclosure.

ACC 652
Taxation for Investors and Managers
(Prerequisite: ACC 201 Financial Accounting Fundamentals)
Theory and practice of federal income taxation of individuals, partnerships and corporations, including capital gains, depreciation, and deferred compensation rules and regulations are covered.

ACC 653
Strategic Cost Management
(Prerequisite: ACC433A Managerial Accounting I)
Contemporary cost management concepts and procedures are examined with emphasis on strategic planning, budgeting, forecasting, and performance measurement and reward systems in decentralized organizational structures.

ACC 654
Accounting for Not-For-Profit Entities
(Prerequisite: ACC 201 Financial Accounting Fundamentals)
This course examines specialized accounting principles applicable to not-for-profit entities including charitable organizations and local governments, with an emphasis on fund accounting theory and application.

ACC 655
Auditing and Internal Control
(Prerequisite: ACC 201 Financial Accounting Fundamentals)
Financial statement audits and other assurance services performed by independent auditors in accordance with AICPA generally accepted auditing standards are examined, with emphasis on internal control principles and procedures.

ACC 657
Accounting Information Systems
(Prerequisite: ACC 201 Financial Accounting Fundamentals)
The design and internal control perspectives of accounting information systems, including systems analysis, decision support systems, system implementation, and the audit of management information systems are studied.

ACC 658
International Accounting
(Prerequisites: ACC 410A and ACC410B, Intermediate Accounting I and II)
Accounting standards and practices in industrialized European and Asian countries are compared in the context of U.S. GAAP and International Accounting Standards. Problems in consolidating financial statements prepared under disparate home-country standards are explored.

ACC 690
Guided Study
This course is individual study under the direction of an instructor. It requires prior approval of the appropriate academic department.

ART – Art

ART 100
Introduction to Art History
CAN: ART SEQ A; IGETC: 3A
(Prerequisites: ENG 100/101)
A survey of the main periods and traditions in art history, with emphasis on the complex relationship between art and society. Explores traditions including the Renaissance, Gothic, Baroque, Rococo, classical, Neoclassicism, impressionism, expressionism, realism, fantasy, environment art, architecture, formalism and contemporary avant-garde forms.

ART 200
Visual Arts
IGETC: 3A
Fundamentals of visual and applied arts presented through painting, photography, video, or other media. Emphasis is determined by instructor. Students develop an awareness of aesthetic values, learn how to handle materials and develop an understanding of formal, technical and conceptual issues. Students supply some laboratory materials.

ART 200A
Visual Arts Laboratory
(Prerequisite: ART 200)
The laboratory portion of Visual Arts, in which students focus on hands-on work.

ART 315
Film as Art
IGETC: 3A
(Prerequisites: ENG 100/101)
A survey of the art of cinema from the silent period to the present, with emphasis on the social construction, distribution and consumption of film in historical context. Examines basic film techniques and theories and systematically explores diverse film styles and genres. Focuses on elements of film such as lighting, editing and cinematography. Develops awareness of film as a complex artistic text. Establishes a basis by which students can make their own aesthetic judgments. In addition to contemporary mainstream films, students view classic, independent, experimental and foreign films.

ART 323
Modern Art
IGETC: 3A
(Prerequisites: ENG 100/101
An introduction to the major movements, styles and artists from Impressionism to Post Modernism. Examines how themes of Modern Art reflect the social, historical and cultural events of the period.

ART 329
World Art +
IGETC: 3A
(Prerequisites: ENG 100/101)
The fundamentals of visual and applied arts from a global perspective. Focuses on the art of India, China, Japan, Pre-Columbian Central and South America, Native North America, Oceania and Australia, Africa and the Middle East. Also covers the accelerated changes in world art since 1945 and diversity issues related to world art.

ART 400
Expressive and Integrative Arts
(Prerequisites: ART 200, MUS 100, MSM 301, PSY 301 or equivalents)
Emphasizes the California Standards in the areas of dance and theater and builds on prior learning in music and the visual arts. The course prepares the student to integrate all these areas into daily instruction in grades K-8. The course emphasizes recognition of cultural diversity through activities in the arts as well as a basic knowledge of content areas for planning appropriate cross-curricular activities. Must be taken in conjunction with ART 400A Expressive and Integrative Arts Practicum.

ART 400A
Expressive and Integrative Arts Practicum
(Prerequisites: ART 200, MUS 100, MSM 301, PSY 301 or equivalents)
This practicum course accompanies ART 400 Expressive and Integrative Arts. The practicum provides the opportunity for students to create, script and stage in an elementary school classroom one performance which includes music, dance, theater and art for one of the K-2, 3-5 and 6-8 grade-level clusters. The performance integrates academic content from at least one other subject area described by the *California Student Academic Content Standards* and *State Curriculum Frameworks*, focusing on grades K-8, such as Language Arts, Mathematics, Science, History/Social Science, or Health.

BTE – Bilingual Teacher Education

BTE 612
History and Culture of Latinos in the U.S.
An examination of historical, cultural and social characteristics of major Latino groups in the U.S. Reviews the following issues: contributions Latinos have made to American society, the cultural conflict experienced by these groups, the implications of such conflict on American society and the effects of changing demographic, migration and immigration patterns. Analyzes the legal, political and social movements that influenced the social/educational status of Latinos in the U.S. Taught in language of emphasis.

BTE 621B
Reading and Language Arts Methodology for Elementary Schools
(Prerequisites: TED 615, TED 621A)
This course provides Multiple Subject Candidates with research-based methods and strategies for designing and implementing a balanced and comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. Course content is organized into four Reading Instruction Competence Assessment (RICA) domains. Taught in language of emphasis.

BTE 622A
Curriculum and Instruction I: History, Social Science, Physical Education, Visual & Performing Arts
(Prerequisites: TED 615, TED 621A)
BTE 622A focuses on multiple subject curriculum development and teaching History, Social Science, Physical Education, Visual and Performing Arts using State of California content standards. Content-specific teaching practices, lesson design, learning environments and assessment of student learning are emphasized to provide access to the curriculum for all students. Taught in language of emphasis.

BTE 622B
Curriculum and Instruction II: Mathematics and Science
(Prerequisites: TED 615, TED 621A)
BTE 622B focuses on multiple subject curriculum development and teaching math and science using State of California content standards. Content-specific teaching practices, lesson design and assessment of student learning are emphasized to provide access to the curriculum for all students. Taught in language of emphasis.

BTE 624
Content Area Literacy for Secondary and Middle Schools
(Prerequisites: TED 615, TED 623)
This course is aligned with the California Board of Education adopted academic content standards in *English Language Arts and the Reading/Language Arts*

Framework for students who are speakers of English, English language learners (ELLs) and students with special needs and is designed to assist Single Subject Credential Candidates in developing the background and skills necessary to teach literacy in the content areas to middle/junior and/or senior high school students in the culturally and linguistically diverse classrooms in the California public schools. Taught in language of emphasis.

BTE 625A
Curriculum Development for Secondary and Middle Schools
(Prerequisites: TED 615, TED 623)
This course integrates the California K-12 academic content standards with effective curriculum development principles for diverse learners. Through guided field activities, teacher candidates will access student background information for the purpose of designing and reflecting upon long and short term planning that enables engaged student learning and provides access to the curriculum for all learners. Taught in language of emphasis.

BTE 625B
Instruction and Classroom Management for Secondary and Middle Schools
(Prerequisites: TED 615, TED 623)
This course builds on the curricular principles established in TED 625A by incorporating within a well-designed lesson plan, instructional strategies and related classroom management principles. The class also provides strategies for dealing with unproductive student behavior. Taught in language of emphasis.

BTE 630A
Beginning Student Teaching
TED 630A comprises the first month of the full-day, full-time, semester-long Student Teaching experience, in which candidates are placed with certified field supervisors. Candidates must successfully complete four components in their supervised Beginning Student Teaching: (1) school-site and classroom orientation including school personnel interviews, (2) onsite classroom observations, (3) lesson plan design and presentation, each component within the context of fulfilling (4) professional responsibilities. Candidates also attend TED 629 Student Teaching Seminar, which integrates theory and practical approaches to real-life situations experienced by candidates during TED 630A. Note: The grade assigned for the course will be either satisfactory or unsatisfactory.

BTE 630B, BTE 630C, BTE 630D
Student Teaching
(Prerequisite: BTE 630A)
Student Teaching BTE 630 B, C, D comprises the second, third and fourth months of the full-day, full-time semester-long Student Teaching experience. Candidates are placed with certified teacher supervisors and are required to successfully complete four components: (1) Classroom responsibilities, (2) lesson plan design and presentation, (3) off-site classroom observations, each component within the context of fulfilling (4) professional responsibilities. Multiple-subject candidates spend eight weeks in both a K-2 and a 3-6 classroom (non-traditional programs may vary). One of the two assignments is with a certified Field Supervisor. Single-subject candidates experience teaching a minimum of four academic periods a day in two grade levels; a minimum of three of four periods must be in their designated academic area. Candidates complete BTE 629 Student Teaching Seminar (as begun in BTE 630A), which integrates theory and practical approaches to real-life situations experienced by candidates during BTE 630 B,C,D. Note: The grade assigned for the course will be either satisfactory or unsatisfactory.

BTE 660
The Bilingual Child
(Prerequisite: Passing competency test with a score of 3.5 or above in the language of emphasis)
An introduction to research, theory and practices related to the learning and development of the bilingual, bi-cognitive child. Examines theories on culture, cognition, bilingualism, biculturation and psychological dynamics of a positive self-esteem and academic development. Gives candidates the skills necessary to understand and assess the cognitive and linguistic developmental stages of bilingual, bicultural children. Raises consciousness and sensitivity to the effects of culture conflict on the academic achievement of bilingual children.

BTE 661
Sociolinguistics
(Prerequisites: BTE 662 and passing competency test with 3.5 or above in the language of emphasis)
An examination of the development of language within the socio-cultural context. Covers the significant role of language in culture transmission and social/political control and the role of code-mixing and code-switching as a communication system in a multilingual, multicultural society and linguistic registers. Examines the social factors of language and its importance in social interaction. Also provides the necessary skills to teach in a cross-cultural and linguistically diverse classroom. Assists students in analyzing language proficiency and understanding the variations found in languages.

BTE 662
Comparative Linguistics
(Prerequisite: Passing competency test with a score of 3.5 or above in the language of emphasis)
An examination of the structure, phonology and morphology of the language of emphasis and English. Compares and contrasts the structure of the two languages and addresses the linguistic problems in the transfer of errors from L1 to L2. Includes strategies for teaching English as a second language. Prepares candidates to understand both first and second language acquisition. Also provides candidates with the skills necessary to understand the structure and form of the two languages and to predict the transfer of linguistic problems in the transition period of language acquisition.

BTE 664
Advanced Theory and Research in Bilingual Education
(Prerequisite: Passing competency test with a score of 3.5 or above in the language of emphasis)
A seminar in research and studies that have been conducted on bilingual students. Assesses and evaluates models of bilingual programs. Also provides an opportunity to compare and contrast research conducted on bilingual education. Students critique the strengths and weaknesses of research studies.

BTE 665
Advanced Grammar and Composition
(Prerequisite: Passing competency test with a score of 3.5 or above in the language of emphasis)
Teaches advanced skills in composition and grammar, including writing skills, through the use of the computer lab. Provides the opportunity to use word processing programs in English and in the language of emphasis to compose and edit work. Students acquire the necessary skills to write their term papers or thesis in the language of emphasis. Taught in the language of emphasis.

BTE 667
Socio-Cultural Issues in Bilingual Education
(Prerequisite: Passing competency test with 3.5 or above in the language of emphasis)
A seminar in issues that affect the socialization and enculturation of children in a multicultural society. Examines factors that affect the learning process,

the role of the teacher as a change agent and institutional change in education. Provides the opportunity to critically analyze current political and social issues that affect the bilingual classroom. Helps students develop a personal philosophy of education.

BTE 668
Survey of Children's Bilingual Literature
(Prerequisite: Passing competency test with 3.5 or above in the language of emphasis)
A survey of children's literature in both English and the language of emphasis. Provides effective strategies for fostering reading for enjoyment and understanding as well as critical skills for assessing literature for bicultural, bilingual students. Teaches a variety of ways to encourage students to read. Also gives teachers an opportunity to read and evaluate the books that are age- and grade-appropriate.

BUS – Business

BUS 480
Integrated Business Policy
(Capstone course)
This course provides students with the opportunity to apply the principal concepts and skills learned in each of their BBA program core courses to real world business situations . Students' ability to integrate this knowledge and to apply and articulate critical analysis to cases and other assignments are among the key objectives of this course. Students must complete all BBA preparation and upper-division core courses before starting this capstone course. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

BUS 500A
Intermediate Algebra
An introduction to quantitative methods for business graduate students with no previous exposure to the subject, it covers topics including algebraic operations, equations, graphs and functions, exponential and logarithmic functions, and an introduction to linear programming. No graduate credit is awarded.

BUS 500B
Statistics
An introduction to statistics for business graduate students with no previous exposure to the subject. It covers topics that include arranging data, constructing a frequency distribution, measures of central tendency, measures of variability, and probability distribution. No graduate credit is awarded.

BUS 500C
Macro and Microeconomics
An introduction to economics for business graduate students with no previous exposure to the subject, it covers topics including microeconomics, macroeconomics, and an introduction to management. No graduate credit is awarded.

BUS 501A
Accounting Fundamentals
An introduction to accounting for graduate students with no previous exposure to the subject, it covers accounting terminology and concepts and procedures used for preparing financial statements in accordance with U.S. accounting standards. No graduate credit is awarded.

BUS 501B
Finance Fundamentals
(Prerequisite: BUS 501A or ACC 201)
This course is an introduction to finance for graduate students with knowledge of accounting fundamentals but with no previous exposure to the

Course Descriptions

subject of finance. Students learn how to analyze financial statements for decision-making. Also covers topics including time value of money concepts, working capital policy and short-term credit, and current asset management. No graduate credit is awarded.

CD – Chemical Dependency

CD 440
Drugs, Values and Society
An examination of the history of substance use and abuse in the United States. Examines individual and institutional values that underpin chemically dependent behavior as well as socio-cultural factors, including media images, consumer product advertising, myths and stereotypes and subculture/life-style issues. Provides an overview of the social services structure, including outreach, education, prevention and treatment models.

CD 601
Drugs in American Society
A survey course intended for a general audience with diverse interests in the phenomenon of drug use and abuse. Topics include pharmacology, history, theories of drug abuse, treatment methods, special populations, education and prevention models and ethical, political, social and legal considerations. Open to any graduate students with approval of their school except those who have completed CD 640.

CD 640
Addictions: Contexts and Treatment
A comprehensive study of the theories, etiology, assessment, diagnosis and treatment of addictions. Also covers medical and legal aspects, education and prevention strategies; and HIV/AIDS issues for chemically dependent clients and their families.

CED – Counselor Education

CED 600
Child and Adolescent Development
A general human development course including biological, psychological, sociological and cultural factors, particularly as they apply to a school environment. Emphasizes ethnic, linguistic and cultural diversity as factors effecting development and learning. Field experience required.

CED 602
Current Social Concerns
Study of social concerns that directly and indirectly affect the roles and functions of counselors. Examples of knowledge areas include: school safety, violence prevention, poverty, cultural diversity, homelessness, teen pregnancy, eating disorders, rape, child abuse, substance abuse, community gangs, AIDS and suicide. Field experience required.

CED 604
Orientation and Field Experience in PPS
(1.5 quarter units)
Students must take CED 604 either before beginning the program or concurrently with their first or second class. This course provides a PPS program overview, helps students establish a credential packet, provides field experience in school counseling and school psychology and completes the admission process for the PPS programs. Upon successful completion of this course students receive final admission to the program and permission to enroll. The course is practical and pragmatic, using interviews and observations to give students experience with their future vocations. Field experience required.

CED 606
School Programs and Services
An overview of current school programs and services for both counselors and school psychologists. Designed to be didactic. Covers

accepted and best practices in students' field of interest. Enables students to compare what they are learning to what they have seen in the schools in CED 604. Field experience required.

CED 610
Counseling: Theory and Practice
An examination of the basic theories of individual counseling and various techniques practiced by school counselors and school psychologists. Field experience required.

CED 611
Group Counseling
(Prerequisite: CED 610 with a B or better)
The second course in the counseling skills sequence. An examination of the basic theories of group counseling and various techniques practiced by school counselors and school psychologists. Field experience required.

CED 601A
Multicultural Counseling Skills
(Prerequisite: CED 611 with a B or better)
The third course in the counseling skills sequence. Students are exposed to a broad range of perspectives, while focusing on counseling in diverse settings. Multicultural counseling and crosscultural communication skills are addressed.

CED 601B
Consultation in School Counseling and Psychology
(Prerequisite: CED 601A with a B or better)
The fourth course in the counseling skills sequence. Students develop communication skills and knowledge base to provide indirect, consultation services to the schools, with emphasis on school safety, violence prevention and crisis intervention.

CED 612
Career Development
A general examination of career development and career education literature, including theories and major concepts, career education programs and practices, resource materials and career counseling skills. Field experience required.

CED 613
Psycho-Educational Assessment
The use and interpretation of individual and group psycho-educational assessment instruments and appraisal methods in individual remediation, the development of preventive programs and the improvement of instructional programs. Field experience required.

CED 614
Legal, Ethical and Professional Issues
Consideration of legal, ethical, cultural and related professional issues as they affect the practice of counseling in the work setting of the counselor and school psychologist. Field experience required.

CED 615B
Research in Counseling and School Psychology
Study and application of major criteria in the critical evaluation of research in counseling. Discusses steps and methods in conducting evaluation research in counseling and human service settings. Surveys basic computer applications in program evaluation and related assessments.

CED 616A, B
Counseling Fieldwork - Elementary School
CED 617A, B
Counseling Fieldwork - Middle School
CED 618A, B
Counseling Fieldwork - High School
Actual experience applying the skills and knowledge from the program in a senior high school setting. Requires a minimum of 150 clock hours of supervised practice to be scheduled over a period of at least two months. Note: Grading is on a satisfactory/unsatisfactory basis. Students

must maintain a grade of satisfactory throughout the practicum series.

CED 619A, B
Counseling Fieldwork - Community College
Actual experience applying the skills and knowledge from the program in a community college setting. Requires a minimum of 150 clock hours of supervised practice to be scheduled over a period of at least two months. Note: Grading is on a satisfactory/ unsatisfactory basis. Students must maintain a grade of satisfactory throughout the practicum series. This course does not qualify for the PPS School Counseling practicum.

CED 620
Fieldwork Seminar in School Counseling
(3 quarter units)
A seminar that students take concurrently with the CED fieldwork (CED 616, CED 617, CED 618). In this seminar, students interact with the professor and other practicum students regarding cases and situations in their fieldwork. Students integrate learning from previous courses, develop self-assessment and peer supervision skills, practice case presentation and analysis and improve written and oral communication. Includes exposure to trends that affect the work of school counselors and career advisement.

CI – Curriculum and Instruction

CI 604
Global Perspectives in Curriculum
A basic foundation in the development and implementation of global programs and activities. Includes an overview of the purpose, scope and approaches to global education and demonstrates how teachers can use current electronic communication technology to globalize existing curriculum and instructional materials.

CI 606
Issues and Trends in Curriculum
Examines current curriculum practices from the point of view of an interdependent paradigm of global concerns, local needs and the development of the individual in a complex society. Curriculum is responsive to current issues in education and society, rather than of predetermined content.

CJ – Criminal Justice

CJ 434
Survey of Forensic Sciences
An introduction to the forensic sciences. Includes topics such as forensic photography, firearms and tool mark identification, the examination of questioned documents, hair and fiber analysis, serology, instrumental analysis, forensic pathology and odontology and forensic psychology.

CJ 437
The Juvenile Offender
A study of the nature and control of juvenile delinquency. Examines patterns of delinquent behavior, factors of causation, juvenile law and the juvenile justice system. Students also learn policies and procedures in treatment and prevention.

CJ 438
Organized Crime
A study of the structure, operation and effects of organized crime in society with a focus on illegal gambling, loan sharking, labor racketeering, fencing, cargo theft and the "black market." Also covers law enforcement strategies for control and interaction of "underworld" interests with legitimate economic and political institutions.

CJ 440
Corrections
An introduction to the field of corrections and the corrections continuum. Topics include contemporary theories of punishment, corrections

and rehabilitation, local, state, federal and military confinement facilities and community alternatives to incarceration.

CJ 443
Current Issues in Law Enforcement
Using a seminar approach, this course focuses on current specific problems and issues within the law enforcement community. Topics may include police morale, the retention of sworn personnel and future trends in law enforcement.

CJ 444
Analysis of Criminal Behavior
An inquiry into motivational factors involved in criminal behavior. Reviews current psychological theories, criminal profiles and crime analyses. Specific crimes to be addressed include robbery, burglary, arson, sex crimes and murder.

CJ 446
Criminal Justice Management and Leadership
An analysis of the organization and management of criminal justice agencies. Discusses principles of supervision and motivation of personnel, management problems and solutions, decision-making and administration of policies and procedures.

CJ 448
Violence and Society
An exploration of methods, patterns and meanings of individual and collective violence. Focuses on gangs, terrorists and the assaultive individual. Students analyze the causes of violence, attitudes toward violence and methods of controlling violence as well as the impact of gun control.

CJ 449
Research Methods
An introduction to conducting research in criminal justice-related fields. Students learn how to identify current problems in criminal justice, develop a practical research question, formulate hypotheses, identify appropriate resources to answer the research question and describe an appropriate research method to answer the research question.

CJ 450
White Collar Crime
An examination of criminal activity in business and corporate enterprises focusing on computer-related crime, fraud, swindles, chiseling, bribery, kickbacks and corporate crime. Students analyze causes, detection, investigative techniques and social impact and review specific cases and methods of response.

CJ 451
Court Systems and the Judicial Process
A study of concepts and theories regarding the utilization, organization and management of the judicial process. Critically reviews the issues of fair trial, speedy trial, free press, calendar control, judicial responsibility and new technology. Students analyze the roles of the legal actors, problems of lower, trial and appellate courts and the distribution of judicial powers.

CJ 452
Criminal Law and Procedure
A survey of jurisprudential philosophy and case study of common law and statutory crimes. Discusses historical development, theory, principles and functions of criminal law. Also covers elements of due process, rule of law and the role of the constitution in protecting rights.

CJ 456
Criminal Evidence
A study of the elements of criminal law as applied to various theories of criminal evidence to enhance understanding of the various issues facing prosecutors, criminal justice practitioners and law enforcement agents. This course will explore the application of evidentiary issues and its relationship to investigations and criminal conduct.

CJ 460
Principles of Investigation
An introduction to the practices and procedures involved in conducting civil and criminal investigations. Topics include learning about crimes and their elements, modus operandi, major goals of investigations, primary functions and responsibilities of investigating officers / agents and the investigator's relationship with other individuals and agencies involved in an investigation.

CJ 465
Practicum in Criminal Justice
(1.5-9 quarter units)
(Satisfactory / Unsatisfactory)
A practicum designed for students seeking field experience in law enforcement. Students receive academic guidance from criminal justice faculty and supervision at the field placement site. Typically, the practicum requires students to work a minimum of 100-150 hours under supervision. At the completion of the practicum, students are required to write an in-depth research paper about their experiences during their placements with coordination and support from their faculty advisor and field supervisor. Units are arranged and determined based on assignment and number of hours prearranged at the placement site. Students are evaluated on a satisfactory / unsatisfactory basis by the faculty and placement supervisor.

CJ 470
Supervised Criminal Justice Senior Project
Supervised senior project undertaken by students of criminal justice when they have completed all core courses in the program. Coordinated by full-time faculty and chaired by a criminal justice faculty member chosen by the student from previous courses taken within the program. Students select a committee and a viable topic in criminal justice to research and then meet with a committee member once a week for two months. Upon completion, students present their project to the committee, other faculty and peers in an open forum. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below). Accelerated study is not permitted with CJ 470. CJ 470 is two months in length. Students who do not complete the Senior Project within the two-month period are eligible, at the discretion of the instructor, to receive a grade of "K" with a maximum of a one-time, six-month extension. Students who do not complete the project at the end of the extension period will need to retake CJ 470. No grade of "I" can be given for this course.

CJ 490
Guided Study
(1.5-9 quarter units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

CLD – Cross-cultural, Language and Academic Development (CLAD)

CLD 627
Methodology for Cross-Cultural Instruction
(CLAD Certificate Course only)
(Prerequisites: Possession of a credential approved by the California Commission on Teacher TED 621A or TED 623)
An examination of content-area instruction for English language learners. Covers strategies that foster English Language Development (ELD) lesson development, adaptation, and delivery. Also covers Specially Designed Academic Instruction in English (SDAIE) and "instructional scaffolds" as well as "instructional conversations" to support ELD.

COM – Communications

COM 100
Introduction to Communications
CAN: JOUR 4; IGETC: 4
An examination of the cultural, linguistic and institutional factors that shape even the most everyday communications. Through readings and course projects, introduces students to semiology, rhetorical analysis and mass media theory.

COM 200
Effective Communication
CAN: SPCH 4; IGETC: 1C
An introduction to the principles and practices of spoken communication, with special emphasis on the skills needed to communicate effectively in the workplace. Topics include platform techniques, interpersonal communication strategies, cross-cultural approaches and small group methods.

COM 351B
Editing
An intensive introduction to the practices of professional editing for various print media. Examines the full range of the editor's responsibilities, from guarding against libel to correcting grammar and improving style and readability. Through readings and class discussion, focuses on the social and ethical responsibilities of the mass media in a pluralistic society.

COM 351C
Graphic Design
A hands-on introduction to the principles and techniques of graphic design for the print media, including newspapers, books, magazines and advertising and public relations copy. Working with their own texts and images as well as exercise materials, students explore typography, layout, design and production requirements.

COM 360
Representation and Diversity in the Media
(Prerequisites: ENG 100/101)
An exploration of the ways in which popular media represents our diverse and dynamic culture. Focuses particularly on images and narratives of race and gender on television, in the movies and in popular culture. Also examines the cultural forces that influence how such representations are produced and perceived, their political and behavioral consequences and various methods for analyzing and critiquing popular media.

COM 380
Democracy in the Information Age +
(Prerequisites: ENG 100/101)
A critical examination of the distribution of information and power in modern democracies. Covers the various theories of democratic participation and media responsibility and how they are measured against contemporary practices around the world. Explores the effect of such developments as television "news," popular access to video and electronic technologies and global electronic network on contemporary political and cultural discourse.

COM 385
Tale, Text and Hypertext
(Prerequisites: ENG 100/101)
An introduction to the range of theories analyzing the evolution of linguistic communication technologies, from oral to written to computer-based. Examines the consequences of these developments for culture, literature, science, politics, pedagogy and literacy. Pays particular attention to the uses and effects of networked texts and hypertexts. Includes a project where students prepare hypertexts that can be "published" on the Internet.

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Course Descriptions

COM 422
Technical Writing and Presentation
(Prerequisite: ENG 334A)
An advanced workshop for technical writers, that applies the principles covered in COM 200 and ENG 334A specifically to technical presentations for non-technical audiences. Focuses on writing styles appropriate for user manuals as well as oral presentations and offers training in platform skills, audio-visual techniques and other strategies needed to make technical information understood by business managers, end-users and the public.

COM 453
Netcasting on the Web
(Prerequisite: COM 452)
An introduction to the basic techniques of and emerging aesthetic values used in the design of netcast Web sites. Covers the evolving standards of netcast

COM 460
Media Ethics and the Law
(Prerequisites: ENG 100/101)
An advanced examination of issues of libel, slander, confidentiality, objectivity and impartiality for media professionals. Emphasizes the practical impact of the First Amendment on the communications field today and the possible consequences of the continuing debates over its interpretation. Highly recommended for those in or entering positions of responsibility in news, advertising and public relations organizations.

COM 490
Independent Study
(1.5-4.5 quarter units)
(Prerequisite: Approval of Instructor and Department Chair)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

COM 495
Internship in the Media
(Prerequisite: COM 420 and approval of Instructor and Department Chair)
An internship that places selected students into professional media environments for fieldwork under the guidance and supervision of individual faculty members. Qualified students at or near the end of their studies gain exposure to professional communications projects and an opportunity to network in their professional fields. Enrollment in this class is restricted and requires the permission of the department chair.

CS – Computer Science

CS 421A
Compiler Design
(Prerequisite: CST 335)
An introduction to theory of programming language processors focusing on lexical analysis, syntax analysis and compile-time mechanics, including code generation and optimization, execution of interpretive representations and management of data structures.

CS 422C
Principles of Database Design
A survey of principles, structure, analysis and techniques of database design and implementation. Topics include physical and logical design, normalization, database models, security and integrity.

CS 425A
Computer Science Laboratory I
(Prerequisite: All the computer science course requirements with a GPA of 2.5)
A study of the software development life cycle. Emphasizes logical organization of system and communicating design through documentation suitable for generating a concrete implementation.

Students construct an original project with practical applications applying software engineering concepts. This project includes program specifications, test plans and user documentation. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

CS 425B
Computer Science Laboratory II
(Prerequisite: CS 425A)
A continuation of the student project. Student teams complete the internal specification and test plan in this course. Grading is by H (for Honors, B or better work), S (for Marginal, C level work) or U (Unsatisfactory, D or below).

CS 425C
Computer Science Laboratory III
(Prerequisite: CS 425B)
A continuation of the student project. Student teams complete the project in this phase. The project is coded, module-tested, system-tested and all documentation is completed. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

CS 610
Mathematical Foundations
A study of mathematical models of computation and theoretical foundations of computer science. Proof techniques, automata theory, Chomsky hierarchy, decidability and computational complexity are emphasized.

CS 630
Operating Systems
A study of relation between architectures and system software. Topics include process and memory management issues, multiprogramming, timesharing, multiprocessing, inter-process communication, synchronization, distributed systems and real time systems. Resource allocation, computer security and related problems are considered. Scope and limitations of current Operating Systems.

CS 640
Database Systems
Design and implementation of database and knowledge based systems are studied using various data models, principles, structures, analysis and modern techniques. Topics include physical and logical design, normalization, security, integrity and models such as relational, entity-relationship, object oriented and semi-structured models. Scope and limitations of current database models.

CS 650
Programming Languages
(Prerequisite: CS 610 or permission of the instructor)
A study of programming language syntax, semantics and pragmatics. Principles of data types and structures are discussed. Programming language design and implementation issues are emphasized Scope and limitations of programming language theories will be studied.

CS 655
Compilers and Interpreters
(Prerequisite: CS 610 or permission of the instructor.)
A study of design and development of programming language translators. Study of lexical analysis, syntax, semantics, code generation and optimization. Scope and limitations of compiler theories will be studied.

CS 660
Artificial Intelligence
(Prerequisite: CS 610 or permission of the instructor)
A study of problem solving using modern artificial intelligence techniques. Examines the role of knowledge in problem solving. Concepts such as agents, search, production systems and natural

language communication are studied. Experimental artificial intelligence systems are developed. Scope and limitations of artificial intelligence theories will be studied.

CS 670
User Interface Engineering
(Prerequisite: CS 610, SE 620, CS 630, CS 650 or permission of the instructor)
A study of techniques in design and implementation of user interfaces. Emphasis will be on effective human computer interaction strategies that meet human cognitive capabilities and organizational practices and processes. .

CS 686
Computer Science Project I
(Prerequisite: Completion of all MSCS core courses or permission of the instructor)
A study of the software development practices. Emphasizes logical organization of system and communicating design through documentation suitable for generating a concrete implementation. Students construct an original project with practical applications utilizing software engineering concepts. This project includes requirements engineering, design, test plans and user documentation. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work), or "U" (Unsatisfactory, "D" or below).

CS 687
Computer Science Project II
(Prerequisite: CS 686)
A continuation of the student project. Student teams complete the project in this phase. The project is coded, module-tested, system-tested and all documentation is completed. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work), or "U" (Unsatisfactory, "D"D or below).

CST – Computer Sciences and Technology

CST 205
Computer Applications I
CAN: BUS 6
An introduction to the use of microcomputers with the emphasis on word processing, spreadsheets, presentation and Internet browser software in the Windows operating system environment. This course offers a foundation for efficient use of microcomputer software in the business and educational environments.

CST 206B
Discrete Structures and Logic Design
CAN: CSCI 26
(Prerequisite: MTH 215) (Cross-listed with MTH 325)
A theoretical foundation for computer science, including sets, counting techniques, functions, relations, ordering and equivalences, propositional logic, Boolean algebra and graph theory with application to trees.

CST 208B
Calculus for Computer Science
CAN: MTH 18
(Prerequisite: MTH 215) (Cross-listed with MTH 220)
Differential and integral calculus of one variable with applications. Topics include: origin and structure of the derivative, derivatives from first principles, standard differentiation including chain rule, exponential and log forms, graphing with derivatives, origin and structure of anti-derivative, indefinite integral, standard integration including substitution and parts, rectangle rule and numeric integration.

CST 242
Introduction to Programming Concepts and Methods
CAN: CSCI 16
An introduction to modern programming design techniques. Examines problem decomposition, modern programming paradigms and methods.Emphasizes design methodologies, modular programming, software independence, abstract data types and fundamental control structures.

CST 317
Programming in C++
CAN: CSCI 18
(Prerequisite: CST 242 or verifiable programming experience and permission of the instructor)
A developmental course in programming using the C++ language, including syntax and methodologies, program development, debugging functions, arrays structures and pointers.

CST 330C
Object Oriented Programming in C++
(Prerequisite: CST 317)
An introduction to the object-oriented programming (OOP) paradigm and advanced techniques of the C++ language. Provides an overview of object-oriented problem solving as well as OOP concepts such as abstract data types and classes, type hierarchies (subclasses), inheritance and polymorphism.

CST 335
Data Structures and Algorithms
(Prerequisite: CST 330C)
An overview of data structure concepts, arrays, stack, queues, trees and graphs. Discusses various implementations of these data objects, programming styles and run-time representations. Also examines algorithms, graphics, algorithmic analysis and implementation of advanced data structures primarily utilizing C++.

CST 341
Introduction to Computer Architecture
(Prerequisite: CST 206B or permission of the instructor)
A survey of modern digital computing.

CST 342
Computer Architecture
(Prerequisite: CST 341)
An examination of advanced hardware design, analysis and programming with emphasis on the structure and function of the computer.

CST 350
Computer Ethics
An analysis of the values, ethics and ideologies in computing and their applications to current issues in computer industry within the contemporary socio-cultural setting. Focuses on ethical decision-making in computing matters. Through lectures, case study, debate and readings, students are helped to develop an ethical outlook on a wide variety of workplace issues in computing.

CST 400
Operating System Theory and Design
(Prerequisite: CST 330C)
An introduction to operating system concepts including implementation, processes, deadlocks, communication, multi-processing, multilevel memory management, file systems, protection, resource allocation and scheduling.

CST 423
Graphic User Interface Design
(Prerequisite: CST 317)
A study of the fundamental techniques used in creating and manipulating computer images. Demonstrates the practical use of theories through several computer graphic applications projects.

CST 427
Programming in Java
(Prerequisite: CST 335)
Development of Java applications using control structures, graphical user interface components and multimedia applications.

CST 430
Programming Languages
(Prerequisites: CST 330C, CST 440)
A comparative study of programming languages. Syntax, semantics and pragmatics are considered. Language features that support software engineering are emphasized. Recent trends in programming language design and type theories are studied.

CST 440
Advanced Programming in Java
(Prerequisite: CST 427)
A treatment of advanced programming techniques in Java using abstraction, encapsulation and inheritance. Development of applets and applications using client server technology, multithreading, event-driven programming techniques and multimedia.

CST 450
Artificial Intelligence
An introduction to problem solving using modern artificial intelligence techniques. Examines the role of heuristics in problem solving. Concepts such as agents, production systems and natural language communication are studied. Experimental artificial intelligence systems are developed.

CST 452
Human-Computer Interaction
(Prerequisite: CST 428)
An introduction to human-computer interaction models. A study of the techniques used in human-computer interface systems. Graphical User Interface systems and natural language processing will be considered.

EB – Electronic Business

EB 620
Principles of Electronic Business
Introduction and overview of Internet enabled business transactions from a managerial perspective. The course serves as foundation for the E-Business program and addresses E-Business strategies, Cyberlaw, Internet marketing, Internet infrastructure and security, E-Business applications and highly relevant emerging Internet business models.

EB 621
E-Strategies and Business Models
(Prerequisite: EB 620)
This course provides an in-depth analysis of Internet Business Models and E-Business Strategies. The course enables students to analyze the value and components of E-Business Models and the concept of strategic planning within the context of E-Business.

EB 622
E-Business Systems Development
(Prerequisite: EB 620, EB 622)
The course discusses the business and computing issues and activities essential to developing successful e-Business systems from a combination of user, business and computing viewpoints to identify the range of commerce and computing issues that need to be resolved together to ensure a successful result. The course provides ample guidance on applying this approach within organizations.

EB 623
Advanced Web Design
(Prerequisite: EB 620, EB 622)
This course introduces current principles of

Internet Application Development beyond visually appealing user-interfaces. Specific design concepts will be applied to an advanced web-design or web-conceptualization during a class project. The course focuses on the principles of HTML, JAVA and XML application programming. Practical exercises will be conducted throughout the course.

EB 624
Internet Marketing
(Prerequisite: EB 620)
The course represents an in-depth analysis of marketing and advertising components of E-Business, strategic marketing decisions in the digital age and a study of successful marketing models. During the course, students create a strategic marketing plan for an Internet business.

EB 625
Electronic Payment Systems and Internet Security
(Prerequisite: EB 620)
The course introduces the various concepts of digital money and alternative electronic payment systems. Students explore the role of the banking system and the global monetary system from a managerial perspective. The course includes studies of security methods and systems including access control, firewalls, encryption, public key infrastructure, digital signatures, authentication and non-repudiation.

EB 635
E-Logistic and Supply-Chain-Management
(Prerequisite: EB 620)
The course offers a thorough introduction to private and public E-Marketplaces, demand chain structures and Supply Chain Management, procurement and fulfillment. Student will explore the associated digital infrastructure from an E-Business perspective. A special focus will be on current industry applications in this field. The course will offer processes and strategies for evaluation, design and implementation of those highly complex applications.

EB 638
E-Business Information and Knowledge Systems
(Prerequisite: EB 620)
The course introduces the data-information-knowledge-intelligence chain and its relevance to E-Business profitability and growth. It includes a study of the role and deployment of data models, database systems, data warehouses and business intelligence.

EB 640
Emerging Communication Technologies in E-Business
(Prerequisite: EB 620)
The course provides a study of telecommunications networks that support the digital global economy and E-Business. Networks are evaluated as enablers of strategy, growth and financial success. The course will also examine the impact of wireless communications and other emergent technologies on business management, operations and planning.

EB 650A
Master's Research Project I
(Prerequisite: Completion of all program core course requirements with a GPA of 3.0 or better.)
This course is the first part of the master's research project. It focuses on the research and selection of an appropriate topic on one of the research or applications of electronic business. Students develop the project in a three- to five-member group and utilize skills previously acquired in their respective core curriculum. This is a regular one-month course. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

Course Descriptions

EB 650B
Master's Research Project II
(Prerequisite: EB 650A)
A continuation of EB 650A. Students develop the project in a three- to five-member group. Students complete a detailed analysis and design of the project within the first two weeks of the course. After completing the project, students formally present their final product to a review panel for evaluation and grading. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

EB 656
Cyberlaw and E-Legal Issues
(Prerequisite: EB 620)
The course focuses on the global level and regulatory framework in which E-Business operates. It provides a study of current and proposed laws and regulations and their impact on E-Business. Emphasis is put on current legal issues relevant to start and operate various E-Businesses. Further emphasis lies on legal case studies from a business prospective.

ECO – Economics

ECO 200
Principles of Macroeconomics
CAN: ECON 2; IGETC: 4B
This course is an examination of the scope and method of economic analysis. It includes economic resources, monetary system, income determination, and economic growth and stability.

ECO 201
Principles of Microeconomics
CAN: ECON 4; IGETC: 4B
(Prerequisite: ECO 200)
A study of price systems and market Structures, this course includes public policy, income distribution, the theory of the firm, forms of competition, and efficient resource allocation.

ECO 490
Guided Study
This is individual study under direction of the instructor. It requires prior approval of appropriate academic department.

ECO 607
Economics for Managerial Decision-Making
(Prerequisite: ECO 201)
An overview of the fundamental concepts in microeconomics as they apply to managers in a global environment, this course covers the use of quantitative and computer applications to determine optimal levels of output, resource usage and capacity planning, application of appropriate decision-making models, and mathematical tools for optimal business decisions.

ECO 630
Global Economic Geography
(Prerequisite: ECO 201)
A survey of the global economy, this course Examines how organizations identifying and inventorying resources in terms of manpower (demographics), industrial organization and development, sources of raw materials, and the current means of connectivity (*e.g.*, language as well as telecommunication and transportation infrastructures). It includes exposure to various sources of global economic information, such as the "Country and Industry Report," U.S. government reports, online computer information, and various private sources such as banks and credit card bureaus. Students compile reports that focus on country, region, and industry analysis of opportunity and prospects.

ECO 631
Global Trade Policy and Procedure
(Prerequisite: ECO 630)
An examination of the development and current status of U.S. and foreign trade policies and procedures, this course focuses on GATT, NAFTA, European Integration, and other emerging regional trading blocks. Examines the impact of trade and foreign operations caused by national and regional antitrust laws. It surveys the procedures necessary for government approval of importing and exporting, including the legal options available to facilitate and overcome difficulties and disputes in foreign trade.

ED – Education

ED 502
Health Education Across the Curriculum
An exploration of the new California state framework for health education. Provides an integrated curricula approach to health by infusing the components of nutrition, sexually-transmitted diseases and substance abuse (including alcohol, drugs, tobacco and narcotics) into the general curriculum. Emphasizes promoting an overall healthy life style that encourages life-long practices in students. Satisfies the CTC requirements for a clear credential. Does not grant graduate credit and cannot be used as an elective in a graduate program.

ED 601A
Dynamics of Strategic Issues Management
Focuses on the process of change. Enables administrators to identify the current and emerging needs of society and their implications for schooling. Emphasizes providing instructional leadership within the educational setting as a way to meet those needs. Incorporates the use of theoretical and research based knowledge of instruction and evaluation into practical applications. Explores a variety of change strategy methods to analyze processes for developing, implementing and evaluating school priorities as well as goals and objectives. Candidates reflect upon and discuss the ethical dimensions and information of the valid assumptions raised in the course.

ED 602A
Analysis and Development of Public Policy
Emphasizes educational policy from a micro- and macro-perspective. Examines the relationships between education and the economy, between education and political/government structure and between special interest groups and the outcomes of educational institutions. Candidates engage in activities designed to enable them to become meaningful contributors to public policy development. Takes into account the most current developments in relevant educational law in relationship to their impact on public policy. Candidates reflect upon and discuss the ethical dimensions and ramifications of the issues raised in the course.

ED 603A
Organizational and Cultural Environment
Examines two significant facets of the educational process. First is an advanced understanding of organizational theory and its application to public education. Second is the relationship of socioeconomic and cultural factors to the instructional needs of students with particular sensitivity to gender, ethnic and religious issues as they relate to administrative style and leadership. Emphasizes the immediate community and school cultures as well as building teamwork for collaborative planning. Candidates reflect upon and discuss the ethical dimensions of the valid assumptions raised in the course.

ED 604A
Management of Information Systems and Human and Fiscal Resources
A study of a variety of methods of collecting data and using it to develop personnel and fiscal plans for managing a school and/or district effectively. Explores the relationships of human resource needs and fiscal resources and other organizational constraints on achieving instructional objectives. Examines the role of technology in managing human and fiscal resources. Candidates reflect upon and discuss the ethical dimensions and ramifications of the issues raised in the course.

ED 605A
Induction Seminar
Initial course in the professional administrative services credential program. Students meet in a group setting and individually with the instructor. Focuses on the development of an individualized professional development plan which guides students' choice of activities and content for the other courses in the program. Candidates are also introduced to the mentoring process and choose mentors for the program. In addition, the course reviews the key competencies of the preliminary administrative services credential; provides an overview of the issues facing administrators in today's schools; and integrates advanced knowledge regarding business, the superintendence, facilities and technology into contemporary school administration. Note: Grading is on a satisfactory/unsatisfactory basis.

ED 605B
Assessment Seminar
Capstone course for the professional administrative services credential program. It is a summative experience that is conducted in group and individualized settings. Reviews the project designed in the induction seminar. Students present projects developed throughout the program and integrate course work into the context of contemporary problem-solving administrative work. Emphasizes the application of knowledge and experience gained in the program to the future challenges facing educators. Note: Grading is on a satisfactory/unsatisfactory basis.

ED 606A and ED 606B
Individual Guided Study
Individualized courses that enhance candidates' skills in school administration. Options include direct instruction, advanced field experience, or in-service training offered by a variety of approved institutions. Students can waive these courses by completing 120 clock hours of approved non-University work, such as CSLA or ACSA programs and presenting evidence to this effect.

ED 614A
Theories, Assessment and Application of Educational Leadership
A survey of theories, principles and concepts related to leadership, administration and management and ways to apply them to the field of education. Emphasizes application and implications for the educational leader/manager.

ED 615A
School-Community Relations in a Diverse Society
An analysis of the various social and political forces that impact effective school-community relations with an emphasis on diversity. Covers methods of implementing educational change by mobilizing community support. Also covers cultural pluralism and its effect on school-community dynamics.

ED 616A
Management of Educational Personnel: Social, Political and Policy Issues
An examination of the total operation of personnel and school management functions and staff development. Provides knowledge and understanding of personnel management and administration, personnel relations, personnel laws and procedures and collective bargaining.

ED 617
Philosophy, Theory and Governance of Educational Leadership
An overview of educational philosophies and theories as they relate to instructional leadership, effective schools and the curriculum. Surveys the history of public education in the United States, the organizational structure of public schools and current issues and trends in public education.

ED 618A
Legal Aspects of Education
An introductory, overview course in educational law designed for those seeking the preliminary administrative services credential. The course focuses on those areas of school law most likely to be used by beginning school administrators.

ED 619A
Financial Aspects of Education
Examines the financial policies and practices used in schools and districts. Emphasizes federal, state and local revenue sources as well as district and school budgeting and financial management procedures.

ED 620A
Seminar in Educational Leadership
Addresses organizational development, the benefits of mobilizing human and fiscal resources, restructuring, creating a school environment that identifies institutional needs for diversity and the administrative tasks uniquely the domain of a vice-principal or principal. Students participate in consensus building and evaluate, analyze and develop new school programs and paradigms originating from the belief that organizations are political systems focusing on the improvement of instruction. Student must complete at least two courses in the preliminary administrative services credential prior to this seminar.

ED 620B
Preliminary Administrative Field Experience
Supervised application of theoretical concepts in practical settings. Candidates complete a portfolio of administrative activities demonstrating competency in those areas of school administration required by the Commission on Teacher Credentialing for awarding of the preliminary administrative services credential. Stresses day-to day administrative functions as well as policy analysis and implementation.

ED 620C
Field Experience
A required field-experience course for candidates who are seeking only the MS in Educational Administration. Concentrates on eight educational categories and functions as an independent study. Note: This course does not meet the requirements for the preliminary administrative services credential in California. Candidates for the credential should take ED 620B. Grading is on a satisfactory/unsatisfactory basis.

ED 624A
Supervision of Instruction: Curricula, Evaluation and Staff Development
An examination of how to improve educational programs in diverse classrooms. A study of human development as it relates to the curriculum. Covers basic concepts of curriculum development and measurement as well as policies of inclusion, examining the effects of culture and cultural contact. Discusses various methods of evaluating instruction and pedagogical approaches as well as interrelationships among curricula, school organization and society. Also discusses administrative skills that promote equal learning opportunities in the classroom, including effective approaches to working with faculty, staff, parents and students who are culturally, ethnically and socio-economically diverse.

ED 670C
Leadership, Technology and Its Applications
An administrative perspective on instructional technology. Surveys methods of using technology to improve administrative functions, funding sources for educational technology, knowledge and sensitivity of cultural pluralism as it impacts technological considerations and legal and ethical issues surrounding educational technology.

ED 690
Guided Study
(1.5-9 quarter units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

ED 694
Thesis
This course is a supervised experience culminating in the completion of a thesis that was designed in IL 680. Maximum length of time is 12 months. Note: Grading is by H (for honors), S (for satisfactory work), or U (unsatisfactory work). Class size 5.

ED 695
Educational Project
(1.5-9 quarter units)
A opportunity for students to gain practical experience in designing, implementing and evaluating programs in an area of interest pertinent to their professional development.

ED 696
Internships
Opportunities to work in disciplines related to students' interests and needs under the supervision of professionals in the field. Students must present internship plans and schedules in written form, specifying objectives and work schedule. Internship programs and supervising professionals must be approved by sponsoring faculty member. Internships are subject to review by the dean of the School of Education and Human Services.

EDT – Educational Technology

EDT 600
Evaluating and Researching Information on the Internet
A comprehensive overview of the research potential of the Internet for teachers in the K-12 classroom environment. Fundamental concepts relating to using the Internet and the World Wide Web for research will include browsers and bookmarks; search engines and Boolean operators; search strategies and electronic research tools; directories and virtual libraries; file transfer protocol (FTP) and software archives; e-mail discussion groups, newsgroups and specialized databases. A special emphasis is placed on designing an interactive classroom project using Web sites and search engines as appropriate learning resources.

EDT 602
Human Learning and Individual Differences
Focuses on the domain of learning and individual differences. Designed as a graduate course, involves extended discussion of the textbook and additional materials. Emphasizes critical reading, analysis and synthesis of the reading material as a means of understanding the interrelationship as well as the impact of individual differences on thinking and learning.

EDT 604
The Effect of Technology on Teaching Methodology
A comprehensive view covering issues facing the K-12 teacher as the role of technology stimulates change in teaching methodology within the classroom. Topics focus on the effect technology has on learning theories; diversity in the classroom, global and interdisciplinary education, learning with hypermedia tools and structures; motivational locus; virtual reality environments; learner-centered environments; planning for instruction; and distance education.

EDT 606
Instructional Systems Design
Explores in depth the components of the instructional development process, focusing on design issues: needs analysis, classification of learning tasks, selection of instructional strategies and tactics and construction of prototypes. Students practice the design of effective and appealing instruction based on principles from instructional theory.

EDT 608
Computer-Based Technology in the Classroom
(Formerly ED 670A)
A comprehensive overview of the use of computer-based technology in the educational environment and integration of computer-based applications into instruction in the classroom. Includes study and hands-on experience of such topics as the computer as a tool, tutor and tutee. Addresses the impact of the different computer modalities used in education, terminology, classroom technology management, introduction to the Internet and integration issues of educational technology. Also includes hands-on practice of productivity tools for word processing, spreadsheet and database management.

EDT 610
Technology-Supported Global Learning
(Prerequisite: EDT 608)
A survey of theories and applications of telecommunications methodologies and effective networking schemes for use in the educational environment. Focuses on the design of network-based distance education systems. Covers hands-on experience in Web page design authoring tools and video conferencing technology.

EDT 612
Curriculum Design and Research Using Technology
A comprehensive course providing the student with information about using Internet resources when designing curriculum, productivity software and data collection tools, Internet resource citing, technology trends in learning environments, Internet resources for exceptional children, professional development skills and popular uses for technology in various subject areas.

EDT 620
Instructional Media and Technology in the K-12 Classroom
A comprehensive view of instructional media and technologies for developing learning environments in the K-12 classroom. The course is divided into the following areas: media and instruction, systematic planning for media use, visual principles, projected media, non-projected media, audio, video, computer-based multimedia, computer networks and distance education, process technologies and schools of the future.

EDT 630
Using the Internet to Enhance K-12 Learning Environments
A comprehensive view of the multiple facets of the Internet as a tool for communication, inquiry and construction in the K-12 classroom. The topic areas for this course focus on how the Internet relates to authentic activity in the classroom, lesson-based Web projects, copyright laws, chat sessions, school servers, firewalls, virtual learning communities and future uses of the Internet.

EDT 640
Network System Design and Funding Strategies
An examination of the theory and application of effective networking schemes for use in the educational environment. Studies local- (LAN) and wide-area (WAN) networking methodologies, as well as practical methods for designing an effective school computer lab. Additional topics include technology grants and small networking systems.

Course Descriptions

EDT 650
Presentation Technologies
An overview of the presentation technologies used in the professional educational or instructional environment. Focuses on increasing the effectiveness of presentation skills with technology. Examines the media production process as well as the theory behind why and how presentation technology improves student learning and outcomes.

EDT 655
Issues and Trends in Educational Technology
(Prerequisite: EDT 608 and students must have access to Internet e-mail either through National University or another server.)
A survey of a wide range of state-of-the-art issues and trends that have an impact on the field of educational technology at local, state, national and international levels. Also addresses the basic principles of professional behavior and ethics with respect to students, peers, administrators and teachers from other disciplines, as well as parents and families.

EDT 660
Multimedia and Interactive Technologies
An overview of the use of multimedia and interactive technologies in educational and/or training environments. Focuses on the design and production of multimedia products and emphasizes the appropriate application of learning theories to the designing process. Also addresses the criteria for good design principles, utilization of authoring systems, image scanning and editing, video and sound digitization.

EDT 661
Desktop Publishing in the Educational Environment
An analysis of desktop publishing design and theory for educators and instructional designers. Students study the theory and practice of well-designed pieces that can be used effectively in the educational environment. Focuses on ways to design materials that can effectively enhance public relations and the "image" of the school or institution, as well as that of the classroom teacher.

EDT 662
Enhancing Human Performance Through Technology
A comprehensive survey of electronic communication and distance learning technology applications specifically designed for professionals involved in the development, delivery, management and evaluation of adult education-related programs and services. Includes skill-building activities in the use of technology to create participant databases, maintain program records, monitor program budgets, improve the quality of instruction, enhance student learning and motivation, expand access to relevant information and increase the participation of adult learners.

EDT 694
Thesis
This course is a supervised experience culminating in the completion of a thesis that was designed in IL 680. Maximum length of time is 12 months. Note: Grading is by H (for honors), S (for satisfactory work), or U (unsatisfactory work). Class size 5.

ENE – Environmental Engineering

ENE 601
Environmental Engineering Laboratory
(Prerequisites SCI101 or SCI101A)
This course is dedicated to exploring the contemporary Environmental Engineering experience. An in-depth study of standard methods for analysis of water and wastewater, sampling techniques and preservation of samples, and interpretation of analytical data related to biosolids, nitrogen and phosphorous treatments. Through lectures, demonstrations, readings, student will also learn the strategic role of the environmental lab in the modern workplace.

ENE 602
Environmental Microbiology and Biological Treatment
(Prerequisites SCI330 or SCI335)
This course provides a comprehensive introduction to the design, analysis and implementation of microbiology and biological treatment. There is strong emphasis on biology of microorganisms and general bacteriology, microbiology of aerobic and anaerobic bacteria as well as physical and chemical properties of water.

ENE 603
Unit Processes of Environmental Engineering
(Prerequisites MS 205 or CST208A)
This course emphasizes the application of physical and chemical methods applied for water and wastewater treatment, filtration and sedimentation, options, absorption, ion exchange, aeration, softening and disinfecting as combined with review of atmospheric science aspects such as water, air and soil.

ENE 604
Engineering Aspects of Environmental Engineering Quality Control
This course introduces application of environmental science and engineering toward remediation of environmental pollution, analysis of water, air and land pollution, including hazardous waste and engineering of mitigation measures as well as water and wastewater pollution prevention. It addresses the current pollution prevention procedures outlined by the EPA for industry that include source reduction, recycling/reuse treatment, ultimate disposal and combinations of these preventive measures.

ENE 605
Foundation of Air Pollution Engineering and Equipment Design
This course provides an overview of the field of air quality management with an emphasis on the sources of air pollution and how they affect the environment, including the effects on humankind, plants and animals. Students will study federal, state and local regulatory requirements and air pollution law, including the California and federal clean air acts, ambient air quality standards and government policies on pollution prevention. This course includes an introduction to air pollution meteorology, climatology, chemistry, atmospheric pollutants, air quality and emissions assessment, control of emissions from stationary sources, prevention and control measures and design.

ENE 606
Principles of Water and Wastewater Engineering and Treatment
(Prerequisites MS 205 or CST208A)
This course focuses on the concept of water quality standards, physical, chemical and biological treatment processes of water and wastewater; transportation, storage and distribution of water systems; wastewater collection; sanitary sewers and Governmental Regulatory Water Act; storm drain and advanced water and wastewater treatment. Effect of Federal Regulation on water treatment plant design, design and application of potable water and wastewater systems, chemical conditioning for water softening and corrosion control.

ENE 607
Toxic and Hazardous Waste Remediation Analysis and Solid Waste Recovery
(Prerequisites SCI101 or SCI101A)
The intent of this course is to give students an understanding of solid waste; its characterization, production, storage, collection and transportation. The student will also review statutes and regulations for the management of hazardous material/waste; its identification, transportation, monitoring, storage, minimization, treatment and disposal. This course introduces and explores Toxicology from multiple functional levels, measuring toxicity and assessing risk, respiratory toxicology, ecological toxicology and toxic wastes and remediation technologies. Statuary and regulatory basis for toxic and hazardous waste remediation, identification, transportation, monitoring, storage, treatment and disposal.

ENE 608
Site Assessment and Environmental Remediation Methodologies
(Prerequisites SCI330 or SCI335)
This course introduces the issues relevant to the investigation and management of contaminated sites, emphasizing problem diagnosis/characterization and the development of site restoration/corrective action clean up programs. This includes methods for the development site restoration tasks, methods for evaluating the progress of corrective action programs and application of risk assessment methods as a decision-making tool. The focus of this course is to synthesize technically sound principles and techniques that can be applied globally to contaminated sites in different regions of the world.

ENE 609A
Applied Research Project #1
(Prerequisites: Completion of all program core course requirements with a GPA of 3.0 or better.)
This course is the first part of the master's research project. It focuses on the research and selection of an appropriate topic on one of the research or applications of environmental engineering. Students develop the project and utilize skills previously acquired in their respective core curriculum. This is a regular one-month course. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

ENE 609B
Applied Research Project #2
(Prerequisites: ENE 609A)
This is a continuation of ENE 609A. Students complete a detailed analysis and design of the project. This course is a two-month, one session per week course. After completing the project, students formally present their final product to a review panel for evaluation and grading. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

ENG – English

ENG 100
Effective College English I
CAN: ENGL 1
(3 quarter units) (45 class hours of instruction)
(Prerequisite: Satisfactory performance on Accuplacer)
The first of a two-course sequence designed to provide incoming students with the expository and argumentative writing and critical thinking skills required for college course work. Emphasizing essay-length compositions, the course covers critical reading and analysis, thesis formation and essay organization and basic research and revision techniques.
ENG 100+ENG 101=CAN: ENGL 2; IGETC: 1A

ENG 101
Effective College English II
CAN: ENGL 3
(3 quarter units) (45 class hours of instruction)
(Prerequisite: ENG 100)
The second of a two-course sequence designed to provide incoming students with expository and argumentative writing skills.
ENG 100+ENG 101+ENG 240=CAN: ENGL SEQ A

ENG 240
Advanced Composition
CAN: ENGL 4; IGETC: 1A
(Prerequisites: ENG 100/101)
An advanced course in expository and argumentative writing that continues the work of Effective College English. While Effective College English I and II focuses on essay formulation and research, Advanced Composition emphasizes textual analysis. Students continue to practice the construction of arguments based on analytical reasoning, critical thinking and research skills.

ENG 300
English Practicum and Portfolio
A practicum that exposes students to a variety of experiences in English and language classrooms. Through such experience, students are able to analyze the importance of their academic studies in literature, composition, language and linguistics. Students observe a full range of activities common to English classrooms in public middle schools or high schools. In addition, the course gives instruction in the requirements of the English portfolio. Grading is on a Satisfactory/Unsatisfactory basis.

ENG 333
Written Business Communication
(Prerequisites: ENG 100/101)
A continuation of the kinds of expository writing that began in ENG 100/101. This more advanced course stresses applications and models in business communications: letters, memos, sales, research and marketing reports. (Note: This course is NOT prerequisite to the business communication emphasis within the Communications major. All Communications students must complete COM 320.)

ENG 334A
Technical Writing
(Prerequisites: ENG 100/101)
A workshop to help students whose careers will involve communicating technical information clearly. Students are encouraged to practice on professional models in their own disciplines while learning those attributes common to all effective technical writing.

ENG 350
Fundamentals of Linguistics
IGETC: 4A
(Prerequisites: ENG 100/101)
An introduction to contemporary linguistics. Covers the phonology, morphology and syntax of the English language with an emphasis on language acquisition as related to the developmental stages of childhood. The course is especially designed for students intending to teach elementary school students.

ENG 352
Origins of English
Examines the origins of language both within a person and within culture. Covers language acquisition and the history of the English language through its own developmental stages, including the evolution of standard American English and its major dialect communities.

ENG 365
Creative Writing
CAN: ENGL 6
(Prerequisites: ENG 100/101)
An advanced course for students who want to explore more sophisticated writing genres. The course surveys techniques in writing one or more genres, at the discretion of the instructor: short fiction, drama, poetry and screen writing.

ENG 375
Nature Writing
(Prerequisites: ENG 100/101)
An advanced course for students interested in using writing as a means of exploring the natural world. This course surveys nature writing in its various forms (essays, articles, poetry, journals, etc.) as well as effective nature writing strategies. Examines the ways that individuals, as thinkers and writers, interact with their local and global environments.

ENG 432
Report and Research Paper Writing
(Prerequisites: ENG 100/101)
An advanced, cross-discipline workshop that focuses on the requirements of effective report and research paper writing. Emphasizes effective organization, clear writing, critical thinking, appropriate source citation and both library and Internet research. Introduces students to all of the major citation formats, including MLA, APA, CBE and Chicago Manual. Techniques learned are appropriate to any academic discipline or vocation that requires reports or research papers.

ENG 490
Guided Study
(1.5-4.5 quarter units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

ENG 600
Seminar in Literary Theory
Examines historical and current issues in literary criticism and theory with particular attention to the developments of the last fifty years. Through examination of the historical and theoretical backgrounds of contemporary literary criticism, students learn to identify and evaluate assumptions about how we read and understand literature. The course emphasizes both reading and writing literary criticism in order to develop the vocabulary and skills necessary to participate in scholarly literary debate.

ENG 610
Seminar in Multicultural Literature of North America
Examines the core concepts of race, ethnicity, culture and multiculturalism from the standpoint of recent developments in American literary canon formation. Students will analyze these concepts and trace their application in a variety of American literatures such as Asian American, African American, Latino American and Native American. Students will synthesize current multicultural literary theories with a corpus of significant literary texts.

ENG 620
Seminar in a Literary Period or Movement
An advanced, historically oriented study of a literary period, such as the English Renaissance, or of a movement such as Romanticism or Postmodernism. Variable topic selected by the instructor.

ENG 630
Seminar in Fiction Writing
Students will write and critique each other's original work in the advanced fiction writing workshop. In a workshop-style format, students will explicate and critique how the elements of fiction – details, action, structure, theme, language, setting, rhythm, narration and style – are utilized in published and student-generated works. Through reading and critical analysis, students will further define the genre, examine its many forms and analyze the trends and patterns in literary fiction.

ENG 640
Seminar in Poetry
An advanced study of the history and practice of poetry through an understanding of poetic forms such as the sonnet, villanelle, haiku, ballad, etc. The focus is on defining the genre through close reading of a rich selection of both traditional and contemporary exemplars of the various forms, including free verse.

ENG 650
Seminar in Creative Non-fiction
An advanced study of the forms of creative nonfiction, such as memoir, autobiography, nature writing, literary journalism and the personal essay. Through reading, critical analysis and writing in a workshop-style format, students will further their understanding of the features of creative non-fiction, will strengthen their own writing in all genres and will broaden their understanding of literature and various modes of literary writing.

ENG 660
Seminar in Literary Hypermedia
Examines the history and current practice of literary hypermedia. Through the close reading of primary stand-alone and Web-based hypermedia installations, the course examines hypermedia as a specific literary genre but also contextualizes the practice of hypermedia in relation to work in related fields, such as print media, graphic design, film and performance art. Also examines the historical antecedents to computer-based literary forms, surveying pre-digital experiments in visual-textual hybrids from the Middle Ages to Modernity.

ENG 670
Seminar in Comparative Literary Studies
Examines the history and practice of comparative literary studies. Students analyze literary texts across national and linguistic as well as temporal, literary and disciplinary lines. The course juxtaposes texts and cultural artifacts, both literary and nonliterary, of different cultures, disciplines and genres in a variety of ways in order to develop new perspectives on themes, forms and contexts. The first part focuses on comparisons across languages and cultures; the second part focuses on comparisons across genres and disciplines.

ENG 680
Seminar in a Theme
Study of a literary motif or theme over time and/or across cultures. Variable topic chosen by the instructor. Examples of themes might be: exile and return, human maturation and aging, utopia/distopia, or self-reflexivity in literature.

ENG 690
Seminar in a Major Author
A critical study of the work of a single author, such as Shakespeare, Cervantes, Whitman, Dostoevsky, Neruda, Morrison. Variable topic selected by the instructor. Special attention will be given to biography, culture and literary context.

ENG 699
English Capstone Course
The capstone project will consist of a critical essay or creative project of publishable quality (45 page minimum) that will serve as the Master's thesis. Proposals must be approved by the thesis mentor with whom the degree candidate will be working. Final acceptance is given by the approval of the thesis committee composed of the mentor and two other faculty members. Degree candidates will also select four of their written projects from the M.A. in English program and revise them for submission in their assessment portfolio. Students will take ENG 699 as the last course in the M.A. in English program. Exceptions may be made if the student is within two courses of program completion, with the approval of the program director.

Course Descriptions

ESM – Elementary Subject Matter

ESM 302
Pre-professional Practicum and Liberal Studies Portfolio Project
A pre-professional practicum that acquaints candidates with the activities of the public elementary school teacher and familiarizes candidates with the assessment portfolio. To meet the first objective, students volunteer thirty hours in a public elementary school classroom and attend a school meeting. Candidates analyze, evaluate and compare their field experiences with their peers. To meet the second objective, students plan the production of their assessment portfolio and begin to draft a "Well-Educated Teacher" essay, which is required of the portfolio. (Note: The observation may not be waived. It must be started and finished during the period of enrollment in the class and must take place in a school selected or approved by the instructor. Candidates spend 31.5 hours in observation during school hours; night class meets three times; day class meets four times.) Grading is on a satisfactory/ unsatisfactory basis.

EXC – Special Education

EXC 602A
Field Experience: Special Education
(3 quarter units)
A special education field experience that orients students to all types of exceptionalities and service delivery options in the field of special education. Emphasizes the role of the special education teacher and parent involvement. Students must take the field experience concurrently with their first and second classes. Note: Grading is on a satisfactory/unsatisfactory basis.

EXC 602B
Field Experience: Inclusive Settings
(3 quarter units)
A field experience that orients students to all types of exceptionalities and service delivery options for special needs students served in general education settings. Emphasizes the roles of general education and special education teachers and parent involvement. Students must take the field experience concurrently with their third and fourth classes. Note: Grading is on a satisfactory/unsatisfactory basis.

EXC 602C
Field Experience Seminar
(1.5 quarter units)
Students integrate information they have learned from EXC 602A, EXC 602B and other previous courses, self-assess, improve knowledge and become familiar with contemporary issues and trends impacting the field. Emphasizes professional growth and development. Initiates a professional portfolio. Students must take the seminar concurrently with their fifth class. Note: Grading is on a satisfactory/ unsatisfactory basis.

EXC 604
Exceptionality and Diversity in the Classroom
A survey of the history and definition of special education, theoretical orientations and developmental characteristics of special needs students who manifest various types of disabilities, including mild/moderate and moderate/severe disabilities. Examines the history of racial and ethnic groups in the U.S. In addition to exceptionality, explores cultural and linguistic factors along with issues that impact academic success, critical topics of cross-cultural understanding and awareness, policies of inclusion and the effects of culture and culture contact.

EXC 615
Technology for the Disabled
(Prerequisite: Completion of Generic Core Requirements)
An investigation of the current technologies that can empower disabled individuals to access their total environment throughout life. Focuses on technology applications in the school, home, community and workplace.

EXC 615A
Field Study: Technology for the Disabled
(1.5 quarter units)(Prerequisite: Completion of Generic Core Requirements)
Practical field activities designed to promote and supplement the course goals and outcomes of EXC 615. Students are encouraged to take the field study concurrently with EXC 615. Note: Grading is on a satisfactory/unsatisfactory basis.

EXC 620
Supporting Positive Behavior
An examination of behavioral, psychodynamic, biophysical and environmental theories of behavior management. Emphasizes practical approaches and strategies useful for managing student behavior in educational settings.

EXC 625
Exceptional Children in the Classroom
An examination of four major types of learners: special education, multicultural, gifted/talented and students at risk. Explores how those groups of learners can be best served in general education using effective instructional and behavior management strategies.

EXC 630
Assessment and Instructional Planning for Special Needs Students
An overview of informal assessment, curriculum-based assessment and a variety of diagnostic tests related to academic performance. Provides procedures for developing the IEP and methods for implementing programs to meet the objectives specified in the IEP case study. Note: This course meets one night per week during a two-month period.

EXC 644
Reading Methods for Special Education
(Prerequisite: Completion of Generic Core Requirements)
A survey of theories about teaching reading and the language arts to the disabled student. Discusses various assessment instruments relevant to the language arts, selection and administration of instruments and the interpretation and communication of results. Through the use of case studies, students learn how to develop, implement and evaluate prescriptive plans based on diagnostic procedures. Class will meet one night per week for two months.

EXC 644A
Field Study: Reading and Language Arts Methods for Special Education
(1.5 quarter units) (Prerequisite: Completion of Generic Core Requirements)
Practical field activities designed to promote and supplement the course goals and outcomes of EXC 644. Students are encouraged to take this field study concurrently with EXC 644. Note: Grading is on a satisfactory/unsatisfactory basis. Class will meet the first and last class session of a two-month format.

EXC 650
Consultation and Collaboration for Special Education
A discussion of the spectrum of interpersonal and interactive learning skills required of the special education teacher. Emphasizes counseling with parents to enhance the parent-professional partnership. Stresses the sharing of knowledge and mutual efforts between professionals and parents to meet the special needs of exceptional students.

EXC 655A
Professional Induction Seminar
(3 quarter units)
The first course in the Level II program. An Individual Induction Plan, an action research project, an electronic portfolio and approved non-university professional development activities initiated.

EXC 655B
Exit Seminar
(1.5 quarter units)
The last course in the Level II program. Student presentation of electronic portfolio to University Supervisor and District Support Provider.

EXC 656
Best Practices for Special Needs Students
Development of an understanding of the philosophical, political, legal and fiscal variables that impact contemporary issues, trends and practices in the field of special education. Basic principles of professional behavior with respect to pupils, peers, administrators, teachers, parents, families and community agencies.

EXC 657
Community Resources and Transition
A comprehensive course designed to equip educators with the ability to plan and implement successful transitional life experiences for students with disabilities. Emphasis on collaboration with other educational and community agencies involved in the transition process.

EXC 658
Advanced Specialization in Mild/Moderate Disabilities
An advanced course in skills needed for effective collaboration, curriculum design and modification and assessment processes for students with mild/moderate disabilities.

EXC 659
Advanced Specialization in Moderate/Severe Disabilities
Advanced methodology designed to ensure that candidates are instructional leaders. Effective communication skills and transdisciplinary relationships with families, caregivers and paraprofessionals stressed.

EXC 660
Instruction of Learners with Mild/Moderate Disabilities
(Prerequisite: Completion of Generic Core Program)
Overview of the characteristics of mild/moderate disabilities. Discusses the planning and evaluation of curriculum, methods, techniques, basic strategies, materials and media used for teaching students who manifest mild/moderate disabilities across the content areas. Addresses positive behavior support. Emphasizes learning strategies, study skills, critical-thinking skills, educational assessment, interactive teaming and parent involvement as they relate to IEP development and evaluation of instruction.

EXC 660A
Field Study: Instruction of Learners with Mild/Moderate Disabilities
(1.5 quarter units)
(Prerequisite: Generic Core Requirements)
Practical field activities designed to promote and supplement the course goals and outcomes of EXC 660. Students are encouraged to take this field study concurrently with EXC 660. Note: Grading is on a satisfactory/unsatisfactory basis.

EXC 665
Instruction of Learners with Moderate/Severe Disabilities
(Prerequisite: Completion of Generic Core Requirements)
An overview of the characteristics of moderate/severe disabilities. Discusses the planning and evaluation of curriculum, methods,

techniques, basic strategies, materials and media used for teaching students who manifest moderate/severe disabilities. Addresses positive behavior support, communication and social networks, as well as movement, mobility, sensory and specialized health care. Stresses linkages to educational assessment as well as interactive teaming and parent involvement as they relate to IEP development and evaluation of instruction.

EXC 665A
Field Study: Instruction of Learners with Moderate/Severe Disabilities
(1.5 quarter units) (Prerequisite: Generic Core Requirements)
Practical field activities designed to promote and supplement the course goals and outcomes of EXC 665. Students are encouraged to take this field study concurrently with EXC 665. Note: Grading is on a satisfactory/unsatisfactory basis.

EXC 685A
Student Teaching - Mild/Moderate Disabilities
(Prerequisite: All other course work in the Level I Mild/Moderate credential program)
The first month of the full day, full-time supervised student teaching experience with mildly and moderately disabled students. Candidates work with certified master teachers providing special education services to students with mild/moderate disabilities. Consists of a minimum of 100 hours. Note: Grading is on a satisfactory/unsatisfactory basis.

EXC 685B
Student Teaching -Mild/Moderate Disabilities
(Prerequisite: All other course work in the Level I Mild/Moderate credential program)
The second month of a full-day, full-time supervised student teaching and experience with mildly and moderately disabled students. Candidates work with certified master teachers providing special education services to students with mild/moderate disabilities. Consists of 100 hours. Note: Grading is on a satisfactory/unsatisfactory basis.

EXC 690A
Student Teaching - Moderate/Severe Disabilities
(Prerequisite: All other course work in the Level I Moderate/Severe credential program)
The first month of the full-day, full-time supervised teaching experience with moderately/severely disabled students. Candidates work with certified master teachers providing special education services to students with moderate/severe disabilities. Consists of a minimum of 100 hours. Note: Grading is on a satisfactory/unsatisfactory basis.

EXC 690B
Student Teaching - Moderate/Severe Disabilities
(Prerequisite: All other course work in the Level I Moderate/Severe credential program)
The second month of the full-day, full-time student teaching experience with moderately/ severely disabled students. Candidates work with certified master teachers providing special education services to students with moderate/severe disabilities. Consists of a minimum of 100 hours. Note: Grading is on a satisfactory/unsatisfactory basis.

EXC 694
Thesis
This course is a supervised experience culminating in the completion of a thesis that was designed in IL 680. Maximum length of time is 12 months. Note: Grading is by H (for honors), S (for satisfactory work), or U (unsatisfactory work). Class size 5.

EXE – Global MBA

EXE 680
Strategic Issues in Human Resource Management
This course focuses on strategies to help executives improve both organizational effectiveness and quality of employees in a diverse work environment. It emphasizes the need to develop and implement creative organizational structures to attract and maintain quality employees and enhance the employee work environment.

EXE 681
Bargaining and Negotiation
The focus of the course is on planning for negotiations and developing strategy and topics in labor-management negotiations. In addition, case studies play a significant role in this course.

EXE 682
Accounting for Managers
This course studies accounting functions, principles, and the concepts underlying financial reporting. Students learn to evaluate the effects of alternative accounting methods on reported income and the financial position of the corporation.

EXE 683
Strategic Management of Financial Institutions and International Markets
The course presents an overview of commercial banking in the 1990's to the 21st century in the U.S. and global setting. It emphasizes commercial banks and other financial institutional practices, international financial markets, and volatile fiscal and monetary policy with strategic analysis. Also covered is the ability to size up mergers and acquisitions and value corporations and businesses.

EXE 684
Contemporary Issues in Global Marketing Strategy
This course provides an indispensable understanding of the elements involved in such key marketing functions as product, price, place, and promotion in national and global environments. Executives learn to evaluate marketing opportunities, develop strategy, and implement these functions as they relate to total organizational strategy.

EXE 685
Global Economic Strategy
Concepts fundamental to managerial decision-making are studied. Students learn to analyze the global business environment of industrialized and developing countries, and to think strategically using micro- and macroeconomic principles.

EXE 686
Data and Research Analysis For Decision-Making
This course focuses on applied statistics, research methodology, and problem-solving through the integration of computer technology with quantitative techniques. The course is taught using lectures, case studies, and statistical computer packages.

EXE 688
Seminar in Executive Topics
(Prerequisites: At least 27 quarter units of Module I & Module II courses, but not EXE 696)
(Capstone)
This course examines selected topics and issues of current executive concern. Examples of possible issues include: individual dimensions of executive leadership, organizational behavior, intergroup relations, strategies for internal and external corporate communication, the need for change processes in the corporate environment , regional trade agreements such as NAFTA and GATT and

their effects on global trade, special aspects of operating successfully in the global environment, the executive role in solving conflicts and creating cooperation in the workplace, cultural aspects of international operations management, and ethical corporate strategies in an international context. Students must complete at least 31.5 quarter units of functional areas before enrolling in this course.

EXE 689
Leadership in the 21st Century
This course examines the nature and process of leadership for management within the context of the highly competitive global markets in the 21st century. It surveys the current and evolving theoretical constructs as postulated in behavioral sciences and reviews empirical findings. Students develop a core leadership approach for self-management and the management of innovation and corporate strategy. It emphasizes techniques for effective leadership that include social and ethical responsibility.

EXE 692
General Field Study
Students can undertake this project in any area of business that interests them. Students can choose an internship or develop a project in a variety of areas such as diversity, technology, advertising, retailing, market research, etc. Students must submit topics to a faculty advisor for approval after completing a minimum of 27quarter units of functional areas.

EXE 693
Entrepreneurship Field Study
Individually, or in a group, students explore the possibilities of developing and managing a new venture. Students must develop a comprehensive business plan that reflects the business community, faculty expertise, and knowledge derived through research. Individuals or groups work closely with the faculty advisor for completion and presentation of this project. Students must submit topics to a faculty advisor for approval after completing a minimum of 27 quarter units of functional areas.

EXE 696
GMBA Project
(Prerequisites: Module I and three courses in Module II)
Students work in teams or as individuals under the guidance of an assigned faculty advisor. Students identify original data sources, complete and present their project in acceptable written form. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below). EXE 696 is two months in length.

EXE 876
Foundations of E-Business
An introduction and overview of Internet enabled business transactions from a managerial perspective, the course serves as foundation for the E-Business program and addresses E-Business strategies, Cyberlaw, Internet marketing, Internet infrastructure and security, E-Business applications and highly relevant emerging Internet business models.

FIN – Finance

FIN 310
Business Finance
(Prerequisites: ACC 201 and ACC 202)
This course is a survey of the basic principles and concepts used in the financial management of a business enterprise addressed from both theoretical and practical standpoints. Topics include money and capital markets, financial management of working capital, capital budgeting and fixed asset management, cost of capital, and short-term and long-term financing by means of debt and equity capital.

Course Descriptions

FIN 440

An examination of the nature and role of financial institutions in the economy, topics include money markets and capital markets, the Federal Reserve System and monetary policy, the commercial banking system, thrift institutions, insurance companies, pension funds, investment companies, and other major financial institutions.

FIN 442
Investments

(Prerequisites: FIN 310 and FIN 440)
A survey of principles and practices in the field of investments, the course covers the valuation of corporate securities of multinational and domestic corporations, portfolio theory, and the measurement of portfolio performance. Emphasizes the role of return and risk in valuing stocks, bonds, options, and in constructing portfolios.

FIN 443
Working Capital Management

(Prerequisites: FIN 310 and FIN 440)
A course emphasizing the management of current assets and current liabilities, it covers planning a firm's overall level of liquidity, stressing cash management and credit policies. Also discussed are selected topics such as bank relations, factoring, and secured inventory financing.

FIN 444
Risk Management and Insurance

(Prerequisites: FIN 310 and FIN 440)
An analysis of the risk management problems in the business enterprise, the course emphasizes methodology for risk analysis, insurance principles and practices, techniques for risk and loss control, insurance underwriting, and rating. It also includes product liability, property damage, and bodily injury in business situations.

FIN 446
International Financial Management

(Prerequisites: FIN 310 and FIN 440)
An examination of the international aspects of corporate finance and investing, the course covers balance of payments, foreign exchange with emphasis on exchange rate determination, exchange risk, hedging, and interest arbitrage, international money and capital markets, international financing, and international banking.

FIN 447
Financial Planning

(Prerequisites: FIN 319, FIN 440, and FIN 442)
The course is an overview of the broad spectrum of financial planning, including activities such as producing a comprehensive plan to meet the client's needs and goals for sound financial management, gathering of client information, analyzing client objectives, and using communication skills essential to obtaining quantitative and qualitative client data. It also acquaints students with the importance of retirement and estate planning and tax management.

FIN 448
Seminar in Finance

(Prerequisites: FIN 310, FIN 440, FIN 442, FIN 443, and FIN 446)
This is a capstone course for students specializing in the area of finance. It exposes students to a wide range of finance related topics, including issues affecting the current financial environment of business firms. The course integrates material from previous courses taken in the finance concentration and introduces the topics of capital budgeting and the process of obtaining long-term funds.

FIN 449
Analysis of Financial Statements

(Prerequisite: FIN 310)
An examination of U.S. accounting principles, the course emphasizes the analysis and interpretation of financial statements for management and investment purposes. Students evaluate financial statements of actual publicly traded firms. Course material is applicable to credit policy, investment analysis, and other operating and financial policy decisions.

FIN 600
Managerial Finance

This course examines the financial reports that aid managers in making business decisions. In doing so, this course covers issues such as long- and short-term budgeting, key financial statements, the role of the outside auditor, reporting financial information, and valuation of assets and equities.

FIN 609A
Seminar in Financial Management

(Prerequisites: BUS 501A and BUS 501B)
A study of corporate financial management, through case studies and/or term projects, this course covers issues such as sources of long-term financing, cost of capital, capital budgeting, dividend policy, mergers and acquisitions, bankruptcy and reorganization, the globalization of finance, ethical standards, information technology, and financial strategy.

FIN 630
Financial Institutions

(Prerequisite: FIN 609A)
This course is an examination of the financial policies and practices of commercial banks, savings and loan associations, pension funds, insurance companies, and other major financial management institutions. It discusses sources and uses of funds, their cost and return, and government regulation of the financial sector.

FIN 631
Security Analysis and Portfolio Management

(Prerequisite: FIN 609A)
This course is an analysis leading to the appraisal and pricing of securities. It discusses the income generating ability of securities, forecasts of trends in the stock and bond markets, fundamental and technical analysis, application of Modern Portfolio Theory (MPT), analysis of active and passive investment strategies, and measurement of portfolio performance.

FIN 632
Managing Financial Resources

(Prerequisite: FIN 609A)
An instruction on how to deploy available capital resources to gain maximum advantage, students study capital budgeting policies and procedures, formulation of growth and diversification policies, appraisal of income and risk, and establishment of decision-making guidelines.

FIN 633
Financing Capital Requirements

(Prerequisite: FIN 609A)
A discussion of how to establish capital structure policies and determine the best methods for raising required capital, the course covers formulation of debt, dividend and equity policies, selection of appropriate financing vehicle, and selection of capital market.

FIN 635
International Finance

(Prerequisite: FIN 609A)
An examination of the international aspects of corporate finance and investing, this course covers the international balance of payments and foreign exchange. It emphasizes exchange rate determination, exchange risk, hedging, and interest arbitrage, international money and capital markets, international financing, and international portfolio management.

FIN 641
Advanced Security Analysis and Portfolio Management

(Prerequisites: FIN 631 and FIN 609A)
An in-depth look at several of the advanced topics surveyed in FIN 631, this course includes bond portfolio management strategies, bond betas and their portfolio impact, option valuation models and hedging, practical use of portfolio insurance and hedging, problems with model-dependent hedging, and the use of futures contracts and their objectives. It covers problems faced by corporate and professional investment managers in their effort to hedge portfolio risks and improve portfolio returns.

FIN 650
Global Financing for Trade

(Prerequisite: BUS 501B)
An examination of the basic financial problems facing an internationally oriented company, this course includes the structure and operations of the international financial system, foreign exchange rates, foreign exchange risks and their management, international sources of funds, international cash management, and basic instruments of international financial transactions (*e.g.*, letters of credit, foreign currency contracts, foreign currency accounts, and banking facilities). Note: Students specializing in financial management may not take this course.

FIN 651
Commercial Bank Management

This course is a detailed analysis of the functional areas of banking including the management of deposits, cash, loans, and other asset accounts. Current problem areas in banking such as liquidity, capital adequacy, and problem loans are explored, as well as bank investment accounts and their relationship to profitability and liquidity.

FIN 652
Real Estate Finance

This course presents Real Estate Finance and Investment issues from a portfolio perspective. It provides a complete analysis of real estate partnerships, secondary mortgage markets, adjustable rate mortgages. It also includes the applied topics of corporate real estate, including lease versus own analysis, sale and leaseback decisions, and the role of real estate in corporate restructuring.

FIN 653
Financial Engineering and Derivatives

This course provides an introduction to futures and options markets and outlines the different ways in which they can be used. It covers futures and forward contracts, pricing of forward and futures, hedging techniques, swaps, options markets, trading strategies, option pricing models, volatility smiles, and a detailed treatment of hedge parameters such as delta, gamma, and vega. Also discussed is portfolio insurance, value-at-risk measure, multistep binomial trees to value American options, interest rate options, and other exotic options.

FIN 654
Cases in Financial Studies

Reflecting the fact the Finance has gone through dramatic changes in the last 20 years, this case study course will expose students to the revolutionary transformation in markets and organization we have seen the financial industry milieu.

FIN 655
Research Project

Students, under the guidance of their assigned faculty advisor, clarify topics, identify sources from which data will be gathered, and complete and present their research in written form.

FIN 690
Guided Study
(Prerequisite: FIN 609A)
This course is individual study under direction of the instructor. It requires prior approval of appropriate academic department.

FS – Forensic Sciences

FS 630
Principles of Forensic Medicine
A study in forensic terminology, anatomy and physiology of the human body. Emphasizes the underlying pathology of traumatic and sudden unexpected deaths encountered in forensics. Also discusses bone growth and repair as it relates to child abuse, structure and functions of the heart relating to sudden deaths and anatomic areas of the brain prone to hemorrhagic lesions following trauma.

FS 631
Major Case Investigation
A study of investigative techniques that are utilized in felony crimes of violence and crimes against property, including homicide, rape, arson, assault and battery, robbery, burglary and grand theft. Examines the completion of such cases from initial crime scene through investigation and adjunction.

FS 641
Physical Aspects of Forensic Science
Survey of forensic physical sciences, fingerprints and other patterned evidence, such as tire marks and shoe prints, firearms and tool marks. Covers document examination and examinations of trace evidence, such as the following: soil, paint, glass, wood, hairs and fibers, grease, cosmetics, arson and explosive residues, blood-pattern analysis, qualifications and preparation of expert witnesses and operation and functioning of a forensic science laboratory.

FS 642
Forensic Pathology (Medico-legal Investigation of Death)
Survey of the scientific techniques used in medico-legal investigations, time, cause and manner of death (homicide, suicide and accidental deaths), injury and death, firearm injuries, transportation injuries, physical injuries, trauma and disease, battered baby syndrome (child abuse) and shaken baby syndrome, sexual assault, asphyxial deaths, drowning, infanticide, medical malpractice and medical ethics. Also discusses forensic evidence and records for court.

FS 643
Forensic Psychology, Psychiatry and the Law
An examination of the nomenclature of mental disorders, diminished capacity and insanity defenses, involuntary commitment, mental competency to stand trial, mentally disordered sex offenders, psychological and psychiatric testing and assessment of criminal offenders, psychodynamic formulation, organic brain dysfunction and forensic neuropathology.

FS 644
Forensic Toxicology and Drug Analysis
A comprehensive study of the general principles and fundamentals of forensic toxicology, poisons, action, toxicity, postmortem characteristics, samples required for toxicological analysis and methods of collection, methods of collection, methods of preservation and analysis. Discusses chemical, toxicological and pathological characteristics of commonly abused drugs, including the following: ethanol, barbiturates, narcotics, stimulants and hallucinogens. Details the methods used for analysis, such as color test, microdiffusion, chromatography (GC, GLC, HPLC), mass spectrometry (MS), GC-MS and radioimmunoassay (RIA). Covers the toxicologist as expert witness.

FS 645
Forensic Serology and DNA
A study of the principles of forensic identification, analysis and comparison of biological evidentiary samples such as blood, semen, saliva and all other biological samples and tissues. Examines electrophoresis, Isoelectric focusing, DNA extraction procedures, polymerase chain reaction (PCR), DNA typing, sex and race determination and methods of genetics and DNA analysis and detection (*i.e.*, immunofixation and immunoblotting). Covers forensic applications of enzyme-linked immunosorbent assay (ELISA) as well as laboratory safety, quality assurance and quality control. Includes case work training and internship. Students obtain hands-on experience.

FS 647
Crime Scene Investigation
Designed to help students understand techniques and procedures used for approaching and protecting the crime scene. Covers crime scene survey and documentation, collection of fragile and easily destroyed evidence, detailed search of the scene, packaging of initial evidence collected, processing the scene for latent prints, maintenance of the chain of custody and transportation or mail evidence.

FS 648
Forensic and Crime Scene Photography
An examination of the basic principles and fundamentals of using photography, video and other visual procedures in forensics with the legal aspects and photographic presentations in court or trial.

FS 651
Selected Topics in Forensic Sciences
A project-based course where students work under close faculty guidance and supervision on particular topics of interest. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

FS 652
Personal Identification/Forensic Anthropology
A study of the methods of personal identification based on sketches, tattooing, personal effects, occupational marks, birth marks, scars, photosuperimposition, finger prints, voice prints, odontology, radiographs and facial reconstruction. Also studies skeletal remains (physical and biological anthropology) including species, sex, age, race, stature, congenital abnormality, trauma, cause, manner and time of death.

FS 654
Criminal Investigation Analysis: Profiling
Designed to help students acquire skills and knowledge in criminal investigation analysis. Students are introduced to various techniques used by criminologists and behavioral scientists to profile individuals that typically commit violent crimes. Includes study of victimology and crime scene analysis.

FS 661
Internship in Forensic Sciences
(1.5-9 quarter units)
An internship for students looking for field experience in the law enforcement field. Students receive academic guidance from forensic science faculty and supervision at the field placement site. The internship requires students to work a minimum of 300 hours under faculty and field supervision. Students must write an in-depth research paper on their experiences during the placement. This paper is coordinated and supported by the students' faculty advisor and field supervisor. Units are arranged and determined based on assignment and the number of hours at the placement site. Grading is by H (for Honors, B or better work), S (for Marginal, C level work) or U (Unsatisfactory, D or below).

FS 662
Supervised Graduate Research Project
Forensic science students can undertake a research project once they have completed all courses in the program. The project is coordinated by full-time faculty and chaired by a FS faculty member chosen by the student from previous courses taken within the program. Students select a committee and a viable forensic science topic to research. Students meet once a week for two months with a committee member. Upon completion, students present the projects to the committee in an open forum that is open to peers. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below). Students who do not complete the Research Project within the two-month period are eligible, at the discretion of the instructor, to receive a grade of "K" with a maximum of a one-time six month extension. Students who do not complete the project at the end of the extension period will need to retake FS 662. No grade of "I" (Incomplete) can be given for this course.

FS 690
Guided Study
(1.5-9 quarter units)
Individual study under direction of the instructor. Requires prior approval of appropriate academic department.

GS – Global Studies

GS 310
Global Communications and Information Technology
(Prerequisite: ENG 240)
An analysis of the history, growth, use and future development of global communications and information systems. Examines the technological, social, political and economic forces that impact the evolution of electronic communications and information technology across the world (global) and around the world (regional and local).

GS 320
Technologies of Culture
(Prerequisite: ENG 240)
An examination of the U.S. culture industry—the increasingly prevalent positioning of American culture abroad, from Hollywood films and television programs to the stuff of the great American lifestyle (toys, clothes, cars, food, images, attitudes, dreams and desires). The course is organized around several examples of cross-pollination between the U.S. and other cultures in the film industry, the television media, and/or the computer gaming software industry.

GS 330
Film in an International Context
(Prerequisite: ENG 240)
An examination of how the international cinema portrays various aspects of the societies and cultures represented in film. Emphasizes the film industries of a variety of countries outside the U.S. For example, representative films of Asia, Africa, Europe, Latin America, Australia and Oceania and Canada may be studied.

GS 331
American Film in an International Context
(Prerequisite: ENG 240)
Discusses the role of American film within a global perspective. Deals with questions in American society that place it in an international context and with specific American attitudes towards those questions as expressed and reflected in American films: the relationship of the sexes, war, labor, nuclear holocaust and marriage and divorce. Emphasis in this discussion is placed not only on transnational concerns of sex, race, nationality and

class, but also on universal human experiences and ideological and ethical values.

GS 410
Gender Studies: Gender Identity in a Global Context
(Prerequisite: ENG 240)
An investigation into how the formation of gender identity is the building block for family life, social roles, political and economic participation and a host of other factors that influence any group's participation in a global community. Topics include the distinction between sex and gender, the ways in which gender impacts education and work, the representation of gender in the media and the arts, struggles for equality between the sexes and the historical transformations of gender related to global political and economic factors.

GS 420
Ecological Revolutions: Economics, Technology and the Global Environment
(Prerequisite: ENG 240)
This course places contemporary ecological concerns in a global and historical context revealing how humans have fundamentally altered their relationship to the natural environment in the last 500 years. Topics include cultural conceptions of nature and non-human species, the value and use of resources in different societies, the consequences of various kinds of economic organization (particularly capitalism) on the environment and the impact of technological revolutions on the world's ecology.

GS 430
The Global Economy
(Prerequisite: ENG 240)
Since World War II, the nature of international economic exchanges has changed significantly. Enormous changes in technology, urbanization, finance, markets, lending, the internationalization of both production and multidivisional firms, the organization of work, power relations between nations and world cultures are currently going by the name "globalization." This course examines the nature of those changes and the theories that try to explain them. Also looks at the consequences of and popular responses to, the new global economy.

GS 450
Global Studies Seminar and Portfolio Project
(Capstone course. To be taken as the final course in the major.)
A seminar course that puts students in close contact with key faculty and with each other in forging connections between global culture, business and technology. Seminar topics vary. The portfolio project is the capstone for the major and should be of such quality that it can be shown to prospective employers or clients. Students can enroll only if they have completed more than half of their degree requirements.

HB – Human Behavior

HB 301
Behavioral Science
A study of the application of human behavior and behavioral science principles to the practice of management.

HB 400
Group Structure and Dynamics
An analysis of behavior, perspectives and practices as applied to group dynamics. Focus on approaches and skills in group dynamics as they relate to performance and enhancement of cooperative/collaborative effectiveness. Uses practice through role-playing of effective techniques in dealing with a variety of cooperative/collaborative situations.

HB 401
Conflict Resolution
A focus on the process of negotiation and conflict resolution. Gives special attention to conflict within and between persons in organizations and industry. Emphasizes application of techniques to conflict resolution situations via role-playing.

HB 420
Human Communication
A study of the theoretical and practical aspects of interpersonal and group communication.

HB 440
Organizational Development
A study of human relations and its relationship to organizational effectiveness through planned change and technological development.

HB 441
Analysis of Research
An evaluation of research in psychology and the behavioral sciences. Includes work on research design, statistical interpretation and research methodology.

HB 480
Senior Project in Organizational Behavior
(Two-month, 4.5 quarter unit course)
need course desc
need course desc
need course desc
need course desc
need course desc
need course desc

HB 490
Guided Study
(1.5-4.5 quarter units)
Individual study under the direction of an instructor. Requires prior approval of appropriate academic department.

HB 500
Cross-Cultural Dynamics of Human Behavior
A curriculum-wide elective that studies the psycho-socio-cultural aspects of human differences and the enhancement of interpersonal/intercultural communication skills. Increases the knowledge and understanding of differences in people and perspectives, enhances learning and performance in multicultural environments and fosters interactive diversity as a socio-cultural imperative and behavioral norm.

HB 601A
Organizational Behavior
An in-depth study of various types of organizational structures, both formal and informal, with special emphasis on behavior of people within those structures.

HB 601B
Communication for Managers
An analysis of interpersonal communications as related to organizational effectiveness. Covers the practical application of communication theory to work-related situations.

HB 601D
Creative Leadership
A study of the qualities of leadership required today and in the future. Emphasizes historical as well as contemporary leaders.

HB 639
Contemporary Issues in Sexuality
An examination of the personal, interpersonal and social dimensions of human sexuality. Covers topics such as anatomy and physiology of human sexuality, contemporary American sexual behavior, sexual myths, sex-role socialization, sexual dysfunctions and sexual-social issues.

HB 641
Stages of Adult Development
An examination of the adult stages of human biological, psychological and social development. Discusses classical as well as contemporary theories.

HB 642
Theories of Behavior Change
A survey of social psychological theories of behavior change and resistance to change.

HB 646
Personal and Professional Ethics
A study of normative judgments as applied to contemporary human problems such as the uses of power, business practices and the right to live and to die. Examines varied ethical systems using a case study format.

HB 648
Personal Growth and Communication
An examination of the meaning and importance of personal growth and human communication in human life and relationships. Development of critical communication skills, self-awareness and self-understanding to enhance personal and professional relationships. Presents a variety of models and methodologies in the exploration of physical, mental, emotional, social and spiritual growth.

HB 650
Foundations of Behavioral Research
Behavioral research is a way to examine and understand individual and social behavior through measurement and interpretation. This course investigates the theoretical principles that underlie behavioral research and the application of current research techniques. The course forms the foundation for practical application of behavioral science and continued study in the human behavior and is essential to completing the capstone course in the program (Integrative Project in Human Behavior, HB 680).

HB 660
Organizational Assessment
(Prerequisite: HB 650)
As study of the organizational assessments of human attributes (abilities, personality and vocational interests) and their role in behavioral determinants in school, work and interpersonal settings. Methodological issues encountered in the assessment of psychological traits (construct validity) and the developmental etiology will be covered. The course reviews the literature in organizational assessment, career development and personnel psychology applied to work. Topics include job analysis, performance appraisal, testing and assessment, employee selection, equal opportunity guidelines, development and evaluation of training programs.

HB 680
Integrative Project in Human Behavior
(Prerequisite: HB 650)
The course is the capstone project for the MAHB program. Each student conducts a major project that integrates a topic of special interest. The project will analyze and synthesize theoretical and applied concepts from a specialized area selected by the student. Specific course requirements will vary depending upon the instructor, but the student should expect to produce a 20–30 page paper (APA style) that will be evaluated on clarity, thoroughness, style, format and creativity. An oral presentation of the student's work is also expected. Literature reviews and empirically-based studies are the norm, but other formats are acceptable with the approval of the instructor. The project is conducted for a two-month period and the student may take other courses concurrently if approved by the Committee for the Application of Standards (CAS). The student will normally be required to develop a project proposal during HB 650

(Foundations of Behavioral Research) or HB 660 (Organizational Assessment) that can then be completed during the capstone course. This course may not be taken as an independent study. Students must earn a grade of B or better or must repeat the course.

HB 690
Guided Study
(1.5-4.5 quarter units)
An individual study under direction of the instructor. Requires prior approval of appropriate academic department.

HC – Health Care

HC 609A
Health Care Law, Policy, Politics and Ethics
An examination of current health care public policy and politics in the United States. Studies the role of federal, state and county government in the development of health care public policy and its impact upon health care facilities. An analysis of current legal issues that affect health care providers, administrators and other health care personnel. Reviews contract law as it relates to health care facilities.

HC 620A
Health Care Management
An overview of health care management, including current issues in health care and theoretical basis for these current issues. Discussions of health care administration emphasizing organization, management, planning, communication, directing and controlling the practice of health care management.

HC 629
Health Care Finance, Budget and Managed Care
(Prerequisite: ACC 603)
A study of effective management of the limited financial resources in health care industry. Focuses on the basic concepts and techniques of cost accounting, financial reporting, reimbursement, budgeting and financial controls and strategic financial planning. Also includes an examination of managed care structures including Health Maintenance Organizations (HMOs), Preferred Provider Organizations (PPOs) and Independent Practice Associations (IPAs).

HC 634
Program Planning, Strategic Planning and Evaluation
A survey of basic program planning from the conception of an idea to the implementation of the program. Explores the various program evaluation techniques. Emphasizes the value of teamwork in the learning process, as specific individuals will have responsibility for development of specific aspects of an actual program plan for a health care program in an organization.

HC 636
Ambulatory Care Continuum
A study of various ambulatory care service components. With a shift from inpatient to outpatient services, this is the fastest growing component of the present non-integrated health care systems. Focuses on standards of accreditation and the issues involved in monitoring these proliferating services.

HC 640
Biostatistics and Research
An introduction to the use of statistical analysis in health care management. Provides an understanding of the basic methods and underlying concepts of statistics and research that are used in management decision-making. Among topics explored are descriptive statistics, probability, sampling, hypothesis testing and non-parametric statistics. Applications in health-related management and research are featured.

HC 641
Eldercare – Issues into Practice
The aging of America continues to be an issue in the delivery of health care. This course is designed to explore the issues of eldercare, gerontology, legal implications (including patient's rights), systems delivery and ambulatory care management. Discusses the role of administration in eldercare. An exploration into the physical, psychological and sociological aspects of caring for the elderly. This course is designed to provide the student with the option to sit for the State of California Licensing Examination for Administrators.

HC 691A, B
Internship or Research Practicum
Module A: Internship
Module A includes a two-day seminar covering the preceptor role, the internship handbook, resume writing and other pertinent information to help the student be successful in their internship placement. Students will then be under contract with a University approved preceptor for their field health care management experience. The hours of these experiences vary depending on the needs and career focus of the student. Students will present a written report on their internships. At the end of the internship, the preceptor completes formal written evaluation of the students as defined in the preceptor's manual. Grading is by "H" for honors, "S" for satisfactory, or "U" for unsatisfactory.

Module B: Research Practicum
Module B includes a two-day seminar reviewing the research process, APA style and other pertinent information to help the student be successful in their research practicum. The student, with faculty advice, will select a topic of current issue in the health care field. The research practicum may be qualitative, quantitative, or both. Students will present both a formal written and oral presentation on their topic. Grading is by "H" for honors, "S" for satisfactory, or "U" for unsatisfactory.

HIS – History

HIS 220A
History of the United States I +
CAN: HIST 8; IGETC: 4F
(Prerequisites: ENG 100/101)
A survey of American historical development from pre-colonial times through Reconstruction. Explores the wide variety of economic, political, social and cultural factors that shaped the origins of the nation, including the Revolution, the Constitution and the Civil War. Special attention is paid to issues of race, gender and ethnicity. Includes study of the Constitution.
HIS 220A+B=CAN: HIST SEQ B

HIS 220B
History of the United States II +
CAN: HIST 10; IGETC: 4F
(Prerequisites: ENG 100/101)
A survey of American historical development from the Reconstruction era to the present. Explores the wide variety of economic, political, social and cultural factors that shaped the development of the nation, including industrialization, America's emergence as a world power and the challenges of the late 20th century. Pays special attention to issues of race, gender and ethnicity. May involve work in oral history.

HIS 233
World Civilizations I
CAN: HIST 14; IGETC: 3B
(Prerequisites: ENG 100/101)
A discussion of how the distinctive cultures, economies and societies of the world developed from prehistoric times up to the European conquest of the Americas (ca. 1500 C.E.). Explores issues of gender, class, personal identity, love, war, imperialism, sexuality, citizenship, religion, urban life and ecology as they pertain to the ancient civilizations, classic civilizations and post-classical (medieval) civilizations in Asia, Africa, the Americas and Europe.
HIS 233+HIS 234=CAN: HIST SEQ C

HIS 234
World Civilizations II
CAN: HIST 16; IGETC: 3B
(Prerequisites: ENG 100/101)
An explanation of how the cultures, economies and societies of the world developed through the interaction of diverse peoples and civilizations since 1500 C.E. Examines the era of the European Renaissance and such civilizations as Ming China, Mughal India, Ottoman Turkey and Aztec Mexico. Explores issues of class, personal and cultural identity, race, work, industrial development, colonialism, ecology and political and economic life to explain the development of the modern world.

HIS 320
Culture, Capitalism and Technology in Modern World History
(Prerequisites: ENG 100/101)
Places contemporary cultural, economic and technological issues in a global and historical perspective. Shows how major issues that concern us today are rooted in the experiences of world civilizations since 1500. These issues include the rise of capitalism, industrialization and commodity production and their diffusion over the world; the pace and nature of technological change; the role of culture in directing economic and technological change; and the impact of capitalism on working life, the natural world, cultural diversity and cultural identity. Examines the ways that capitalism, culture and technology have interacted over the past 500 years to shape the places, peoples and societies that have come to exist in the modern world.

HIS 325
Work and Migration in Modern World History
(Prerequisites: ENG 100/101)
Human migration is the story of individual lives enmeshed in larger historical issues of identity, culture, work, social institutions and various forms of coercion. Explores how work and migration have intersected in the last 500 years to shape the world in which we live today.

HIS 341
History Through Theater
(Prerequisites: ENG 100/101)
An exploration of history through the complex medium of theater. Focuses on a variety of dramatic and theatrical techniques, including readers' theater, role-playing debates, improvisation and formal dramatizations. Scripts historical literature into performance. Studies various plays in order to gain a broader understanding of key historical issues in diverse cultures.

HIS 345
Latin American Studies +
IGETC: 4C
(Prerequisites: ENG 100/101)
An introduction to important issues in Latin American history and culture focusing on the diversity of Latin American societies and their multicultural heritage. Topics may include the impact of colonialism on indigenous societies, the growth of plantation and mining economies, the capture and enslavement of Africans, the struggle for independence, the distribution of political power, the recurrence of popular rebellion and the creativity of artistic and cultural life.

HIS 348
Asian Studies +
IGETC: 4C
(Prerequisites: ENG 100/101)
A critical overview of contemporary Asian history

Course Descriptions

and culture focusing on the diversity of Asian societies. Emphasis is determined by the instructor and will include an in-depth examination of one of the following countries or areas: China, Japan, India, Korea, Taiwan, southeast Asia, Thailand, Tibet and the Philippines, among others. Topics may include the distribution of political power throughout the regions, ideological and structural stratification between the east and the west, the impact of "Orientalism" in a global context, the impact of Imperialism on indigenous communities, the effects of sexual and religious stratification, the impact of sex tourism and the repression of ethnic, political and religious differences throughout and within different regions of Asia.

HIS 349
African Studies +
IGETC: 4C
(Prerequisites: ENG 100/101)
A critical introduction to the study of African society, culture and history. Explains the sources of African culture, politics and intellectual development, as well as modernization and social change in contemporary African societies. Examines social, economic and intellectual movements including issues of colonialism, post-colonial independence, underdevelopment, genocide, gender inequality, AIDS and the politics of international relief agencies, as well as new cultural forms of art and literature. Provides an overview of Africa both as a geographic location and as a Western idea, with additional emphasis on regional variations and multicultural differences within the continent.

HIS 350
Cultural Diversity +
IGETC: 4C
(Prerequisites: ENG 100/101)
An examination of race, gender, ethnicity and class in 20th century American society. Introduces students to methods for studying the changing nature of our society and explores ways in which our increasingly urbanized and technological culture affects all aspects of professional and unskilled work. May involve work in oral history.

HIS 370
Cultures and History of the American Southwest
IGETC: 4C
(Prerequisites: ENG 100/101)
An examination of what has attracted people to the Southwestern United States over the last thousand years and how people have changed and enriched the region with their diverse cultural, social and economic contributions. Places race relations, immigration issues and environmental concerns, resource use, cultural beliefs, gender roles, public order and working life into historical perspective. May involve work in oral history.

HIS 410
The California Experience +
(Prerequisites: ENG 100/101)
Through an historical and literary approach, this course examines the interaction of the hopes and dreams of the peoples of California from the arrival of the first peoples to the post-World War II boom. May involve work in oral history.

HIS 420
The Civil War
(Prerequisites: ENG 100/101)
An examination of the dynamic convergence of economic, geopolitical and racial factors that contributed to the most explosive conflict in U.S. history. Focuses on the consequences of the war for subsequent American historical development.

HIS 431
The Ancient World
(Prerequisites: ENG 100/101 or its equivalent)
An examination of the origins of Western civilization. Analyzes the civilizations of the Ancient Near East, Greece and Rome and their legacy to contemporary culture. Readings include selections from the literatures of Mesopotamia, Egypt, the Bible and Greek and Roman texts.

HIS 490
Guided Study
(1.5-4.5 quarter units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

HM – Hospitality Management

HM 400
Principles of Hospitality and Casino Accounting
This course encompasses financial reporting systems, internal controls, managerial reporting and federal and state regulations that impact the accounting in a hotel, resort or casino environment. Students will gain hands-on experience in complying with GAAP and legal requirements of financial reporting in the hospitality and casino industries.

HM 410
Hospitality and Gaming Law
This course will examine the role that differing state and federal laws and regulations will play in the operation of hotels, resorts and casinos. The limitations and exceptions to these laws they apply to Tribal Lands will be assessed. It provides the essential information that managers need to comply with the law and to develop preventative tactics to avoid lawsuits.

HM 420
Hospitality and Casino Marketing
This course will examine the application of the traditional marketing functions to the areas of the hospitality and casino industries. Students will develop plans for the use of convention and promotional events as marketing tools.

HM 430
Principles of Hospitality and Casino Staffing
This course addresses the planning for the management of personnel, including the recruitment, selection, and evaluation of employees in the hospitality industry. Job analyses and descriptions developed and government regulations examined.

HM 440
Cultural Diversity and Hospitality Management
This course is designed to discuss the importance of cultural awareness and sensitivity in effective human resources management practices in the hospitality industry. The course examines the increasing cultural diversity found in both the consumer and employee populations and how managers can address different cultural needs of the relevant populations.

HM 450
Native American Tribal Community Development
This course is an introduction to the issues and concepts of the Native American community and economic development. Discussion of the positive and negative impacts of casinos on the lives of tribal members, as well as on the community relations with the non-tribal community will be examined.

HRM – Human Resources Management

HRM 409B
Human Resources Management in Today's Society
An overview of personnel activities including employment, interviewing, compensation, benefits, training, performance evaluation, discipline and employee assistance, labor relations, affirmative action and equal employment opportunity considerations, health and safety and organizational development.

HRM 430
Labor Relations and Collective Bargaining
An examination of the development, aims, structure and functions of labor and employer organizations, the nature and objectives of labor and management, the bargaining process and collective negotiations, dispute settlement techniques, public sector unionization, grievance and arbitration.

HRM 432
Recruiting, Selection and Promotion
A survey of all aspects of staffing from initial hiring through subsequent placement and promotion. Discusses techniques for determining staffing needs, recruiting, screening, assigning, evaluating, assessing and promoting. Explores special concerns stemming from regulations, employee attitudes and union representation.

HRM 433
Pay and Benefit Administration
A study of the fundamentals of wage and salary programs, including the development of job descriptions, performing job evaluations, conducting salary surveys, adjusting pay structure, considering area differentials, directing the pay adjustment program and relating pay to performance. Also covers benefit programs and related employee incentive and service programs.

HRM 435
The Regulatory Employment Environment of Human Resources Management
A survey of the spectrum of legal and regulatory concerns that the human resources manager must acknowledge, with particular regard for major federal and California E.E.O. laws, affirmative action guidelines, compliance requirements and preventing employment-related liability.

HRM 437
Human Resources Development
A study of the importance of employee development (and training) toward achievement of organizational goals and effectiveness. Explores and defines the origin of the role of human resources development as a function of human resources management. Studies current training and development practices for organizational improvement and effectiveness. Students learn the techniques needed to assist individuals while seeking greater consonance between individual, group and organizational strategies and goals.

HRM 438
Performance Management and Motivation
A study of individual and group behaviors in an organization in relation to the management of performance within an ongoing system. Examines theories of leadership, motivation and teamwork in the context of organizational culture, effectiveness and structure. Assesses methods for evaluating performance with an emphasis on ways to provide feedback to increase productivity.

HRM 630
Legal Aspects of Human Resources Management
A comprehensive study of the laws and regulations, both federal and state, that impact human resources management. Emphasizes equal employment opportunity, affirmative action, health and safety (OSHA), privacy of information and methods of liability prevention in employment matters.

HRM 632
Compensation, Incentive and Benefit Programs
A survey of the fundamentals of wage, salary and benefit administration and the more elaborate forms of group and individual incentive and reward programs. Reviews the tools and techniques of job analysis, job evaluation, wage structuring, salary surveying and pay administration. Also covers profit sharing, bonus plans, stock options and special rewards and perquisites for key professional and managerial personnel. Includes legislative restraints and tax treatments and behavioral theories. Primarily focuses on the development and administration of practical programs for attracting, motivating and retaining human resources.

HRM 633A
Seminar in Union-Management Relations
An examination of relationships among unions, workers, management and the government. Covers legal restraints with respect to organization drives, negotiation, contract administration and decertification. Gives close examination to preparation for and techniques in, negotiations, strikes and lockouts, as well as grievance handling and arbitration.

HRM 636
Seminar in Training and Development
Employee development is a responsibility of both the line manager and the human resources professional. This course provides essential managerial-level comprehension of training theory and its practical applications in the business and management environment. Students learn the functions and duties of training, including the role of trainer/developer, the identification and assessment of training needs, program design and development to satisfy the needs, selection of delivery methods and means of instruction, the conduct of training and development programs and their evaluation. Secondarily, the course covers the relationship of corporate training to individual employee career development and the role and importance of training to the organizational development function. As a final project, students are required to develop an organizational training program.

HRM 637
Procurement and Placement
A study of the planning, organizing, directing and monitoring of human resources planning processes, including recruiting, selecting and placing individuals within organizations, along with orienting them to their jobs and to the organization itself. Focuses on opportunities and effects of a multicultural society as well as the context of procurement in globally oriented organizations.

HRM 638
Leadership and Organization Development
A study of approaches and strategies for leading organizations and managing people in a continuously changing global environment. Focuses on skills for processing group and team interactions as a means of empowering employees for decision making and organizational problem solving. Identifies methods for building trust among employees and managers. Covers leadership expectations and responsibilities of managers in relation to individual and team performance.

HRM 640
Managing Human Resources in Multi-Cultural Environments
A comprehensive review of the fundamentals of human resources management practices from the perspective of the manager. Provides in-depth analysis of current issues such as workforce planning, diversity, training and development and the impact of technology. Through extensive use of case studies, examines HRM decisions in a context of both the relevant legal and ethical issues and the local and global business environment.

HRM 650
Human Resources Management for Technology
A course in managing research and development and other "technical" staff functions, as well as training and upgrading technology skills of personnel throughout the organization. This includes customers and suppliers, supervision and staff development in a highly decentralized, networked enterprise.

HUM – Humanities

HUM 490
Guided Study
(1.5-4.5 quarter units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

HUM 499
Portfolio Project
(Prerequisite: Completion of other major requirements)
In the portfolio project, students submit work from all courses within and related to their major, as well as a final creative and/or scholarly project developed with the approval of a faculty advisor. Students enroll in the Portfolio Project after completing all other requirements for the major.

HUM 501
Civic Culture & Global Awareness
(Prerequisite: ENG 100/101)
Covers the relationship between knowledge and the interdependence of people and focuses on such concepts as citizenship, change and the challenges of migration/immigration patterns, cultural shifts and transnational positioning in our global economy. Also covers the major trends shaping our emerging future and explores the role of citizenship education in perpetuating the value systems that provide the requisite knowledge, skills, attitudes and behaviors for a civil global society. Addresses the needs of the future workplace and marketplace demands and provides a framework for dealing with global citizenship issues and the collaborative enterprise of community-building, economic development, social responsibility and service.

IL – Instructional Leadership

IL 601
Instructional Theory and Curriculum Design
An examination of the theoretical basis for curriculum design and implementation. Discusses the relationship between learning theory and curricula. Emphasizes current research and practices in the field.

IL 603
Curriculum Alignment and Evaluation for School Administrators
School administrator's perspective of instructional theory, curriculum development and methods for aligning course content to articulated goals and evaluation procedures. Student understanding of course content will be developed through class discussions, curriculum projects, presentations and reflective analysis.

IL 605
Issues in Curriculum Leadership
An examination of the specific skills, practices and disciplines that enable students, as leaders of curriculum and instruction, to design, generate and maintain learning environments. Assists students in examining what they bring personally and professionally to their colleagues and students as leaders and members of an educational learning community.

IL 621
Curriculum for Early Childhood Years
A comprehensive framework and analysis of theory and philosophy of early childhood education curriculum. Provides adequate learning activities for design and implementation of an integrated curriculum.

IL 622
Administration of an Early Childhood Program
An exploration of planning and administration of early childhood programs. Emphasizes the leadership role of administration, provides information needed for all types of early childhood programs and gives resource information.

IL 623
Testing and Evaluation in Early Childhood
A study of appropriate qualitative and quantitative assessment instruments that are needed to evaluate the potential and progress of young children. Includes formal and informal methods.

IL 624
Curriculum for School Readiness
A study that focuses on selected developmental milestones in the area of early childhood psychomotor, perceptual and affective growth.

IL 625
Issues in Child Advocacy
An overview of the need for advocacy on the part of children. Analyzes the rights of children and the complex philosophical, legal and moral issues involved. Provides a synthesis of resources/agencies/ institutions that deal with child advocacy.

IL 641
Community College Philosophy and Administration
A survey of the social and historical background of community colleges. Critiques the various aspects of community colleges and analyzes the relationship of free access for students and quality education.

IL 642
Community College Curriculum and Instruction
A framework and analysis of community college curriculum. Translates the goals and objectives of community colleges into learning experiences and analyzes appropriate models of instruction to meet the needs of varied curricula and students.

IL 643
Adult Development and Learning
A study of research related to adult development and learning. Covers adult identity as the integration of the physical characteristics, abilities, motives, goals, values and social roles that individuals attribute over time to the self.

IL 644A
Futures in Adult Education and Workforce Development
Focuses on the design and delivery of successful, adult education, workforce development and employment training programs. Includes an overview of current activity, future directions and an exploration of instructional leadership opportunities in this growing field.

IL 644B
Work Experience (Internship, Community Service, International Work/Study)
Work experience provides work/service/study/travel experiences designed to enhance IL 644A classroom study with first-hand exposure to a wide variety of adult training program environments in the U.S. and abroad. Discusses electronic communication and distance education techniques linking students with each other and with their faculty advisors.

Course Descriptions

IL 680
Research in Education
Designed to provide knowledge and skills required for students to plan and complete a thesis proposal. This course requires that students utilize a high level of library skills and computer technology to locate relevant research and literature. Students must design a project related to one of the "core" courses, justify the problem statement(s), provide literature review and map out the methodology to implement the project utilizing APA format. The proposal must contain the first three chapters required in a theses. As one of two capstone courses, this class should be one of the last classes in the program. Class meets one time a week for eight weeks. Students must take ED 694, EXC 694, or EDT 694 and complete the thesis to complete the capstone sequence. Note: Class size is 20.

IL 681
Grants, Contracts and Funding Requests
An overview of the educational grant, contract and proposal writing process from criteria announcement to idea generation through final submission.

ILR – Information Literacy

ILR 260
Information Literacy and Report Writing
A cross-disciplinary course that teaches effective report and research paper writing through the use of key computer technologies. The course includes Internet research, MLA and APA style formats, computer technologies, spreadsheets and the application of multimedia software and graphics for report presentation. ILR 260 offers refinement in the use of the microcomputer for effective report writing and presentation.

IS – Information Systems

IS 301
Management Information Systems
An overview of core concepts related to the emerging interconnections between technology, the organization and information management.

IS 302
Data Mining
(Prerequisite: IS 446)
An introduction to the concepts of data mining as it applies to the data warehouse system environment. Data mining models, methodologies, techniques and common operational issues will be covered.

IS 404
Remote Access and Wireless Networking
(Prerequisites: IS 444)
The course provides an introduction to the fundamental concepts of remote access and wireless networking. The focus is on standard and proprietary wireless solutions including: 802.11, HiPER LAN and major proprietary technologies including Medium Access Control (MAC) Layer, Frequency Hopping Spread Spectrum (FHSS) Physical Layer, Direct Sequence Spread Spectrum (DSSS) Physical Layer, Infrared (IR) Physical Layer and Roaming Standards.

IS 406
Multimedia Applications on the Internet
Presents different multimedia technologies and provides the students with basic skills to integrate various multimedia technologies into a Web site environment, as well as an introduction to HTML.

IS 407
Web Site Management
(Prerequisite: IS 406)
Focuses on two aspects of Web site management: technical and business aspects. An introduction to Web languages and technologies is made with some in-depth coverage of HTML and CSS. How to manage people, content and suppliers is covered in the business focus.

IS 408
Java Coding for Internet
(Prerequisite: IS 406)
An examination of JavaScript and the JAVA programming language. Development of Web-based applications using JavaScript and JAVA control structures, methods, arrays, graphics, graphical user interface components and multimedia applications.

IS 409
Internet/Intranet Application Development for E-Commerce
(Prerequisites: IS 407, IS 408)
Provides students with the basic skills and understanding to build Internet and intranet Web-based applications for the electronic commerce environment.

IS 414
Data Warehousing
(Prerequisites: IS 302, IS 446)
An in-depth exploration of data warehousing using Oracle 8, as well as technical instructions on how to select the appropriate hardware architecture, design the warehouse for optimum performance, techniques for distributing and mining data and building and running the database.

IS 415
PL/SQL – Database Administration
(Prerequisites: IS 302, IS 446, IS 414)
Offers students an extensive introduction to data server technology. The class covers the concepts of relational databases and the powerful SQL and PL/SQL programming languages. Students are taught to create and maintain database objects and to store, retrieve and manipulate data. In addition, students learn to create PL/SCL blocks of application code that can be shared by multiple forms, reports and data management applications.

IS 416
Database Administration
(Prerequisites: IS 302, IS 446, , IS 414)
Designed to give the Oracle database administrator (DBA) a firm foundation in basic administrative tasks. Through instructor-led learning, structured hands-on practices and challenge-level exercise labs, the DBA will gain the necessary knowledge and skills to set up, maintain and troubleshoot an Oracle7 or Oracle8 database.

IS 418
Database Network Administration
(Prerequisites: IS 302, IS 446, IS 414)
Introduces students to the trends and problems associated with business networking and presents the various solutions required to tackle these problems. The class prepares participants to implement the solutions in a classroom environment, explains in detail the architecture of Net8 and describes the steps in which connections are established between peers. Students then implement a basic connection between a client and server node using various naming methods. As an integral part of this class, students configure and simulate middle-tier systems such as a names server and connection manager.

IS 420A
Information Systems and Technology Project I
(Prerequisite: 80 percent of courses in the major, except IS 420B)
A precursor to the final IS/IT product development capstone course. Students research their area of interest and learn how to apply project management tools in the preliminary development process of their final project product. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work, or "U" (for Unsatisfactory, "D" or below).

IS 420B
Information Systems and Technology Project II
(Prerequisite: IS 420A)
A capstone hands-on project in the student's area of interest. Students apply skills learned, principles, topics and tools that have been taught throughout the program to develop an IS/IT specific product. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work, or "U" (for Unsatisfactory, "D" or below).

IS 425
Programming for Information Technology Environment
An introduction to programming concepts in an integrated computing environment. Examines contemporary programming design techniques including event-oriented approaches. Students develop applications using Microsoft Visual Basic in a graphical user interface (GUI) environment.

IS 443
Local Area Network Technologies
An introduction to emerging local area network (LAN) technologies. Includes topics such as integration of hardware and software elements, network architecture and protocols

IS 444
Wide Area Networking Concepts and Services
(Prerequisite: IS 443)
Review of the latest telecommunications technology developments, such as ATM, Gigabit, Ethernet and Fiber Optic connections. Builds on LAN basics from IS 443, including how to implement LAN solutions such as FDDI, Fiber Channel and Gigabit Ethernet and WAN technology, such as Switched Multi-Megabit Data Service and Frame Relay. Also covers integrated high-performance router and switch technologies from Cisco, Bay and 3Com.

IS 446
Data Modeling in Information Technology Environments
An introduction to the concepts of data modeling and relational databases. Covers the methodologies for building a logical model, techniques for organizing and designing relational databases and practical approaches to transform logical models to a stable relational database.

IS 601
Information Systems Strategies, Policies and Ethics
An in-depth analysis of strategies, policies and ethical issues facing the Information Systems manager in today's business organization. This course also explores the merger of information Systems with legal, ethical, cultural, human resources, business philosophies and organizational structures. Through lectures, readings, case analysis and projects the student will learn the strategic role IS professionals play in the modern work-place environment. analysis and projects the student will learn the strategic role telecommunications plays in the modern work place, networked environment.

IS 602
Network Services and Protocols
(Prerequisite: IS 601)
An in-depth study, from a managerial perspective, of the principles and applications of telecommunications in organizations. Examination of voice, data, analog and digital transmission in local area and wide area networks will be explored and the related existing and emerging communications protocols. Through lectures, readings, case analysis and projects the student will learn the strategic role telecommunications plays in the modern work place, networked environment.

IS 603
Database Management for Decision Support Systems
(Prerequisite IS 601, CST436, IS 302)
An overview course in the development, deployment and management of decision support systems and its components. Topics covered will include relational database management systems, the planning, design, implementation, documentation and maintenance of DSSs following standard methodologies. Through lectures, readings, case analysis and projects the student will learn the strategic role decision support systems play as a pivotal tool in the modern work place for executive decision-making and strategic planning.

IS 604
Organizational Management and Information Systems
(Prerequisite: IS 601)
An in-depth study of organizational management, network infrastructures and information security in the modern organization. Topics covered will include information risk analysis, threats, vulnerabilities and protection methods in the business enterprise. Through lectures, readings, case analysis and projects the student will learn how to analyze a business enterprises information management security risks and vulnerabilities and prepare a comprehensive security plan for Intranet, Extranet and Internet infrastructures.

IS 606
End User Information Systems
(Prerequisite: IS 601)
An in-depth study of the end-user approach to systems analysis, addressing the links between information systems technology, people and organizational goals. The course provides a comprehensive, thoroughly up-to-date treatment of IS design, analysis and implementation, with a practical focus on shaping information systems to enhance employee performance and carry out "real-world" business strategies. There is a strong emphasis on workgroup (collaborative) technologies, knowledge management and change leadership.

IS 607
Systems Integration and Client/Server Computing
(Prerequisite: IS 601)
An in-depth study of information systems technology through systems integration and distributed computing, to maximize efficiencies to meet organizational goals. The course provides a comprehensive, thoroughly up-to-date treatment of IS design, analysis and implementation, with a practical focus on client server computing and the integration of legacy systems with newer applications to meet changing business needs.

IS 608
Knowledge Management – Knowledge Based Systems
(Prerequisites: IS 601, IS 302, IS 446)
An in-depth study of decision support systems, inclusive of knowledge based systems, expert systems and artificial intelligence and its practical application in the organization. The course provides a comprehensive, thoroughly up-to-date treatment of IS design, analysis and implementation, with a practical focus on shaping information systems to enhance executive decision making to meet the changing internal and external environment facing business's today. There is a strong emphasis on data mining, knowledge management and management decision tools and skills.

IS 609
Automated Knowledge Management Systems
(Prerequisites: IS 607 and IS 608)
An in-depth study of knowledge management through project implementation. The course provides a comprehensive hands-on application of business systems analysis, database integration and creation of decision support systems. There is a strong emphasis on individual and team project development using the acquired knowledge and skills from previous courses. This class represents a cumulative effort of acquired learning.

IS 620A
Master's Research Project I
(Prerequisite: Completion of all program core requirements with a GPA of 3.0 or better)
This course is the first part of the master's research project. It focuses on the research and selection of an appropriate topic related to information systems. Students develop the project in a three-to-five member group and utilize skills previously acquired in their respective core curriculum. This is a regular one-month course. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work), or "U" (Unsatisfactory, "D"D or below).

IS 620B
Master's Research Project II
(Prerequisite: Completion of IS 620A)
A continuation of IS 620A. Students develop the project in a three-to-five member group. Students complete a detailed analysis and design of the project within the first two weeks of the course. After completing the project, students formally present their final product to a review panel for evaluation and grading. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work), or "U" (Unsatisfactory, "D" less than C level work).

IT – Instructional Technology

IT 600
Instructional Design
An overview of the instructional design process. Topics include learning theories, needs assessment, analysis of subject matter content, development of goals and objectives, classification and sequencing of objectives, design of instructional strategies, selection and integration of media-based delivery systems, design of print and multimedia instruction and formative evaluation strategies.

IT 601
Advanced Instructional Design
(Prerequisite: IT 600)
A graduate seminar/practicum focusing on four aspects of the instructional design process: (1) establishing and maintaining effective relationships with clients and subject-matter experts; (2) analyzing an education/ training problem and developing potential instructional solutions; (3) developing effective strategies and materials to implement an instructional solution; and (4) examining theories and practical issues involving instruction, information, cognition and technologies as they relate to the instructional design process.

IT 610
Multimedia in Instruction
(Prerequisites: IT 600, IT 601)
A comprehensive exploration of current techniques for designing multimedia instructional packages. Topics include pattern languages, object-oriented programming, user-task analysis, visualization, 3D modeling, interaction design, multimedia project management and style guides.

IT 615
Distance Learning
An exploration of the central issues involved in distance education from print-based correspondence courses to more contemporary, digital approaches. Focuses primarily on the use of Internet e-mail, the World Wide Web, electronic bulletin boards and conferencing systems and video teleconferencing to provide educational opportunities that are time- and place-independent.

IT 620
Web-based Instruction
(Prerequisite: IT 615)
An examination of the most current approaches to using the World Wide Web as a platform for instruction. Review of existing Web-based courses/programs as well as hands-on experience with current design/editing systems including HTML, VRML, Java and CGI scripts.

IT 625
Simulations and Virtual Reality
Introduction to the use of simulated environments as a component of education/training programs. Topics include a historical review of simulation, instructional design principles applied to virtual reality as a tool for instruction, current constraints in both stand-alone and networked systems and future possibilities for simulated learning environments.

IT 631
Management of Instructional Design Projects
(Prerequisite: IT 625)
A comprehensive study of the management issues involved in carrying out an instructional design project from start to finish. Topics include proposal/contract development, budgeting, human resource considerations, strategic planning and quality assurance in completing instructional design projects.

IT 634
Seminar in Performance Technology
An examination of performance technology as a tool for improving organizational effectiveness and applying educational interventions. Reviews literature on performance technology models, approaches to organizational needs analysis, theories and change strategies from the organizational development (OD), human resource development (HRD), human resource management (HRM), environmental engineering (ENG) and electronic performance support systems (EPSS).

IT 641
Evaluating and Improving Instructional Programs
(Prerequisite: IT 600)
An exploration of alternative theories and strategies for evaluating the effectiveness of instructional programs. Introduces qualitative and quantitative approaches to student outcome assessment, portfolio evaluation and continuous quality improvement strategies as they apply to the design and improvement of instructional systems.

IT 645
Current Issues in Instructional Technology
(Prerequisites: IT 601, or EDT 606, EDT 608, EDT 662)
A topical seminar exploring the most current issues in instructional technology design. Topics might include new developments in CD- or Web-based authoring tools, privacy and/or copyright issues, international standards or emerging training/educational approaches based on enhanced information technologies (*e.g.*, voice or visual pattern recognition, intelligent agents, improved compression algorithms).

IT 650A & B
Instructional Technology Project
(4.5 quarter units each)
(Prerequisites: All other courses in the program)
The final required component of the MS in Instructional Technology. In this course, students complete an instructional design/multimedia capstone project under the supervision of a faculty member. The scope of the project must be such that students work a minimum of 80 hours for each section (A & B). Students meet weekly with a faculty supervisor to make a progress report and

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discuss issues or problems related to their project.

IT 690
Guided Study
(1.5-4.5 quarter units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

ITM – Information Technology Management

ITM 210
Computer Network Technologies Overview
This course emphasizes the network operational concepts and implementations. Provides a basic understanding of network basics and emerging local area network technologies. Includes topics such as integration of hardware and software components, network architecture, protocols, interconnection of networks using bridges and routers, network links using cable modems and DSL and IEEE 802 network access standards. TCP/IP will also be reviewed within the context of networking protocols.

ITM 230
Desktop Applications and Information Processing
This course provides the solid framework into the concepts and actual implementation of Window 2000/XP. Topics include understanding of the desktop processing of information to support organizational decision-making and strategic planning. Introduces the client server architecture and focuses on the M/S Office / XP desktop applications that are required to meet and support the real-world projects and various IT initiatives. Hands-on labs are included.

ITM 310
Introduction to Information Technology
(Prerequisite: CST 205 or Equivalent Computer Literacy)
An introduction to information technology infrastructure concepts and applications in an integrated information system environment. Focuses on understanding the importance of IT for various types of IT applications within an organization. Topics will include: overview of hardware, software, data resources, telecommunications and networks. The course provides an overview of "what" Information Technology is and how to apply IT in various organizations.

ITM 320
Information Technology Management
An integrated perspective on how to manage, plan and integrate information technology resources. Provides an overview of the concepts of managing information technologies and covers the topics of information technologies planning, information forecasting and information processing. Project management concepts and processes are also reviewed and applied to specific information technology initiatives and tasks related to (1) Desktop technology, processing and administration, (2) network information technology, processing and administration and (3) database systems technology, processing and administration.

ITM 340
Information Technology Desktop Support
(Prerequisite: ITM 330)
As a follow-up to ITM 330, this course will introduce the critical role of desktop administration, application installation and desktop support. Topics include security, file backup and recovery, information sharing, user authentication, an introduction to website programming concepts using tools such as Microsoft Systems Management Software. The emphasis of this course is on installing, monitoring and the administration of desktop technologies within the client / server architecture for organizational use. Hands-on labs are included.

ITM 410
Computer Network Technologies Overview
Emphasizes the network operational concepts and implementation. Provides a basic understanding of network basics and emerging local area network technologies. Includes topics such as integration of hardware and software components, network architecture, protocols, interconnection of networks using bridges and routers, network links using cable modems and DSL and IEEE 802 network access standards. TCP/IP will also be reviewed within the context of networking protocols.

ITM 420
Network Management Principles and Practices
This course covers the network management principles, practices and technologies for managing networks, systems, applications and services. Review of the latest computer network technologies, such as ATM, Gigabit, Ethernet and FiberOptic connections. Build on LAN basics from ITM 410, including how to implement LAN solutions such as FDDI, Fiber Channel and Gigabit Ethernet and WAN technology, such as Switched Multi-Megabit Data Service and Frame Relay. Also covers integrated high-performance router and switch technologies.

ITM 430
Network Administration (local and remote)
(Prerequisite: ITM 410 and ITM 420)
An overview of the management tools necessary to understand the LAN hardware and software for client server architecture technology. Focuses on the installation and management of the LAN and the connectivity to other systems and networks. The emphasis of this course is on Hands-on learning "how to install, configure and implement the network.

ITM 440
Database Systems Concepts and Data Modeling
An introduction to the concepts of data modeling and relational databases. Covers the methodologies for building a logical model, techniques for organizing and designing relational databases and practical approaches to transform logical models to a stable relational database. Introduces fundamental database and application development concepts and techniques. Given database design and application requirements, students design , construct and test a personal computer database and associated application components.

ITM 450
Database Processing and Administration
(Prerequisite: ITM 440)
This course will provide students with the knowledge and skills necessary to install configure and administer Database Management Systems. Topics included in this course are conceptual understanding of data storage architecture, creation and management of files, groups, databases, tables, queries, locking options, indexes and data views.

ITM 490 A
Information Technology Project I
(Prerequisite: 9 of the 10 ITM courses must be successfully completed)
A capstone project for information technology application. Students work on an original and significant project that integrates concepts, principles and tools that are taught throughout the program.

ITM 490 B
Information Technology Project II
(Prerequisite: ITM 490A)
A capstone project for information technology application. Students complete their projects and present their original and significant projects to a panel of academic and business professionals.

LAS – Language Arts

LAS 100
Spanish I
CAN: SPAN 2
(3 quarter units)

An introduction to elementary Spanish conversation, reading and writing in a comfortable environment. Gives students insight into the Spanish-speaking world, including the United States.
LAS 100+LAS 200=CAN: SPAN SEQ A

LAS 101
Spanish for Native Speakers I
The first of a two-course sequence. Spanish for Native Speakers is designed for bilingual students seeking to become bi-literate. Reading and writing skills are stressed with special emphasis on improvement of written expression, vocabulary development and problems of grammar and orthography. this course seeks to prepare native speakers with little or no formal training in Spanish for more advanced courses.

LAS 200
Spanish II
CAN: SPAN 4
(Prerequisite: LAS 100)
(3 quarter units)
A presentation of intermediate Spanish conversation, reading and writing in a comfortable environment. Gives students insight into the Spanish-speaking world, including the United States.

LAS 201
Spanish for Native Speakers II
Spanish for Native Speakers II is the second of a two-course sequence designed for bilingual students seeking to become bi-literate. Reading, writing and critical thinking skills are stressed with special emphasis on improvement of written expression, vocabulary development and problems of grammar and orthography. This course seeks to prepare native speakers for college-level communication, comprehension and written expression.

LAS 300
Spanish III
CAN: SPAN 8
(Prerequisite: LAS 200)
(3 quarter units)
A presentation of advanced Spanish conversation, reading and writing in a cultural studies context. Gives students information about Spanish-speaking cultures in the Americas, particularly the United States. Topics may include history of local communities, labor and educational issues and issues of identity.

LAS 340A
Spanish in the Professional Work Place for English Speakers +
An introduction to Spanish grammar structures, vocabulary and information in cultural interaction. Gives English-speaking students an effective tool for communication with Spanish speakers in the work place.

LAS 341
Applications of Cross-cultural Communication in the Work Place +
An examination of the basic cultural differences generally encountered in the workplace. Gives students strong experience and clear perspectives on cross-cultural communication in the work place. Covers modes of teaching including theatrical representation, lectures, videos, guest speakers and oral presentation.

LAS 490
Guided Study in Spanish
(1.5-4.5 quarter units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

LAW – Law

LAW 304
Legal Aspects of Business I
CAN: BUS 8
A survey of contracts, sales, agencies, personal property, commercial paper and associated topics. Emphasizes prevention of litigation and liability arising from business operations.

LAW 305
Legal Aspects of Business II
(Prerequisite: LAW 304. A sequential course to LAW 304.)
A survey of business organizations (partnerships, corporations, government regulations), property (real property and leasing, estates, community property), business torts, business crimes and associated topics. Emphasizes prevention of litigation and liability arising from business operations.

LAW 310
Litigation
A broad-based overview of the various stages of the civil/criminal litigation process. Covers the complete litigation process starting from the initial filing of the criminal information and/or civil complaint, progressing through the client interview, motion and trial phase. Explores the process of court pleading and discovery, including interrogations, depositions and the voir dire process. Also covers heavy strategies and the role of the law office assistant. Students must demonstrate their legal knowledge and understanding of the material through the drafting of a civil complaint, accompanying forms, summons and depositions.

LAW 311
Legal Research and Writing
A comprehensive overview of legal research using primary/secondary, federal and state legal authorities. Emphasizes use of both manual and computer-assisted legal research strategies for actual problem-solving applications. Introduces legal writing skills through class instruction and practical exercises to develop a systematic approach to concise legal writing.

LAW 400
Current Legal Issues
A study in the use of our legal system to resolve societal and individual problems. Reviews contemporary issues including minority rights, abortion, free speech and criminal justice.

LAW 402
The Art of Negotiation
A workshop course for pre-legal and pre-professional students to develop the verbal and analytical skills needed to be effective negotiators in the practice of law and business. Examines general negotiating principles and uses practical student exercises.

LAW 410
Introduction to Law and Legal Analysis
An introduction to case brief writing and legal problem analysis. The classroom discussions employs the Socratic method used in law school classes.

LAW 420
Advocacy
A capstone course that requires students to participate in a mock trial. Students write trial briefs, create pre-trial discovery strategies, give oral arguments and examine witnesses in a simulated civil case.

LIT – Literature

LIT 100
Introduction to Literature +
IGETC: 3B
(Prerequisites: ENG 100/101)
An overview of the main genres of literature, including fiction, poetry and drama. Examines literary language and different approaches to literary criticism;designed to increase student confidence when responding to literature.

LIT 337
American Literature +
CAN: ENG SEQ C; IGETC: 3B
(Prerequisites: ENG 100/101)
An examination of literary heritage of the United States. Includes study of major works and movements in a variety of genres.

LIT 338
Shakespeare
IGETC: 3B
(Prerequisites: LIT 100)
An examination of major works of William Shakespeare.

LIT 342
World Literature +
IGETC: 3B
(Prerequisites: ENG 100/101)
An introduction to the literary arts of Africa, the Middle East, Asia, Latin America, the Caribbean and Native North America. Presents a variety of genres, as well as both classical and contemporary works.

LIT 360
Literary Theory
(Prerequisite: ENG 101)
A survey of major classical and contemporary arguments about the nature of literature, literary expression, and literary experience.

LIT 430
Children's Literature and Literacy
(Prerequisites: ENG 101, LIT 100, ENG 350, PSY 301)
Provides students with the foundations necessary for teaching children to read and learn through reading. It emphasizes the role of literature in literacy development and learning across the curriculum from K-8. Students learn to identify the stages in reading development, to select appropriate literary texts for diverse learners at each stage, analyze children's literary texts and assess the developing literacy and language development of young learners. BAMS candidates must take this course in conjunction with LIT 430A Children's Literature and Literacy Practicum.

LIT430A
Children's Literature and Literacy Practicum
(1.5 quarter unit) (Prerequisites: ENG 101, LIT 100, ENG 350, PSY 301)
This practicum course accompanies LIT 430 Children's Literature and Literacy. The practicum provides the opportunity for students to observe and participate in the language arts activities of the public school at the K-2, 3-5 and 6-8 grade-level clusters. The fieldwork integrates knowledge about children's literature and literacy with the academic content from at least one other subject area described by the *California Student Academic Content Standards* and *State Curriculum Frameworks,* focusing on grades K-8, such as Language Arts, Mathematics, Science, History/Social Science, or Health. Note: LIT 430A, taken in conjunction with LIT 430, meets twice a month on Saturday for two hours during the months of LIT 430 (eight contact hours in the NU classroom). The 15 fieldwork hours take place in supervised public school classrooms in which students observe language arts activities, read stories with children and work one-on-one with an English language learner (9 hours observation/6 hours participation). The practicum assumes students will spend at least 22 additional hours outside the classroom for preparation of the fieldwork and reflection on the activities of the practicum. (Total minimum hours inside and outside the NU classroom equal 45.)

LIT 442
Mythology
(Prerequisites: ENG 100/101)
An examination of mythology. This course recognizes that myth-making is a creative activity central to all cultures, including our own society. Students analyze and compare mythological narratives from a variety of cultures.

LIT 443
World of the Short Story
(Prerequisites: ENG 100/101)
A look at short stories. The reading list includes varieties of form and style in short fiction drawn from world literature and focuses on contemporary writing.

LIT 446
Studies in Poetry
(Prerequisite: LIT 100)
An examination of the formal and thematic concerns of representative works of poetry of the Renaissance, Romantic, and Modern eras.

LIT 450
Studies in the Novel
(Prerequisites: ENG 100/101)
A look at the novel as a dominant literary form in the 18th, 19th and 20th centuries in both the English and non-English traditions. Examines varieties of plot construction and character portrayal.

LIT 456
Studies in Drama
(Prerequisite: ENG 101)
An examination of the conventions and varieties of dramatic texts and performance, focusing on drama of the 20th century. Includes discussion of both Western and non-Western traditions.

LIT 460
Gender and Literature
(Prerequisites: ENG 100/101)
A study of the representations of gender in literature to better understand changing literary aesthetics. Discusses assumptions about the ways gender permeates language and discourse.

MAT – Teaching

MAT 640
Applications of Research for the Art of Teaching
This course is designed to provide classroom educators with the knowledge and skills required to understand, interpret, generate and evaluate research relevant to their lives as professional educators. The work of the classroom educator will be emphasized throughout the course as students produce a major educational writing project. This course will include relevant aspects of professional writing, while remaining focused on the practical needs of the classroom educator who wishes to join the larger professional community in their field of specialty. *Must be taken as the last course in the MAT program.*

MAT 641
Cultural Democracy: Contemporary, Local & Global Issues
The course content examines the ways in which individuals in institutional roles operate on culturally democratic policies and practices, including how formal and informal political forces influence culturally democratic programs and culturally relevant curriculum development and implementation. The course emphasizes successes in systemic multicultural competency development and examines the observable and hidden evidence of organizational transformation.

MAT 642
Program Design: Curriculum Theory, Design and Assessment
This course examines the underlying principles that have shaped outcome based learning, content based standards, accountability and need for education reform. The course will emphasize evaluation of school programs, student assessment and program design using the California Coordinated Compliance Review guidelines.

Course Descriptions

MAT 643
Models of Teaching, Theories, Applications and Practice
This course explores how a variety of teaching models and learning theories are applied in instructional contexts. Specific application of some models and theories will be discussed in class and presented in student-designed curriculum projects.

MAT 644
Foundations and Principles of Curriculum
This course surveys the field of curriculum with specific emphasis on foundations, principles and issues for public educators in California's linguistically and culturally diverse society. The course identifies various approaches to curriculum and the development, design, implementation and evaluation of curriculum. Application of curriculum approaches is provided through student-designed analyses of curriculum.

MAT 645
Developing Fluency in Reading
Provides a research-based analysis of the phonology, morphology and orthography of English, with attention to teaching students at all grade levels to become proficient readers through recognizing sound-print relationships. Candidates will incorporate current approaches to phonemic awareness, explicit phonics instruction, recognition of high-frequency words and spelling patterns for both English language speakers and English language learners.

MAT 646
Comprehension Strategies and Procedures
An investigation of meaning-making at both the local (discourse) and global (general knowledge) levels. Covers research-based models of discourse processing and representation construction. Introduces strategies to promote guided reading, independent reading and study skills in all content areas, using the concepts of connecting background experience and applying self-monitoring strategies.

MAT 647A & B
Language Arts Assessment and Instruction I & II
(Prerequisites: MAT 645, MAT 646)
A two-course series that develops the ability to assess the strengths and needs of students in reading, writing and oral expression through multiple measures. Includes classroom-based formal and informal, group and individual assessment. Also emphasizes assessment–based instruction, particularly early intervention strategies using flexible grouping, small groups and one-on-one tutoring. Candidates must complete a field experience requiring assessment and instruction of students, including non-readers and English language learners. Grades will be assigned at the end of the second course.

MAT 670
The Theory of Research-Based Best Practice Instruction: An Overview
Covers theories and research on Best Practices in education. Best Practice research on effective schools emphasizes: classroom instructional practices, classroom management, school organization and planning, strategies for linguistically and culturally diverse students to access the core curriculum, instructional leadership, teaching environment, teaching strategies, peer assistance, peer review process and parent and community support.

MAT 671
Applied Best Practice Strategies in Classroom Instruction
Upon completion of this course, participants will possess the knowledge, skills and abilities identified in the California Standards for the Teaching Profession. The emphasis is on developing a repertoire of Best Practice Teaching Strategies that can be applied to classroom instruction and assessment of diverse learners.

MAT 672
Integrating Multimedia Interactive Technology in Best Practice Instruction
Students in this course will learn how to integrate, differentiate, align and individualize instruction using technology and multimedia technologies.

MAT 673
Differentiated Instruction and Target Teaching
Participants in this course learn how to increase student achievement by improving the match between the learner's unique characteristics and various curriculum components; how differentiation involves changes in the depth or breadth of student learning; and how differentiation is enhanced through the use of appropriate classroom management, pre-testing, flexible small groups, tiered assignments, target teaching and the availability of appropriate resources.

MAT 674
The Theory of Research-Based Practice Instruction
Consists of 180 clock hours of practicum experience. Students will observe best practice teachers and be observed. Teachers will be required to demonstrate Best Practice competency on the Best Practice Continuum, including delivery of instruction, classroom management and organization, understanding and organizing subject matter for student learning, lesson planning and designing teaching experiences for all students, drawing on and valuing students' backgrounds, interests and developmental learning needs, collecting and using multiple sources of information to assess student learning and planning for professional growth.

MFA – Fine Arts

MFA 660
Film Art Studies
A intensive study of film arts, this course provides an overview of the history, theory, techniques of film and filmmaking, American and international; an introduction to film art studies in the context of cinema concepts and terminology used throughout the program.

MFA 665
Film Theory
An overview of film theory designed to give students the critical tools necessary to describe and evaluate various aspects of cinema art, this course introduces concepts from a wide range of approaches, including Deconstruction, Existentialism, Marxism, Post-Theory, phenomenology, psychoanalysis; focussing on such thinkers as Althusser, Bazin, Deleuze, Derrida, Sobchack and Truffaut.

MFA 666
Film History: The Silents
A survey of films produced before the advent of recorded sound, this course focuses on the early national cinemas of French, Germany, the Soviet Union and the United States; attention is directed to concepts of visual narratology, montage and the conventions of acting, set design, lighting and movement.

MFA 667
Film History: American Film
A study of the development of cinema in the United States, this course is a broad overview of American film making; topics include genre, the relationship of film to art, politics, religion and society and the treatment of ethnic groups, women and class by Hollywood.

MFA 670
Film Genre Studies
A course in a specific genre of film in an international or American historical context, including the western, the epic, the Biblical epic, film noir, the crime story, science-fiction adventure, agitprop, or other film genre; an intensive study of the conventions, artists, styles associated with specific genres and the historical conjuncture and circumstances in which the genre appeared.

MFA 671
World Film
A study of the film tradition of a specific nation or group of nations other than the United States, this course is an intensive study of contrasting visual styles of filmmaking, directors, artists and themes prominent in that tradition; a survey of the elements of film making and theory as developed with one country; discussion of transcultural and transcendental film categories, universals, values and the essence of film art.

MFA 680
Screenwriting
A practical survey of writing skills necessary to write film scripts using the conventions and formulas of specific genres; attention to plot development, characterization, description and dialog; a study of formatting accepted in the film industry; an intensive writing course in which the student completes one short screenplay.

MFA 681
Storyboarding
A study of the organizational techniques involved in the visual-narrative of storyboarding, including scene description, movement, transitions, set-up and special instructions; an intensive study of visualization; complements Screenwriting (MFA718).

MFA 682
Animation
A study of the art of animation, this course includes a brief overview of the history and theory of animation art and an introduction to techniques involved in the production of short animations; complements Screenwriting (MFA 718) and Storyboarding (MFA 710).

MFA 683
Direction
An advanced study of the techniques, styles and devices commonly used in film direction, including elements of cinematography, screenwriting and acting; attention given to the visual syntax of film narratology .

MFA 685
Great Directors: American
The study of the canon of work of a specific American director; a comprehensive study of the artistic achievements of a specific director; detailed interpretation and analysis of the techniques and concepts employed by a specific director.

MFA 686
Great Directors: International
The study of the canon of work of a specific director, excluding American; a comprehensive study of the artistic achievements of a specific international director; detailed interpretation and analysis of the techniques and concepts employed by a specific international director.

MFA 690A
Thesis Research
The thesis is the capstone of the Master of Fine Arts in Film Art Studies; this course provides the student a venue by which to demonstrate the theoretical and practical production skills acquired in the program. MFA 690A includes selection of topic, mentor and thesis committee; bibliographical research; general outline and organization; and, the first draft of the final thesis.

MFA 690B
Thesis Writing
(Prerequisite: MFA 690A)
The thesis is the capstone of the Master of Fine Arts in Film Art Studies; this course provides the

student a venue by which to demonstrate the theoretical and practical production skills acquired in the program. MFA 690B includes writing of intermediary draft, corrections and the final draft of the thesis.

MGT – Management

MGT 400
Ethics in Law, Business, and Management
This course is an exploration of values and ethics in American business utilizing debate and written exercises. It also considers ethical issues arising in the global business environment.

MGT 409C
Principles of Management and Organization
This course is a survey of the theories, techniques, and concepts of management in organizations and the role of the manager in a technologically-oriented society.

MGT 420
Introduction to Total Quality Management in the Context of Management and Leadership
The foundation and orientation course for the TQM certificate program, it surveys the history and development of total quality management within the general context of organizational management theory. It orients students to the philosophy of TQM, the impact of TQM on the management's orientation towards supplier and customer relations, the importance of written communications, the impact of technology in the workplace, and the importance of quantitative analysis in the implementation of TQM/TQL. The class also explores the effect that striving for quality has had on the globalization of markets and the competitive emergence of world-class standards, including the Deming Prize and the Malcolm Baldrige National Quality Award.

MGT 421
TQM Tools of Continuous Process Improvement
A survey of the basic statistical skills and research methods used to analyze organizational systems, topics include levels of data and statistical measurement, analytical approaches to problem solving, Pareto charts, run charts, attribute and variable control charts, flow charts, cause-effect diagrams, is/is not analysis, histograms, and scatter diagrams. Students take a set of data that represent the analysis of an organizational process and apply the appropriate statistical procedure, analyze the results of the procedure, and develop a recommendation based on the analysis.

MGT 422
Team Building, Interpersonal Dynamics, and Empowerment
An overview of the issues of quality applied to human resources management, topics include the delegation of authority and empowerment, work groups, team building, and employee involvement, reward/recognition programs and employee morale, and the importance of written and oral communication skill in the delegation, sharing, and execution of work. Students gain a clearer understanding of the ways the workplace is changing to improve productivity and profitability.

MGT 423
Organization and Planning for Customer Satisfaction
This course is an examination of (1) the organization and development of TQM teams in both product and service organizations, and (2) the application of continuous process improvement measurements on customer satisfaction in both product and service organizations. It presents the major concepts and approaches to leadership development and strategic planning for TQM. Topics include methods used to determine

customer requirements and expectations, meeting customer expectations, setting standards and managing relationships, incorporating customer satisfaction measurements, leadership involvement, quality value creation, promotion of quality, quality strategic planning, and organizational assessment. Students learn how to use the framework of customer satisfaction concepts and measurement methods in the quality management process. They also learn how senior management can create a quality culture within an organization and provide visible guidance to employees.

MGT 424
TQM and Operational Results
An examination of the process of Benchmarking, topics include planning for improved quality on feedback drawn from internal process measures, the role of customer feedback comparisons with similar organizations (benchmarking), using information from suppliers, and supplying information to users. Students learn to benchmark and factor the outcomes with summaries of other data into quality operational planning.

MGT 425
TQM Capstone: Implementing the Quality Process
A capstone course covering the total systems approach to assure quality services and goods, topics include product/service design, quality function deployment, process quality control, continuous improvement methodologies, quality assessment, documentation, quality of business and support services, and supplier quality assurance. Students use real workplace situations to apply all the concepts learned in this program to a TQM project. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

MGT 430
Survey of Global Business
(Prerequisites: ECO 200 and ECO 201)
A study of the accelerating internationalization of all business, this course introduces upper-division undergraduate students to all facets of international business within three broad subject areas: (1) the economic framework of international business, (2) the operating frameworks of multinational corporations, and (3) a framework for global strategic management. It uses case studies to illustrate concepts and methods.

MGT 442
Strategic Business Management
A study of the application of strategic management principles to the development, organization, financing, and operation of a business enterprise, this course integrates and applies skills and knowledge gained in other business courses, especially those in management, marketing, accounting, and finance. To enroll in MGT 442, students must first complete all "Preparation for the Degree" courses and at least four of the courses listed as upper-division BBA requirements.

MGT 451
Production and Operations Management I
A survey of the fundamental concepts of production and operations management, the course covers the use of quantitative methods and computer applications for forecasting, resource allocation, decision theory, capacity planning, project management, inventory management, and quality assurance.

MGT 490
Guided Study
This course is individual study under direction of instructor. It requires prior approval of appropriate academic department.

MGT 6XX
Seminar in Executive Topics
(Prerequisites: 27 Quarter Units in the MBA program, which must clued QMT 601)
An integrative, writing seminar

MGT 600
Ethical Concerns in Business and Management
An analysis of the values, ethics, and ideologies in American business and their applications to current issues in management and business within the contemporary socio-cultural setting, it focuses on corporate behavior and decision making. Through lecture, case study, debate, and readings, students develop an ethical outlook on a wide variety of workplace issues, such as discrimination, toxic wastes, advertising, product safety, and international operations.

MGT 601
Leadership in a Global Environment
An examination of the leadership imperatives for the new century, this course analyzes current and evolving theories of leadership, individual and group behavior, and organizational theory within the context of the highly competitive global marketplace. It also analyzes the social and ethical responsibilities to organizational stakeholders using ethical decision-making frameworks, applies leadership principles in the management of change, innovation, and diversity, and assesses skills in creative thinking, innovating, and leading a creative work force.

MGT 602
Strategic Decision-Making in Global Business
(A capstone course for MBA students. To enroll in MGT 602, MBA students must first complete at least 30 quarter units of the MBA program requirements, other than MGT 610C.)
An in-depth study of general management functions as organizations adapt to the global environment, this course emphasizes environmental characteristics that make strategic management critical to organizational success, including assessment of organizational strengths and weaknesses, identification of opportunities and threats, optimum response to unanticipated events, and strategic analysis in turbulent environments. It also analyzes the sociocultural, political, economic, ethical, technological, and regulatory environments that have an impact on businesses in multicultural settings. The course places special focus on the impact of NAFTA and GATT upon the strategic management of business enterprises. Explores global business opportunities provided through new technologies for both small firms and large corporations.

MGT 610C
MBA Project
A project where students work in teams or as individuals under the guidance of an assigned faculty advisor. Students clarify research topics and identify data sources in preparation for the project. Students then gather data and present their research in both written and oral form to faculty and classmates. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below). MGT 610C is two months in length.

MGT 630
Global Business Environment
An analysis of the global economic, political, and cultural patterns affecting international business, this course provides an overview of international trade theory, the pros and cons of protectionism, the global financial environment, and the role of the multinational corporation. It analyzes international sourcing, marketing, and strategic management for global business.

Course Descriptions

MGT 635
The Organization Consulting Process
A survey of the history, values, assumptions, methods, and limitations of the organization consulting process. It places discusses both internal and external consulting as well as roles of managers as both consultants and administrators of the consulting process.

MGT 637
Comparative International Management
This course is a study of the impressive gains registered by business in various non-American cultural and geographic settings (*e.g.*, in Europe, Latin America, and Asia). It examines the reasons for these gains, the exportability, if any, of foreign management practices and skills, and the feasibility of adapting and combining different national management styles in the operations of domestic and multinational corporations.

MGT 651
Managing Safety Issues and Regulations
An analysis of current issues manifested by major legislation and the significant health and hygiene regulations faced by health safety managers, the course covers safety program models including workers compensation insurance, fire protection, product liability, and other casualty risks involved in safety and health programs.

MGT 680
Topics in International Business
A graduate seminar in topics of emerging trends and areas of interest in international business, the topics might include marketing and doing business in eastern Europe, implications and opportunities created by NAFTA, emerging markets for high-tech industries, and the progress of European market integration.

MGT 690
Guided Study
This is individual study under direction of instructor. It requires prior approval of appropriate academic department.

MKT – Marketing

MKT 402A
Marketing Fundamentals
This course is the introduction to contemporary marketing theory and its application in the marketing implementation process. It places special focus on identifying market opportunity, product development, promotion planning, pricing decisions, and channels of distribution.

MKT 420
Principles of Consumer Behavior
(Prerequisite: MKT 402A)
A study of the dynamics of human behavior and how it relates to the purchase decision, the course provides an in-depth view of the many factors that influence the consumer's decision-making process including personality, social groups, culture, values structure, perception, and learning. Course material is related to market strategy development through lecture, case, and field study.

MKT 430
Introduction to Global Marketing
(Prerequisite: MKT 402A)
An introduction to the fundamentals of trade, finance, and investment in the international context, the course discusses the international monetary framework and foreign exchange in detail. It reviews theory and history of international trade, including exporting and importing, regional economic integration, and international marketing.

MKT 434
Introduction to Market Research
(Prerequisite: MKT 402A)
190 A course that gives the student an overview and

practical application of contemporary methods for gathering, analyzing, and preparing market research for use in marketing decision making. It focuses on defining organizational information needs and designing appropriate research methods to obtain it. Specific topic areas include qualitative and quantitative research methods, secondary research, internal market intelligence systems, and data analysis.

MKT 440A
Personal Selling
(Prerequisite: MKT402A)
A survey of the essential principles of salesmanship and selling techniques, the course includes the approach to non-manipulative selling and benefit identification. Also covered is how to identify the right market segment, prospect, and plan for personal selling. It introduces direct selling and provides exercises that enhance the direct selling process.

MKT 441
Physical Distribution Management
(Prerequisite: MKT402A)
A study of all phases of management skills in the field of physical distribution with emphasis on customer service and international distribution strategies, the course covers distribution strategies for products and services. It pays specific attention to direct distribution (from manufacturing to retail), indirect distribution (agents, independent representatives, and VARs), and direct marketing (fulfillment centers).

MKT 442A
Public Relations
(Prerequisite: MKT402A)
A discussion of how to plan and implement a public relations campaign, the course examines public relations, publicity, editorials, and relationship with the press. Specifically, it investigates how to prepare and implement public relations campaigns for individuals as well as private and public enterprises, and how to choose and work with public relation firms.

MKT 443
Introduction to Advertising
(Prerequisite: MKT 402A)
An introduction to the principles of Advertising, the course discusses targeting, positioning, and consumer purchasing motivations as necessary tools to designing effective advertising. Students learn how to select and use various advertising media to meet specific marketing problems and opportunities. It examines radio, television, print media, outdoor advertising, and media budgeting in detail.

MKT 445
Direct Marketing Basics
(Prerequisite: MKT 402A)
A survey of direct marketing principles and techniques, this course includes direct mail, catalogs, telemarketing, direct response print and broadcast media, Internet marketing, database marketing, and interactive marketing. It discusses in detail the emerging direct marketing technologies that bring direct marketing out of the back room and into the marketing mainstream.

MKT 602
Marketing Management
An in-depth examination of marketing environments and the impact marketing activities have on organizational operations in competitive, global, multicultural business settings, the course discusses both domestic and international frameworks of the fundamental marketing functions of product, pricing, distribution, and promotion. It explores and analyzes modern marketing problems and solutions from conceptual, legal, and ethical perspectives. It explains marketing information systems and the use of advanced technologies in marketing decision making.

MKT 620
Consumer Behavior
(Prerequisite: MKT 602 or MKT 402A or equivalent)
An in-depth study of how psychological, sociological, and cultural variables influence buying behavior and marketing strategy development. It focuses on identifying the relevant behavioral variables in a given product purchase situation and determining how marketing strategy can be adapted to meet the ways in which consumers perceive, select, and buy. It uses advanced cases and a field study project.

MKT 631
Global Marketing
(Prerequisite: MKT 602 or MKT 402A or equivalent)
A study of strategic planning and organizing for international marketing, researching global markets, marketing consumer products, industrial products, and services in the world market, the course explores the international advertising and promotion effort, personal selling and personnel management, pricing, distribution systems, export trade mechanics and logistics, financial requirements for international marketing, and coordinating and controlling global operations. It also discusses the effect of trade agreements on international business.

MKT 633
Sales Management
(Prerequisite: MKT 602 or MKT 402A or equivalent)
This course is a survey of all facets of sales management, including estimating sales potential and forecasting sales, manning territories, selecting, training, motivating, supervising and compensating the sales force, and interfacing with other company functions. Also covered are typical sales management problems and potential solutions.

MKT 634
Market Research
(Prerequisite: MKT 602 or MKT 402A or equivalent)
An examination of principles and techniques of market research with emphasis on quantitative applications, this course focuses on defining organizational information needs and designing appropriate research methods to obtain information. It covers qualitative and quantitative research methodologies, secondary research, internal market intelligence systems, and data analysis.

MKT 635
Advertising Management and Marketing Communications
(Prerequisite: MKT 602 OR MKT 402A or equivalent)
An analysis of marketing communications from business, social, economic, and political perspectives, this course provides an in-depth discussion of advertising and promotion as key tools in marketing new and established products. It examines advertising planning and management, research, creative development, media selection, direct response, and advertising agencies. Emphasis is on new media technologies and the growing use of alternative media in communicating with selected publics.

MKT 670
Selected Topics in Marketing
(Prerequisites: MKT 602, MKT 402A or equivalent)
This course that is developed on request from regional centers to serve specific regional educational and business needs. Potentially it covers topics such as telecommunications, computers, health care services, marketing communications, retail management, and/or industrial marketing.

MM – Multimedia

MM 330
Communication Tools
(Prerequisites: ENG 100/101 or Equivalent and COM 100)
An overview of digital communication tools and techniques used in today's workplace, as well as an introduction to message design and the social and ethical responsibilities attending the digital communication field. Through intensive practice, students learn how to write for various business purposes, such as analytical, descriptive, procedural, summative and technical. They learn copy editing and formatting techniques in conjunction with traditional and online research skills. Software instruction includes MS Word, PowerPoint, Internet browsers, compression utilities and FTP programs.

MM 331
Principles of Graphic Design
(Prerequisites: ENG 100/101 or Equivalent and COM 100)
A hands-on introduction to the principles and techniques of graphic design for print and digital media that covers print vs. digital production; resolution and size considerations; vector vs. raster formats; color theory and layout principles; typography; file formats, output and management. Software instruction is in Adobe Photoshop.

MM 332
Electronic Design and Layout
(Prerequisites: ENG 100/101 or Equivalent and COM 100)
An introduction to layout design for print and web publishing that covers typography, layout theory, prepress production methods and project management. Emphasizes practical development techniques to produce digital visual images efficiently. Software instruction is in Adobe Illustrator.

MM 335
Desktop Publishing
(Prerequisite: MM 332)
This course covers the stages of publishing in print media from the inception of a project through to the distribution of a finished product. It provides students with the opportunity to put their theoretical and classroom knowledge to practical use in the design, creation and printing of a project. Topics include: typography, layout theory, pre-press production and project management. Students learn through intensive practice layout techniques for digital and print delivery. Software instruction is in QuarkXpress.

MM 336
2-D Graphic Imaging
(Prerequisites: MM 331 and MM 332)
An intermediate course in computer-aided photographic manipulation and the merging of vector and raster graphic files used in web authoring and print design. Students produce images in a variety of digital formats, applying aesthetic and composition design principles. Covers technological limitations of Internet graphics. Software instruction is in Adobe Photoshop & Illustrator.

MM 340
Principles of Web Design
(Prerequisites: ENG 100/101 or Equivalent and COM 100)
Introduces the terminology, history and evolution of web design and the use of hypertext. Provides an overview of effective web page design and efficient site architecture. Covers content development, navigation and usability. Software instruction is in Dreamweaver.

MM 350
Web Presentation
(Prerequisites: MM 332 and MM 340)
Provides a hands-on introduction to the basics of web presentation. Students apply aesthetic and usability criteria to produce web presentations, "movies" and other animated components for placement into websites. Covers technological constraints of web presentation and animation, appropriate uses of motion in a web page and digital asset management for optimal delivery of animated content. Software instruction is in Macromedia Flash.

MM 360
Digital Audio and Video
(Prerequisites: ENG 100/101 or Equivalent and COM 100)
Provides a hands-on introduction to the basics of digital audio and video. Students produce and edit a/v clips and apply aesthetic and usability criteria to their placement in web sites and CD-ROM presentations. Covers technological constraints of video and sound files; appropriate uses of sound and video to enhance message delivery; and the management of digital assets for optimal delivery of media. Software instruction is in Adobe Premiere, Sonic Foundry Sound Forge and Acid Pro.

MM 370
Digital Interactivity
(Prerequisites: MM 332 or MM 336)
Provides a hands-on introduction to the basics of web interactivity and its potential for e-business, entertainment and education. Students apply aesthetic and usability criteria to visual, textual and aural components integrated into interactive presentations, games and instructional media. Covers technological constraints of web delivery, interactive design and composition and media integration techniques. Software instruction is in Macromedia Director.

MM 380
3-D Modeling and Rendering
(Prerequisites: ENG 100/101 or Equivalent and COM 100)
Provides a hands-on introduction to the basics of 3-D graphics in still and animated formats. Students produce basic 3D elements and apply aesthetic and usability criteria to their placement in digital and print media applications. Covers technological constraints of 3D applications; appropriate uses of still and motion 3D elements to enhance message delivery; and the management of digital assets for optimal delivery of media. Software instruction is in 3-D Studio Max.

MM 410
Authoring Corporate Training I
(Prerequisites: ENG 100/101 or Equivalent and COM 100)
Provides an introduction to instructional design for corporate training through e-learning and multimedia. Students evaluate digital training packages according to instructional design theory and learn multimedia authoring skills to apply to instructional modules they produce. Covers learning theories, authoring tools, multimedia development and usability criteria applied to instructional media. Software instruction is in Macromedia Authorware.

MM 411
Authoring Corporate Training II
(Prerequisite: MM 410)
Provides an overview of advanced techniques of instructional design and development for corporate training through e-learning and multimedia. Students develop and conduct in-depth needs assessment procedures to determine instructional content and delivery style of digital training modules they produce—organizing, editing and programming content for web and CD-ROM delivery. Covers project management, message design and usability testing for performance. Software instruction is in Macromedia Authorware.

MM 420
Multimedia Arts Portfolio Project
(Prerequisites: All Multimedia Arts Core Courses)
In this two-month capstone course, students assemble a portfolio of their best work from previous Multimedia Arts courses and edit and/or improve those pieces. Suitable to show a prospective employer, the portfolio will include digital presentations—graphics, web sites and animations—and printed samples, as well as multimedia documentation, such as creative briefs, proposals, flow charts, executive summaries and descriptive critiques.

MM 430
Advanced 2-D Imaging
(Prerequisite: MM 336)
An advanced course in computer-aided graphic manipulations as used in web authoring. Students produce images in web-standard formats, applying aesthetic and composition design principles. Covers strategies to overcome technological limitations of intent graphics; software add-ons and extensions to aid graphic design; and digital design project management theory and practice to produce graphics efficiently. Software instruction is in Adobe Photoshop.

MM 440
Multimedia Design for the Web
(Prerequisite: MM 340)
Intermediate web page authoring and site design. Students compile graphics, animation and text to produce sites that demonstrate e-business, entertainment and distance education uses of the Internet. Students apply aesthetic and usability criteria to web sites developed according to industry practice. Software instruction is in Macromedia Dreamweaver.

MM 445
Management of Web Projects
(Prerequisite: MM 440)
Advanced course in managing the development of web-based products. Students use project management tools as they produce web sites for e-business, entertainment and distance education. Covers product life cycle planning, risk analysis and client-oriented rapid development. Software instruction is in MS Project, Excel and Word.

MM 450
Advanced Web Presentation
(Prerequisites: MM 350 and MM 340)
Provides hands-on training in advanced web presentation techniques. Students learn media integration techniques for quick-loading web sites that use streaming vector animation and sound. Covers conceptual approaches to building interactivity into web presentations; advanced usability testing for user satisfaction; and digital asset management theory and practice. Software instruction is in Macromedia Flash.

MM 460
Advanced Digital Audio and Video
(Prerequisite: MM 360)
Advanced digital audio and video production techniques. Students write scripts, create storyboards and program a/v clips for business, entertainment and educational purposes. Covers advanced webcasting techniques and strategies to overcome technological limitations of web video and sound. Software instruction is in Sonic Foundry Sound Forge, Adobe Premiere and Terran Media Cleaner.

MM 470
Interactive Multimedia
(Prerequisite: MM 370)
Provides hands-on training in the production of interactive products for e-business, entertainment and education. Students conduct needs

Course Descriptions

assessments for a variety of potential interactive presentations, games and instructional media and apply project management skills to a product they produce. Covers strategies to overcome the technological constraints of web and CD-ROM delivery; interactive design theory and practice; needs assessment procedures; and methods of project management. Software instruction is in Macromedia Director.

MM 471
Advanced Interactivity for 3-D
(Prerequisite: MM 470)
Provides advanced training in the production of interactive products using 3-D for e-business, entertainment and education. Students conduct extensive reviews of interactive presentations, games and instructional media and apply lessons learned to programming 3-D models in interactive environments. Covers advanced techniques to overcome the technological constraints of web and CD-ROM delivery; interactive 3-D design theory and practice; and methods of project management. Software instruction is in Macromedia Director.

MM 480
3-D Animation
(Prerequisite: MM 380)
Provides a hands-on introduction to the basics of 3-D animation. Students produce basic 3-D animation and apply aesthetic and usability criteria for appropriate and effective use. Covers technological constraints of 3-D animation; appropriate uses of animated 3-D elements to enhance message delivery; and the management of digital assets for optimal delivery of media. Software instruction is in 3-D Studio Max.

MM 481
Character Animation
(Prerequisite: MM 480)
Provides a hands-on introduction to the basics of 3-D character animation. Students produce basic 3-D character animation and apply aesthetic and usability criteria for appropriate and effective use. Covers technological constraints of 3-D character animation; appropriate uses of animated 3-D characters to enhance message deliver; and the management of digital assets for optimal delivery of media. Software instruction is in 3-D Studio Max.

MS – Management Science

MS 205
Introduction to Quantitative Methods for Business
An examination of advanced algebra techniques in the business setting, including linear systems, polynomials, exponential and logarithmic functions, as well as introduction to probability and statistics. The primary quantitative course required for MS 407. (Students who have taken college algebra (MTH 215) within the last three years are exempt from this course.)

MS 407
Management Science
(Prerequisite: MS 205 or MTH 210)
A survey of the fundamentals of management science. Emphasizes the concepts and mathematical techniques most useful in business and finance.

MSM – Multiple Subject Matter

MSM 301
Teaching Elementary Physical Education
A content course covering fundamental movements and movement concepts, fitness and movement forms. Also addresses issues of childhood growth and development, motor learning, nutrition, basic principles of movement and strategies of injury prevention.

MSM 499
Multiple Subject Matter Capstone
(Prerequisites: LIT 342 or SCI 335 or HIS 341)
This capstone course compares and analyzes how knowledge is produced across disciplinary boundaries by integrating the four Depth areas of the MSM program: language and literature, history and the social sciences, the sciences and fine and performing arts. Students from each Depth area come together in the capstone course to compare and analyze the different approaches, modes of inquiries and methodologies that define the academic disciplines they have studied in depth. Students plan, research and assess an essay that forms one part of a summative assessment project begun in a depth course to include the perspectives of at least two additional disciplinary approaches (for a total of at least four disciplinary approaches). Students use the integrative essay to produce a thematic unit that can be used at a particular K-8 level. The course provides the scaffolding for students to complete the entire summative assessment project for the Multiple Subject Matter program.

MTH – Mathematics

MTH 204
Mathematics for Business and Social Sciences
CAN: MTH 34; IGETC: 2A
(Prerequisite:Placement Evaluation)
An introduction to the basic principles and general concepts of elementary calculus with application to business, economics, finance and social sciences. Designed for non-technical majors, this course provides management, social scientists and general decision-makers with techniques to analyze real-world relationships. Graphing calculator is required.

MTH 209A
Structure and Concepts of Mathematical Fundamentals I
CAN: MATH 4
(Prerequisites: Placement evaluation)
A study of the real number system and its subsystems, ancient and modern numeration systems, problem-solving and simple number theory. Includes teaching materials and discussion of today's professional organizations. This is a content course, not a methods course.

MTH 209B
Structure and Concepts of Mathematical Fundamentals II
(Prerequisite: MTH 209A)
This continuation of MTH 209A includes concepts of measurement, geometry, probability and statistics, elementary synthetic and Euclidean Geometry. Computer programming in BASIC is introduced. Methods are incorporated whenever possible. However, both MTH 209A and MTH 209B are content/concept courses as prescribed by State regulations, not methods courses. Calculator may be required.

MTH 210
Introduction to Probability and Statistics
CAN: STAT 2; IGETC: 2A
(Prerequisites: Placement Evaluation)
An introduction to probability theory. Covers simple probability distributions, conditional probability (Bayes Rule), independence, expected value, binomial distributions, the Central Limit Theorem, hypothesis testing, sampling and analysis of variance. Assignments may utilize MiniTab software, or text-accompanying course-ware STATDISK for DOS PCs. Computers are available at the University's computer lab. Calculator with statistical functions is required.

MTH 214
Modeling of the Environment
(Prerequisites: Placement evaluation)
A course offering a thorough and useful beginning-level understanding of mathematical modeling. Examines diverse applications from the physical, biological, business, social and computer sciences. Teaches how to characterize data, select an appropriate model, solve for model parameters and use the model to predict. Discusses limitations, as well as the capabilities, of models as applied to understanding the real world and its inhabitants. Case studies are chosen to demonstrate useful applications. Graphing calculator is required.

MTH 215
College Algebra and Trigonometry
CAN: MTH 10; IGETC: 2A
(Accelerated Course)
(Prerequisite: Placement Evaluation)
A continuation course in intermediate algebra. Examines higher degree polynomials, rational functions, trigonometry and matrix algebra needed for more specialized study in mathematics, computer science, engineering and other related fields. Computer usage is encouraged. This course satisfies computer science prerequisites. Graphing calculator is required.

MTH 216A
College Algebra and Trigonometry I
(Prerequisite: Placement Evaluation)
The first month of a comprehensive two-month treatment of algebra and trigonometry preliminary to more specialized study in mathematics, computer science, business, or other scientific fields requiring advanced mathematics. The course is a continuation of intermediate algebra and covers higher degree polynomials, rational functions transformations and the algebra of functions, matrix algebra and basic arithmetic of complex numbers. Graphing calculator is required.

MTH 216B
College Algebra and Trigonometry II
(Prerequisite: Placement Evaluation)
The second month of a comprehensive two-month treatment of algebra and trigonometry; this course is a continuation of MTH 216A. Topics include trigonometric functions, analytic trigonometry and application, parametric equations, matrix algebra, sequences and series; and applied problems. Graphing calculator is required.

MTH 220
Calculus I
CAN: MATH 18; IGETC: 2A
(Crosslisted with CST 208B)
(Prerequisite: MTH 215, or placement evaluation)
An introduction to limits and continuity. Examines differentiation and integration concepts with applications to related rates, curve sketching, engineering optimization problems and business applications. The fundamental theorem of calculus is presented with related techniques for numerical approximation. Looks at the ideas and contributions of Newton, Leibniz, Lagrange, Maria Agnesi and Riemann. Graphing calculator is required.
MTH 220+MTH 221=CAN: MATH SEQ B

MTH 221
Calculus II
CAN: MTH 20; IGETC: 2A
(Prerequisite: MTH 220)
A discussion of differentiation and integration concepts of the natural logarithm, exponential and inverse trigonometric functions and applications to volumes of revolution, work and arc length. Covers improper integrals and highlights ideas and contributions of Natpier, Huygens and Pascal. Graphing calculator is required.
MTH 220+MTH 221+MTH 222=CAN: MATH SEQ C

MTH 222
Calculus III
CAN: MTH 22; IGETC: 2A
(Prerequisite: MTH 221)
A study of functions of several variables; extrema and Lagrange Multipliers as they apply to today's optimization-problems in engineering, business and ecology; Vector algebra and space geometry; and Kepler's Laws with application to satellite orbital velocity problems and the rendezvous phenomenon. Also examines integrated integrals and applications, the Jacobian transformation. Highlights contributions by Mary Fairfax Somerville, Sonya Kovalevsky, d'Alembert, Laplace and Caroline Herschel. Graphing calculator is required.

MTH 223
Calculus IV
CAN: MTH 24; IGETC: 2A
(Prerequisite: MTH 222)
A study of sequences, Taylor Polynomials, infinite series, tests for convergence and the power series. An overview of ordinary differential equations; the initial-value problem; exactness and integrating factors; and Bernoulli and higher-order equations with forcing functions. Also looks at undetermined coefficients and variation of parameter methodologies; the basis for solution space and applications to mechanical and electrical engineering. Provides an introduction to numerical solutions by Euler, Milne and Runge-Kutta. Highlights ideas and contributions of L'Hopital, Fourier, Srinivasa Ramanujan, Wronski and Sophie Germain. Graphing calculator is required.

MTH 311
Topics from Geometry
(Prerequisites: MTH 215 or placement evaluation)
Survey of main concepts of Euclidean geometry with the emphasis on the axiomatic approach, constructions, logic of proof and some ideas from non-Euclidean geometry including historical aspects. A study of axioms of Euclidean Geometry, inference rule, some basic theorems of Euclidean geometry and rigorous proofs. Examines congruence and similarity of triangles, Pythagorean theorem, the circle, construction of straight edge and compass and geometrical loci problems.

MTH 317
Mathematical Modeling
(Prerequisites: MTH 215 or MTH 216A/B and MTH 210)
A first course in mathematical modeling utilizing a variety of interesting, useful and diverse applications from the physical, biological, business, social and computer sciences. Discusses the limitations, as well as the capabilities, of mathematics as applied to understanding our world and its inhabitants. Teaches problem identification, models of solutions, model implementation, modification and maintenance using a case-study approach. Chooses case studies that are interesting, useful applications. Graphing calculator is required.

MTH 325
Discrete Structures and Logic Design
CAN: CSCI 26; IGETC: 2A
(Crosslisted with CST 206B)
(Prerequisites: MTH 215 or MTH 216A/B or placement evaluation)
Discrete mathematics forms the theoretical foundation for much of today's advanced technology in computer systems communications, digital signal processing, neural networks, control systems and information theory. This course studies combinatorics and graph theory. Also analyzes algorithms, logic, circuits, number bases and proofs. Ample applications (graphs, counting problems, Turing machines, codes) examine the ideas of Euler, Boole, Floyd, Warshall, Dijkstra, Church and Turing, Shannon and Bernoulli. Graphing calculator is required.

MTH 410
Computer Technology in the Mathematics Classroom
(Prerequisite: MTH 215 or MTH 216A/B or MTH 209 or placement evaluation)
An overview of the use of computer-based technology in mathematics educational environments. Evaluates graphing calculators and computer software such as LOGO, Geometric Supposer, Rocky's Boots, LOTUS, function plotters, MU Math, Calculus Pad and DERIVE to determine their value in illuminating concepts in the curriculum. Students compare generic or textbook software versus the process of writing programs. Discusses the impact of fast computations and graphics on the choice of topics in the mathematics curriculum. Addresses equity issues related to usage of computers and labs. Requires access to the National University computer lab.

MTH 411
Number Theory
(Prerequisite: MTH 215 or MTH 216A/B or MTH 209 or placement evaluation)
An examination of fundamental concepts of numbers, including divisibility, congruences, the distribution of primes, Pythagorean triples, the Euclidean Algorithm, the Fundamental Theorem of Arithmetic, Diophantine equations, Goldbach's conjecture and other unsolved problems of number theory. Emphasizes active student involvement in posing and testing conjectures, formulating counter examples, logical arguments and proofs.

MTH 412
History of Mathematics
(Prerequisites: MTH 215, MTH 216A/B, or MTH 209)
A examination of the history of mathematics. Throughout history, mathematics has changed the way people view the world. This course examines currents in the development of mathematics throughout ancient Egypt, Babylon, China and the Middle East. It studies math's influence on society through the major events of Europe, contemporary developments and some projections into the future, including the women and men who played key roles in evolution. Readings and problems are taken from original as well as secondary sources.

MTH 416
Algebraic Structures
(Prerequisite: MTH 325)
A look at groups, rings and fields, as well as applications of these systems. Discusses equivalence relations, Lagrange's Theorem, homomorphisms, isomorphisms, Cayley's Theorem and quaternions. Also examines error correcting codes and issues of cryptography. Graphing calculator may be required.

MTH 417
Foundations of Geometry
(Prerequisites: MTH 216B and MTH 325)
A discussion of fundamental ideas and processes common to Euclidean and non-Euclidean Geometries, including projective, affine and metric geometry. Examines the interplay between inductive and deductive reasoning and formal and informal proof. Addresses uses in areas such as science (transformations, scaling), art (Escher-type tessellations, projections), architecture (three-dimensional figures) and computer science (fractals, computer-aided design).

MTH 418
Statistical Analysis
(Prerequisites: MTH 210 and MTH 220)
An examination of statistical applications to business, computer science, psychology, education, social sciences and mathematics. Covers fundamental concepts of probability distributions, mathematical models relating independent and dependent random variables, hypothesis testing and experimental design. Study includes fundamental analysis of variance, various distributions and methods of regression, analysis

and scaling. Popular software such as SPSS or Minitab may illustrate examples and concrete problems. Graphing calculator is required.

MTH 432
Advanced Calculus
(Prerequisite: MTH 223)
A look at sets, functions and the real numbers as an ordered set. Topics include the Completeness axiom, cardinality and Cantor's Theorem; sequences, subsequences, monitonicity and boundedness; the Bolzano-Weierstrass Theorem, LimSup and LimInf; topology of R1 and R2; open sets and limit points. Also discusses compactness and the Heine-Borel Theorem; the properties of continuous functions, uniform continuity, the mean-value Theorem, inverse functions and differentiability; the Riemann integral and the Lebesgue Measure.

MTH 433
Differential Equations
(Prerequisite: MTH 223)
An analysis of the existence and uniqueness of solutions of ordinary differential equations with initial conditions. Examines linear systems of ordinary differential equations and the geometry of solutions of homogeneous linear ordinary differential equations. Discusses applications to electro-mechanical systems and the design of control systems. Graphing calculator is required.

MTH 435
Linear Algebra
(Prerequisites: MTH 325 and MTH 220)
A examination of systems of linear equations and matrices, elementary vector-space concepts and geometric interpretations. Discusses finite dimensional vector spaces, linear functions and their matrix representations, determinants, similarity of matrices, inner product, rant, eigenvalues and eigenvectors, canonical form and Gram-Schmidt. Computer software demonstrates computational techniques with larger matrices. Graphing calculator or appropriate software may be required.

MTH 438
Applied Mathematical Modeling
(Prerequisites: MTH 325 and MTH 435)
A capstone course for the B.S. in Mathematics, this course culminates the mathematics major studies and should be taken at or near the end of the program. Addresses important problem areas such as political science, ecology, psychology, sociology, economics, anthropology, business and institutional planning using mathematical techniques from areas such as calculus, geometry, probability and statistics, linear and matrix algebra and linear programming. Discusses principles and methods of constructing, analyzing, interpreting, evaluating and refining models. Compares mathematical models, including analytic and simulation, discrete and continuous and deterministic and stochastic. Graphing calculator is required.

MTH 440
Numerical Analysis
(Prerequisite: MTH 220)
An introduction to numerical computation employed so widely in industry and research. Discusses errors in numerical computation, truncation and discretization and machine storage restrictions. Examines function approximation, roots of nonlinear equations, systems of linear equations, algebraic eigenvalue problems, polynomial interpolation and cubic spline interpolations, quadratures, numerical differentiation, initial and boundary-value problems. May utilize programmed algorithms. Graphing calculator is required.

Course Descriptions

MTH 450A
Mathematics Project Course I
(Prerequisites: Completion of Mathematics Core for B.S. in Mathematics and interview with Department Chair)
The project courses are not independent study. They are directed student team projects or internships in mathematics. Requires utilization of previously acquired skills and knowledge to complete the project. Students can select project topics from industry, government, business, education, or research.

MTH 450B
Mathematics Project Course II
A continuation of MTH 450A.

MTH 450C
Mathematics Project Course III
A continuation of MTH 450B. Students present project to joint University and industry review panel.

MTH 460
Problem Solving Strategies
(Prerequisites: MTH 416 and MTH 417)
Students will learn about the science and art of problem solving. The course will develop student's abilities to solve mathematics problems. The aim in the course is not to impart any specific body of knowledge, but rather to foster the students' under-standing that mathematics is a science of identifying, solving problems and generalizing. the course helps prospective mathematics teachers to acquire their professional skills in the teaching of mathematics in secondary school to teach and assess problem solving. The survey of most famous math problems will be given. Most popular problems from the secondary school mathematics course will be considered. The course includes the description of main approaches to solving standard and challenge math problems. Students will learn strategies most widely used: pattern recognition, working backwards, guess and test, experimentation or simulation, reduction expansion, organized listing and exhaustive listing, logical deduction, mathematics induction, divide and conquer, writing equations, producing fruitful sketches.

MTH 461
Methods of Teaching Mathematics
(Prerequisites MTH 307, MTH 325, MTH 412, MTH 460)
Designed as a critical inquiry into present-day tendencies in teaching mathematics in order to help prospective mathematics teachers to acquire their professional skills in the teaching of mathematics in secondary school.
Fundamental concepts of mathematics teaching, main teaching strategies, methods and forms of organization of students learning, survey of concepts of basic mathematics, algebra, geometry, trigonometry, functions, discrete mathematics, probability, statistics, beginning calculus will be studied. Effective approaches to the teaching of main mathematics will be discussed. Graphics calculators, computer mathematics learning and tutorial software, different kinds of manipulation and their used in classroom also will be considered.

MTH 490
Guided Study
(1.5-4.5 quarter units)
Individual study under direction of a faculty member. Requires prior approval of appropriate academic department and school dean. Requests should be made well in advance.

MUS – Music

MUS 100
Fundamentals of Music
IGETC: 3A
An examination of the basic structure of Western music, musical styles, form, different periods and their chief representatives and the dynamics of musical expression and appreciation. Introduces students to the music of many cultures and to various techniques of creating compositions.

MUS 100A
Fundamentals of Music: Creation and Performance
(Prerequisite: MUS 100)
A hands-on laboratory course. Students devote workshop time to creation and performance of music.

MUS 326
Survey of American Music History
IGETC: 3A
A survey of the evolution of American music from the Colonial period to the present. Emphasizes political, social and economic developments as related to the evolution of American music. Styles of music may include colonial hymns and psalters, American Indian music, African slave music, minstrel/sentimental songs, spirituals, folk/country music, brass bands, ragtime, jazz, blues and contemporary music.

MUS 327
World Music +
IGETC: 3A
(Prerequisites: ENG 100/101)
An exploration of musical traditions and techniques in a variety of contexts, including China, Japan, India, Bali, Ethiopia, Iran, the Arabic Near East and South America. Broadens students' cultural understanding of music.

NSG – Nursing

NSG 300
Making the Transition to the Role of the Professional Nurse
An exploration of the role of the professional nurse for the independent duty corpsman (IDC). Compares the role of the professional nurse with other health care roles. Focuses on nursing assessment, nursing diagnosis, nursing intervention and evaluation. Includes a required clinical practicum.

NSG 301
Practicing the Role of the Professional Nurse
An overview of the practicing role of the professional nurse. Focuses on assuming responsibility for the nursing care of complex clients in an acute care setting. Includes a required clinical practicum.

NSG 310
Professional Nursing Values
An introduction to fundamental values as a foundation for professional nursing practice. This course provides registered nurses with an understanding of key components necessary for demonstration of professional value-based behaviors. The concept of caring will be examined through the values of altruism, autonomy, human dignity, integrity and social justice.

NSG 311
Health Assessment
Holistic health assessment as the basis for nursing intervention and practice. Interviewing skills, health history, physical examination, cultural variations and laboratory and diagnostic procedures throughout the lifespan of clients.

NSG 322
Introduction to Biomedical Statistics
An introduction to statistical procedures commonly used in the analysis of nursing research data. Teaches the utilization of computers and statistical software in the analysis of data.

NSG 400
Theory Based Nursing:
Introduction to Transcultural Nursing
A study of Leininger's theory of culture care diversity and universality . Focuses on strategies for assessing and intervening with sensitivity to differences in patients from many cultures. Develops a theoretical framework for practice that is sensitive to culturally diverse individuals.

NSG 401
Model Based Practice:
Exploring Conceptual Frameworks
A survey comparing and contrasting nursing conceptual frameworks. Explores different worldviews inherent in paradigms and the impact on nursing practice. Includes simulated application of selected frameworks to nursing practice.

NSG 402
Knowledge-Based Practice:
Linking Scholarship to Professional Practice
An application of nursing knowledge to the practice of professional nursing. Emphasizes the link between knowledge development, evolving nursing care standards and regulation of nursing practice. Develops clinical standards, care pathways and guidelines.

NSG 410
Nursing in the Community: Population-Focused Practice
(Prerequisites: NSG 400, NSG 401, NSG 402 and NSG 411)
A study of community health nursing concepts as they apply to the health of individuals. Explores the nursing care of individuals in the community using primary, secondary and tertiary models of therapeutic intervention. This course includes a required clinical practicum.

NSG 411
Nursing in the Community: Frameworks for Practice
(Prerequisites: NSG 400, NSG 401, NSG 402 and NSG 412)
A study of providing nursing care to families in the community. Explores nursing care using primary, secondary and tertiary models of intervention. This course includes a required clinical practicum.

NSG 412
Nursing in the Community:
Health Care Delivery
(Prerequisites: NSG 400, NSG 401 and NSG 402)
A study of community health nursing concepts as they apply to the health of groups and the community at large. Explores nursing care using primary, secondary and tertiary models of intervention. This course includes a required clinical practicum.

NSG 420
Introduction to Quantitative Research
(Prerequisites: NSG 400, NSG 401 and NSG 402 plus MTH 210 or NSG 322)
A study of quantitative research in nursing. Evaluates current research using descriptive, correlational and experimental designs. Critiques pertinent research for use in nursing practice.

NSG 421
Introduction to Qualitative Research
(Prerequisites: NSG 400, NSG 401 and NSG 402 plus MTH 210 or NSG 322)
A study of qualitative research in nursing. Evaluates current research using selected qualitative methods. Critiques pertinent research for use in nursing practice.

NSG 429
Health Economics
An economic approach to the study of health care services provision. Illustrates the usefulness of economic and strategic analysis to the study of public policy issues in health care.

NSG 430
Case Management and
Patient Care Management
(Prerequisites: NSG 400, NSG 401 and NSG 402)
An exploration of the changes in patterns of nursing care delivery and management of delivery systems. Emphasizes leadership and skills required for a leader. Examines management decisions using decision making theory. This course includes a required clinical practicum.

NSG 431
Health Service Systems
Management
(Prerequisites: NSG 400, NSG 401, NSG 402 and NSG 430)
An exploration of decision-making, hospital information systems and the organizational climate of a selected health-care delivery system. Helps develop a broad understanding of the complexity of health care management. This course includes a required clinical practicum.

NSG 440
Issues in Professional Nursing
(Prerequisites: NSG 400, NSG 401 and NSG 402)
A capstone course that explores the historical roots and current catalysts of complex issues of nursing education, practice and scholarship. Also analyzes

multiple interpretations of selected issues and strategies for resolving issues.

PA – Public Administration

PA 620
Foundations of Public Administration
A general survey course covering the role of the public sector manager in American society today. Studies current issues and leading concepts in the field of non-profit management.

PA 622
Seminar in Urban Affairs
An examination of influences affecting decisions in the urban political arena. Covers segments of the community that impact the decision-making process (*i.e.*, employee groups, labor influences, community groups, media and other special interests). Examines the relationship between intergovernmental agencies.

PA 626
Public Personnel Policy
An examination of the important aspects of personnel management in government, including civil service procedures, affirmative action, employee motivation and organizational development.

PA 627
Quantitative Methods in Public Administration
A practical study of graphical methods and statistical procedures specifically aimed at presenting, interpreting and solving problems related to public administration. (This course cannot be substituted where MS 601 is required.)

PA 630
Government Community Relations
An exploration of how to communicate with citizens in a positive and helpful fashion. Discusses how to interact with community groups and the press and how to promote public understanding of and support for, government activities.

PA 631
Urban Planning and Redevelopment
An examination of historical development of urban planning practices and concepts, general plans and their elements in the urban community. Also discusses the use of technology in planning. This is the capstone course for the Public Administration Program; students must complete a minimum of five Public Administration courses prior to taking this course.

PA 632
Financial Management and Grant Administration
An exploration of current governmental fiscal management techniques and issues. Examines various types of financial and technical assistance to quasi-governmental and non-profit management organizations.

PA 633
Media Relations
A study of the process for developing a strategy and designing a plan of action for working with the media. Discusses approaches for generating publicity, enhancing fundraising, building membership, developing relationships, changing public policy and handling crises. Focuses on the needs of society and strategic communications plans that promote social and public policy change.

PA 640
Public Finance
An overview of the fundamental microeconomic analysis of policy issues in public finance, emphasizing taxation. Major topics include public good and externalities, tax incidence and equity and fiscal federalism.

PA 641
Local Government Budgeting
A comprehensive, straightforward look at local government budgeting. Topics deal with include the advantages and disadvantages of various approaches to revenue projection, the collection and review of departmental proposals, the development of capital budgeting policy and other budgeting tasks. Also considered are budget implementation, accounting and financial reporting. A variety of methods for maintaining budgetary balance, preventing overspending and dealing with contingencies are presented and discussed.

PA 642
Seminar in Public-Private Financing Partnerships
An examination of financing partnerships between private businesses and public agencies such as school districts, college and university institutions and city and state governments. The course focuses on the design and construction of needed public facilities and the sponsoring of commercial redevelopment projects. Case studies provide detailed coverage of the complex process involve in taking a real estate project from conceptualization through construction.

PA 643
Bargaining and Negotiation in the Public Sector
An analysis of bargaining and negotiation principles and practices in the public sector. The course focuses on the financial issues of contract negotiations and labor relations. Case studies, simulation exercises, research projects and group discussions complement the presentation of theory and practical experience in developing effective negotiation skills.

PED – School Psychology

PED 678A
Practicum in School Psychology
(Prerequisite: Enrollment in the PED sequence)
Supervised field experience in a variety of school settings. Students complete 450 hours of pre-fieldwork experience. Note: Grading is on a satisfactory/unsatisfactory basis.

PED 679A
School Psychology Fieldwork – Community Setting
(Pre-requisite: Successful completion of PED 678A)
Fieldwork provides supervised experience applying the skills learned in the program to a variety of school settings. Students demonstrate knowledge and skill in areas of individual assessment, individual intervention, individual program evaluation, consultation, group assessment, supervision and working with community agencies. They also demonstrate skill in applying psychological theory, legal and ethical principles and educational and psychological research. Note: Grading is on a satisfactory/unsatisfactory basis.

PED 680
Problems and Issues in School Psychology
An exploration of school psychology and the role of school psychologists in assessing students for special education and identifying at-risk pupils.

PED 681
Educational and Psychological Assessment of the Child
(Prerequisites: CED 604, CED 613 plus seven additional CED courses; concurrent enrollment in PED 680)
This is the first of three courses. An introduction to the individual assessment of students who are either being considered for special education or are otherwise at-risk. Examines cultural and linguistic issues. In-depth introduction to cognitive assessment.

PED 682
Advanced Individual Assessment
(Prerequisite: PED 681 with a B or better)
A continuation of the assessment sequence with a focus on administering a full assessment battery, diagnosing handicapping conditions and developing a comprehensive report that integrates information from a variety of sources.

PED 683
Program Development and Evaluation
A study of factors leading to effective program evaluation. Includes design, implementation, analysis, utilization of evaluation results and problems inherent in each. Program development, curriculum design and project management.

PED 684A
Eligibility Assessment and Low Incidence Populations
(Prerequisite: PED 682 with a B or better)
A continuation of PED 682 that emphasizes eligibility for special education and assessment of low-incidence children with a variety of mixed handicaps. Discusses diagnosis of handicapping conditions, recommendation for remedial techniques, IEP development and use of interpreters in assessment.

PED 684B
Alternative Assessment Seminar
(Prerequisite PED 682 with a B or better)
A survey of assessment techniques, emphasizing alternative assessment strategies, functional analysis and behavior intervention plans. A culmination of the previous assessment courses. Candidates hone their assessment and reporting skills.

PED 685
Fieldwork Seminar in School Psychology
(3 quarter units)
(Prerequisite: PED 684B)
A seminar taken concurrently with the PED fieldwork. In this seminar, students interact with the professor and other practicum students regarding situations that have arisen. They also integrate learning from their previous courses, self-assess and improve professional knowledge and improve their written and oral communication. Includes exposure to trends that affect the work of school psychologists and career advisement. Grading is on a satisfactory/unsatisfactory basis.

PHL – Philosophy

PHL 100
Introduction to Philosophy
CAN: PHIL 2; IGETC: 3B
(Prerequisites: ENG 100/101)
A study of the variety of ways of thinking about such fundamental issues as knowledge and belief, human nature, the nature of reality, the existence of supernatural being(s) and the relationship between self, mind and the body. Develops philosophical thinking skills and awareness of world philosophies.

PHL 238
Critical Thinking in Everyday Life
CAN: PHIL 6; IGETC: 3B
(Prerequisites: ENG 100/101)
An introduction to the skills needed to rationally and critically evaluate common forms of illogical reasoning, verbal sleights of hand and the use of language to distort and confuse. Emphasizes critical thinking in real-world applications involving advertising, politics, claims of the paranormal and controversial issues like abortion. Also covers the basics of deductive and inductive reasoning.

PHL 320
Comparative Religion +
IGETC: 3B
(Prerequisites: ENG 100/101)
A survey of major world religions in cross-cultural and historical perspective. Explores several traditions, including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Islam and Christianity. Also discusses the distinction between church, sect and cult; the experience of conversion; religious rituals, ceremonies and rites of passage; and the construction of legitimacy for contemporary new religions. May involve work in oral history.

PHL 336
Philosophy of Science
IGETC: 3B
(Prerequisites: ENG 100/101)
A survey of major theories of science. Considers the nature of scientific knowledge, the roots of science in our everyday cognition and behavior, the relation of theory to experimentation, the social implications of science, the relation of physical to social science and the relation of science to technology.

PHL 339
Study of a Major Philosopher
IGETC: 3B
(Prerequisites: ENG 100/101)
An in-depth analysis of the writings of a major figure in the history of philosophical thought, with particular emphasis to be determined by the instructor in the context of the specific thinker chosen.

PHL 375
Environmental Ethics
IGETC: 3B
(Prerequisite: ENG 100/101)
An exploration of the justification for moral and legal concerns with natural objects (including non-human animals). Examines humanitarian, ecocentric and utilitarian perspectives. Issues include animal rights, animal experimentation, factory farming, species extinction, habitat loss, pollution, conservation, industrialization and population control as well as Western cultural assumptions of worth and personhood.

PHL 437
Ethics
(Prerequisites: ENG 100/101)
An examination of theories of value, ideological differences and conflicts and practical applications to clarify ethical differences. Emphasizes the dilemmas of personal and professional responsibility within a real-world context of business and workplace circumstances.

PS – Political Science

PS 201
American Government and Politics
CAN: GOVT 2; IGETC: 4H
(Prerequisite ENG 100/101)
A critical introduction to the structure of American government. Topics include classical and modern democratic theories, constitutionalism and federalism; the political process, including the mass media, voting behavior and political parties and interest groups; the institutions of government; the courts, civil liberties and civil rights; and public policy. (Includes study of the Constitution)

PS 320
Politics of Social Movements
(Prerequisite: ENG 100/101)
A global survey of the processes of social and political awareness, mobilization and the development of participation by minorities and other colonized populations. The course emphasizes the sources of political instability in Africa, the Middle East, the Caribbean, Latin America, the United Kingdom and the central European nations.

PS 490
Guided Study
(1.5-4.5 quarter units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

PS 539
Dynamics of World Politics
An examination of international relations and politics, the factors underlying international crises from different theoretical perspectives and the future of the global community. Explores the historical and intellectual antecedents of contemporary world events.

PS 540
The American Political System
A look into the origins and development of the American political system with special emphasis on aspects of democratic theory and practice, political parties, interest groups, public opinion and political ideology and political economy. Students are encouraged to pursue topics of particular interest.

PSY – Psychology

See also courses listed under CD (Chemical Dependency) and HB (Human Behavior).

PSY 100
Introduction to Psychology
CAN: PSY 2; IGETC: 4I
A survey of the field of psychology as it relates to an understanding of human behavior.

PSY 301
Child and Adolescent Development
CAN: FCS 14
(Prerequisites: ENG 100/101)
Familiarizes students with the foundational theories of human development, current research directions in developmental psychology, major developmental perspectives and research approaches in developmental psychology and issues surrounding diversity, emphasizing an ecosystemic model of thinking about and understanding children and their development. In addition to the previous topics, the following areas will be discussed: the history of childhood; developmental theories and appropriate practices in education; play as a medium for learning and development; and the field of discipline particularly as it relates to development, behaviors and considering temperament in children.

PSY 340A
Effective Counseling Techniques
An analysis and discussion of various counseling techniques and their application. Includes theory and practice. Grading is on a Satisfactory/Unsatisfactory basis.

PSY 401
Psychology for Managers
A survey of psychological concepts applied to organizational settings. Emphasizes motivation, communication, leadership and personal development.

PSY 426
History of Psychology
Contemporary psychology derives from two main sources: (1) the rise of the scientific method and worldview in Western Europe during the modern era and (2) perennial issues in philosophy throughout its entire history in the West. This course reviews influences from both sources on the development of psychology, especially in America.

PSY 427
Biological Psychology
A study of the role of biological structures and processes in normal and pathological psychological functioning. Topics include attention, memory, mood, emotions, inhibitory and impulse control, sexuality, intellectual development, thought disorder and social behavior.

PSY 428
Developmental Psychology
An examination of the developing personality, including personal identity, cognition, language, social skills, relational capacities, gender and role learning and socialization for the entire life span.

PSY 429
Introduction to Personality Theory
The study of psychological characteristics of the individual that endure in stable form for substantial periods of time. Examines influential theories of personality and supporting research.

PSY 430
Introduction to Psychopathology
The study of social-cultural views of normalcy/deviance and theoretical and clinical views of healthy/pathological psychological functioning. Examines classification and research in psychopathology within psychology and psychiatry.

PSY 431
Theories and Techniques of Psychological Testing
An introduction to theories and principles of psychological testing and measurement and to a variety of standardized tests of intelligence, personality, achievement, interest, neuropsychology and other areas. Emphasizes the principles by which tests are constructed and validated. Also examines controversies regarding

the valid, appropriate and fair use of psychological tests.

PSY 432
Social Psychology
A study of the responsiveness of individuals to various sources and forms of social influence. Major areas of study include persuasion, conformity, obedience, prejudice, attitude formation and change, social behavior, altruism, aggression and the influence of the mass media. Emphasizes social circumstances rather than variations in personal characteristics, as in personality theory.

PSY 433
Cognitive Psychology
The study of psychological functioning in the area of mental operations, largely uninfluenced by individual differences in personality or motivation. This encompasses the areas of attention, pattern recognition and other perceptual achievements, memory, problem solving, categorization and concept formation, language acquisition and use, textual interpretation and decision making.

PSY 434
Psychological Research: Philosophy, Methods, Ethics
(Prerequisite: PSY 435)
A survey of core issues involved in scientific psychological research. Includes the study of the nature of explanation in psychology, the role of theory in research, the connection between research findings and theory, the distinction between experimental and other forms of research, the design of experiments, threats to the validity of research findings, operationalizing psychological concepts in a manner that yields quantitative data and ethical considerations in terms of confidentiality, informed consent and the possibility of doing harm to subjects.

PSY 435
Analysis of Data in Psychological Research
(Prerequisite: MTH 210)
A study of how conclusions are made on the basis of submitting research data to statistical tests. The general area is called inferential or inductive statistics. Covers methods for analyzing parametric and non-parametric data, single-group and multiple-group sources of data and data derived from one source of information and multiple sources of information.

PSY 436
Computer Applications in Psychology
(Prerequisites: CST 205 and PSY 435)
A survey of the uses of computers in psychology, including the application of computers in psychological research and the analysis of statistical packages for the social sciences. Also considers computer-aided instruction. Lecture and laboratory format.

PSY 437
Theories of Psychotherapy
A presentation of clinical theories of treatment that correspond to theories of psychopathology, personality and development already encountered in courses under such titles. Topics include specific treatment approaches, the nature of the therapeutic relationship and how it effects change and therapeutic interventions.

PSY 460
Introduction to Addictive Disorders
An overview of the nature of addictive disorders, including the various theories regarding etiology, development and psychopathology of such disorders. Also covers the etiology, diagnosis, assessment and treatment of compulsive gambling and nicotine addiction.

PSY 461
Group Counseling with Addictive Disorders
(Prerequisite: PSY 460)
An examination of the theoretical framework for facilitating group counseling with clients with addictive disorders. Studies multicultural differences related to working with clients in a group context. Each student is given the opportunity to co-facilitate a group in class at least once during the course.

PSY 462
Etiology and Treatment of Chemical Dependency
(Prerequisites: PSY 460 and PSY 461)
An in-depth theoretical and practical framework regarding etiology, diagnosis, assessment and treatment of chemical dependency. Discusses cross-cultural issues.

PSY 463
Etiology and Treatment of Eating Disorders
(Prerequisites: PSY 460 and PSY 461)
An in-depth theoretical and practical framework regarding etiology, diagnosis, assessment and treatment of eating disorders. Discusses cross-cultural issues.

PSY 464
Etiology and Treatment of Sexual Addiction
(Prerequisites: PSY 460 and PSY 461)
An in-depth theoretical and practical framework regarding etiology, diagnosis, assessment and treatment of sexual addiction. Discusses cross-cultural issues.

PSY 465
Counseling the Addictive Family System
(Prerequisites: PSY 460 and PSY 461)
An overview of family systems theories and an in-depth understanding of how to apply those theories to the addictive family system. Discusses cross-cultural.

PSY 480
Senior Project
(Two-month, 4.5-unit course)
(Prerequisite: Completion of all other core courses)
Development of a major cumulative paper integrating what students have learned in the program with an applied area of student interest. Covers empirical or theoretical study of specific topics in psychology with an emphasis on independent and creative activity. Students meet in seminar format to present work in progress for discussion. Students must earn a grade of "C" or better or must repeat the course.

PSY 481
Selected Topics in Psychology
(Prerequisites: Completion of at least 13.5 quarter units of core courses)
An examination of readings and discussions of one of a variety of psychological topics, including gender issues, aging, sexuality, psychoanalytic theory, learning theory, sensation and perception, memory, Freudian psychology, Piagetian psychology, or other issues of current interest to faculty and students.

PSY 490
Guided Study
(1.5-4.5 quarter units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

PSY 491
Guided Study for Honors Students
(1.5-4.5 quarter units)
(Prerequisites: Completion of the core with a GPA of 3.75 or higher and approval by the Department)
Individual directed study of a psychological problem. Culminates in students writing a substantive honors paper under the supervision of a faculty member. Grading is by "H" (for Honors,

"B" or better work), "S" (for marginal, "C" level work), or "U" (Unsatisfactory, "D" or below).

PSY 618
Principles of Psychotherapy I: Assessment and Interventions
An introduction to the fundamentals of psychotherapy practice, including assessment, theory, treatment planning and intervention. Covers concepts of pathology, therapeutic growth, the role of the therapist, defense, empathy, transference, countertransference and culture.

PSY 619
Research: Paradigms and Critiques
(3 quarter units)
An overview of how to read and critically analyze psychological research. Discusses both modern and post-modern paradigms. Techniques of behavioral writing will also be discussed including process-notes, treatment goals and objectives and other forms of clinical writing.

PSY 623
Perspective on Psychopathology
Explores the realm of mental illness from the perspectives of etiology, diagnosis, classification and treatment. Covers relevant contextual issues often considered to be related to etiology and treatment. These include neurobiology, culture, family and development. Also covers post-modern considerations regarding pathology and treatment .

PSY 624
Assessment Techniques for Marriage and Family Therapists
Acquaints students with the various information-gathering techniques used in clinical practice for the purposes of diagnosis and treatment planning. Emphasizes building conceptual and practical bridges between initial presenting symptoms, diagnosis and treatment planning.

PSY 626
Human Sexuality in Psychotherapy
An exploration of human anatomy, physiology, sexual response cycle and the current theories and techniques used to treat sexual dysfunction. Provides students an opportunity to develop skills with these techniques and confront personal biases. Covers issues such as lifestyle, gender choice, gender roles, stereotyping, religion, contraception, HIV, AIDS and physical challenges.

PSY 627
Legal and Ethical Issues in Marriage/Family Therapy
An examination of the professional laws and ethics pertaining to the practice psychotherapy and the content of these legal and ethical codes, the meaning of these tenets and the underlying principles involved.

PSY 628
Principles of Psychotherapy III: Group Approaches
A comprehensive study of the major approaches, techniques and interventions used in group psychotherapy. Also emphasizes dynamics of group process including the types, stages and formation of groups.

PSY 629A
Developmental Contexts in Psychotherapy: Adulthood and Aging
An opportunity to examine major topics in adult development and aging as they relate to the practice of psychotherapy. Includes developmental challenges and tasks unique to adult life, theories which assist in understanding the adult experience, issues related to work and career and the impact aging has on individuals and society.

Course Descriptions

PSY 631A
Principles of Psychotherapy IV: Integration and Application
A focus on integrating and applying the full range of theoretical models used in individual, couples and family psychotherapy. Students gain practical experience with both process and content issues through in-class role playing and demonstrations and receive both instructor and peer feedback.

PSY 631B
Practicum for MFCC Trainees
A two-part field practicum in which students work as MFCC trainees under the supervision of a licensed therapist. Students also participate in an academic seminar at the University. Students select an approved practicum site and accumulate 200 hours of psychotherapy experience that includes 150 hours of face-to-face work with clients during a six-month period. Regular course work continues during this period. The academic seminar meets two hours per week and runs concurrently with onsite work. Seminar work focuses on professional and training issues, including process issues, case conceptualization, oral, written and videotaped presentations and integration of relevant research. onsite psychotherapy and supervision hours can be used as partial fulfillment of MFCC licensing hours. Grading is on a satisfactory/unsatisfactory basis. This six-month seminar may meet in the late afternoon outside of regular class hours.

PSY 632A
Couples/Family Therapy A
Part one of a two-part sequence designed to provide students with an in-depth knowledge of the theories, techniques and research findings fundamental for the practice of psychotherapy with couples and families. Emphasizes developmental, systemic, cultural and post-modern theories through experiential activities such as role-playing.

PSY 632B
Couples/Family Therapy B
Part two of a two-part sequence. Facilitates an integration and application of theoretical concepts and techniques during the previous course. Emphasizes experiential exercises such as role-playing, simulation of couples and families, videotaping, skill-building and demonstration.

PSY 635
Developmental Contexts in Psychotherapy: Childhood and Adolescence
A seminar focusing on the application of developmental theories and research to the clinical practice of assessment, diagnosis and treatment of children and adolescents. Considers all areas of the developmental process will be considered in addition to issues surrounding diversity, gender and other relevant contexts. Addresses differences between normal developmental transitions, adjustment reactions to life events and/or trauma and deviations in development.

PSY 636
Principle of Psychotherapy II: Child and Adolescent
An examination of theories, techniques and empirical findings essential to the treatment of children and adolescents. Emphasizes the developmental, cultural and family parameters necessary to conduct successful treatment. Students gain experience with a variety of diagnostic and treatment techniques tailored to the particular age and developmental levels of children and adolescents through in-class experiential activities.

PSY 637
Principles of Psychotherapy V: Cultural Competencies
An exploration the role of culture in psychotherapy. Emphasizes the development of a culture-centered approach to psychotherapy by integrating multicultural awareness, knowledge and skills into assessment, diagnosis and treatment.

PSY 642
Relational Violence
A examination of child abuse, battering partners and abuse of the elderly as issues rooted in relationships of one form or another. This course covers classical, modern and post-modern identification, assessment and treatment of relational violence as well as preventive intervention. Addresses relevant cultural and gender issues.

PSY 652
Psychopharmacology
A study of the effects, patterns of use and delivery of psychopharmacological products. Evaluates and lists the primary medications in use today; critiques pertinent research in psychiatric intervention as it relates to psychotherapy; analyzes selected issues in resolving possible conflict in treatment goals between psychotherapy and psychopharmacology. Students learn to recognize signs and symptoms that might be amenable to medication. Problems such as Schizophrenic disorders, mood disorders, organic mental syndromes, substance use disorders, sexual issues, eating disorders and emergencies are discussed. The course curriculum also includes areas such as when to refer a patient to a physician, basics on how medications work, who would be involved in the referral, where to look for a physician co-therapist and what outcomes can be expected.

PSY 690
Guided Study
(1.5-4.5 quarter units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

QMT – Quantitative Business Methods

QMT 601
Quantitative Business Methods
An examination of the increasing complexity of business problem-solving confronting today's managers, this course covers the role statistics and forecasting play in the business decision-making process, as well as the principles and steps involved in planning and conducting business research. Within the context of this course, students propose to study a situation that exists within an organizational setting and identify a faculty research advisor with knowledge in the focus area.

SCI – Natural Sciences

SCI 100
Survey of Bioscience
A survey course of the basic principles of the life sciences. Examines cellular, organismal, population and community biology based on the unifying concept of evolution.
SCI 100+SCI 100A=CAN: BIOL 2; IGETC: 5B

SCI 100A
Survey of Bioscience Laboratory
(1.5 quarter units)
Study of the unifying principles of life with emphasis placed on the following topics: molecular biology of the cell and cellular processes, including energy metabolism, membrane transport and cell division; classical genetics; population genetics; and the mechanism of evolution and the evolutionary basis of species classification. This laboratory course will complement the student's knowledge of biology with demonstrations and experiments. Contact hours for this laboratory course (45) are based on a 3:1 ratio, *i.e.* 3 lab hours = 1 lecture hour equivalent.

SCI 101
General Chemistry
Fundamentals of inorganic and organic chemistry, including bonding and basic types of reactions. An introduction to nuclear, biological and environmental chemistry . Basic principles and calculations of chemistry with emphasis in the areas of atomic structure, molecular structure and properties, equilibrium, thermodynamics, oxidation-reduction and kinetics.
SCI 101+SCI 101A=CAN: CHEM 2; IGETC: 5A

SCI 101A
General Chemistry Laboratory
(1.5 quarter units)
.This laboratory course will complement the student's knowledge of chemistry with demonstrations and experiments. Contact hours for this laboratory course (45) are based on a 3:1 ratio, *i.e.* 3 lab hours = 1 lecture hour equivalent.

SCI 102
Survey of Physical Science
IGETC: 5A
An introduction to the basic principles and general concepts of the physical sciences. Develops selected topics from chemistry and physics. A general education course for non-technical majors.

SCI 103
Fundamentals of Geology
Introduction to the major geological processes which create and transform materials and landforms throughout the planet. Geotectonic processes, geomorphology, unifying themes such as plate tectonics, sea form spreading and athenosphere convection cells; and degradation-aggradation processes.
SCI 103+SCI 103A=CAN: GEOL 2; IGETC: 5A

SCI 103A
Fundamentals of Geology Laboratory
(1.5 quarter units)
This laboratory course will complement the student's knowledge of geology with demonstrations and experiments. Contact hours for this laboratory course (45) are based on a 3:1 ratio, *i.e.* 3 lab hours = 1 lecture hour equivalent.

SCI 104
General Physics
(Prerequisite: Satisfactory completion [C grade or better]of high school algebra or equivalent)
Non-calculus based general physics course for earth and life science majors. Study of force, laws of motion, hear, fluid mechanics, electricity, magnetism, light (optics) and modern physics.

SCI 104A
General Physics Laboratory
(1.5 quarter units)
(Prerequisite: Satisfactory completion of high school algebra or equivalent and SCI 104)
Non-calculus based general physics course for earth and life science majors. Laboratory experiments/exercises, including data analysis on topics, including but not limited to: electricity, magnetism, light (optics) and nuclear physics.

SCI 219
Plants and People +
CAN: BIOL 6; IGETC: 5B
A study of food, fiber, forage, fuel and drug crops of major economic significance. Emphasizes ethnobotany, including basic principles of botany, geographic distribution, commercial value and marketable products.

SCI 227
Human Biology
CAN: BIOL SEQ B; IGETC: 5B
A study of the anatomy and functioning of the human body. Considers the circulatory, digestive, reproductive, excretory, respiratory, musculoskeletal and nervous systems. Focuses on growth, development and the maintenance of good health.

SCI 300
Geography: Mapping the World
IGETC: 4E
A course emphasizing both human cultural and physical geography. Uses modern and traditional technologies of mapping the earth to help students understand the intimate interconnectedness of the physical, biological and human realms on earth. Explains the relationships between the surface features of the earth, climate, plants, animals and human cultures (politics, languages, economic opportunities, urban vs. rural concerns, migrations and other social factors). Focuses on students' immediacy in interacting with the real (measurable and mappable) world in which they live. Includes a field-lab component.

SCI 301
Earth and Planetary Sciences
IGETC: 5A
A study of the astronomical, geological and oceanographic sciences. Emphasizes the physical structures and processes that have formed (and are continuing to shape) the stars, planets and other objects of our solar system and the universe.

SCI 322
Oceanography
IGETC: 5A
An examination of the interactions between oceanographic, geological and astronomical processes on the physical and living components of the world's oceans. The course explores the interactions between the ocean and the atmosphere and how these interactions affect currents, weather and biological activity. The course curricula also explores how marine biological organisms and biological processes modify the oceanic and global environment.

SCI 330
Ecology
IGETC: 5B
A study of the relationship of plants and animals to their environment and to one another. Emphasizes populations, the population-community interface and community structure and interactions within the ecosystem.

SCI 335
Environmental Science
IGETC: 5B
A study of man's relationship to the environment and the effects on it. Examines plant and animal community structure , renewable and nonrenewable resources and environmental degradation with emphasis on what is needed for a sustainable society.

SCI 400
History of Science
(Prerequisite: One 4.5 quarter unit course from the natural sciences)
A study of the history of science throughout all human cultures. Emphasizes the mutual interaction between science and society, especially in modern times.

SCI 405
Cell and Molecular Biology
Introduction to basic biological principles including the chemical basis of life, cell structure and function, energy transformations, cell division, genetics and the origin of life.

SCI 405A
Cell and Molecular Biology Laboratory
(1.5 quarter units)
This laboratory course will complement the student's knowledge of cell and molecular biology with demonstrations and experiments. Contact hours for this laboratory course (45) are based on a 3:1 ratio, *i.e.* 3 lab hours = 1 lecture hour equivalent.

SCI 408
Introduction to Genetics and Heredity
Principles of heredity, with emphasis on the relationship of genetics to the health, welfare, behavior and society of humankind. Application of genetics to the origin, adaptations and evolution of species.

SCI 411 +
Biodiversity
A survey of the form and function of diverse life forms (past and present) on earth. Describes representative members of the five phyla within the framework of evolutionary ecology and conservation. May also discuss current issues in habitat loss, extinctions, preservation of tropical rain forests and coral reefs, resource values for humans and restoration ecology.

SCI 412
General Zoology
A comparative approach to the study of animal life: organization ,structure, physiology, reproduction, evolution and behavior of invertebrates and vertebrates.

SCI 412A
General Zoology Laboratory
(1.5 quarter units)
This laboratory course will complement the student's knowledge of zoology with demonstrations and experiments. Contact hours for this laboratory course (45) are based on a 3:1 ratio, *i.e.* 3 lab hours = 1 lecture hour equivalent.

SCI 420
Animal Behavior
A descriptive introduction to the field of animal behavior with intentional focus on the vertebrates. Will emphasize broad based behavioral concepts that integrate the work of biologists, psychologists, anthropologists and social scientists.

SCI 450
Natural History of California: A Field Course
A unique field experience for those students interested in a more comprehensive introduction to the scientific study of the Southwestern ecosystems of the U.S. (or the western regions of Mexico). This course consists of six field trips, with sites specifically selected for each academic center within the University. Student-developed observations and experiments are conducted in the field. May require camping and field equipment.

SCI 480
Studies in Field Biology
A field-based study in paleontology, terrestrial or freshwater ecology, marine biology, deforestation, habitat protection, endangered species, environmental education, or other aspects of field biology under the individual direction of the faculty. Topics and sites are specifically designed for teachers in career development programs or for those students traveling throughout different ecosystems. Flexibility in units and subject matter are at the essence of this course. Units can be taken separately or cumulatively (this course can be repeated depending upon the needs of individual students).

SCI 490
Guided Study
(1.5-4.5 quarter units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

SE – Software Engineering

SE 620
Principles of Software Engineering
A survey of principles of modern software engineering; development and maintenance of a software product and its supporting documents, software lifecycle and various models of development.

SE 621
Software Tools and Processes
Prepares students with the broad understanding of the software design and development tools and processes needed to construct software in a systematic manner. Lab work involves assignments to illustrate these concepts, tools and processes.

SE 625
Basic Software Architecture
Software architecture and its components and relationships, functionality, specifications, properties, interfaces and data models are examined during this course.

SE 630
Applied Software Architecture
An in-depth study of software architecture. Defines and discusses object-oriented programming, design, modeling and programming at an advanced level. Discusses the use of UML to model architectures. Introduces a standard implementation of a distributed, object-oriented middleware (*e.g.*, CORBA, J2EE, Microsoft .NET, etc.). Students design and implement an architecture using software.

SE 635
Software Testing Strategies and Metrics
An overview of software testing strategies and software metrics. Develops topics on structured walk-through, unit, white and black box, integration, system, acceptance and regression testing. Formalizes process for requirements verification and software functional verification and validation. Introduces, examines and surveys advanced concepts of software engineering metrics and models from an application perspective.

SE 645
Designing Database Applications
An introduction to object-oriented modeling and design techniques for database applications. Discusses the benefits attributed to object-oriented techniques such as lower costs, shorter time to develop and better quality systems. Students are required to design and document a prototype database system using object-oriented modeling and relational database techniques.

SE 650
Human Computer Interface
This course prepares students to develop software user interfaces by providing a background in human computer interaction concepts. Includes procedures that form the basis of effective human computer interactions that meet human cognitive capabilities and organizational practices and processes. Design guidelines, principles and methodologies for constructing, managing, installing and maintaining interactive systems that optimize user productivity are explored. Students will also complete a project related interface requirements specification.

SE 651
User Interfaces and Software Engineering
A survey of current developments and tools for creation and run-time management of user interfaces. Students discuss HCI user expectations and needs and design an effective interface through the use of an interface requirements specification that includes object specification, navigation control, graphics and multi-media. The students complete a project that consists of development and evaluation of a user interface.

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Course Descriptions

SE 655
Applications Software Development
An survey of the technologies required for software development of current applications, such as internet and client/server. The Internet and the Web have revolutionized the way people communicate and organizations do business. This course will introduce students to the establishment, configuration and maintenance of intranet and internet Web site. Software development in this area includes network programming, remote method invocations, server-side and client-side programming, multi-threading, advanced GUI application development and on-line database processing.

SE 660
Software Quality Engineering
(Prerequisite: all software engineering core courses)
Emphasizes quality engineering approaches for software project management, planning, estimating, design, development and distribution . Understanding of Capacity Maturity Models, ISO 9001 and IEEE 12207 Standards is also emphasized. Based on their operational concepts document, students develop a well-defined software plan.

SE 686A
Software Engineering Project I
(Prerequisite: SE 660)
Study of the software lifecycle. Emphasizes software development and testing, logical organization of software project, appropriate documentation and development and completion of the SRS and SDD. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

SE 686B
Software Engineering Project II
(Prerequisite: SE 686A)
Continuation of CST 686A with development and completion of a software user's manual and software test plan. Students implement and present their completed projects. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

SM – Sports Management

SM 430
Introduction to Sports Management
The foundation and orientation course for the Sports Management Concentration this course is a survey of the principles of management applied to the administration of sports enterprises: planning, controlling, organizing, staffing and directing of the various activities necessary for effective functioning. Examples of such activities include: golf course management, tennis club management, fitness center management, tournament management, etc.

SM 432
Principles of Leisure Services Management
This course examines the organization and administration of the leisure service field, ranging from not-for- profit entities such as parks and libraries to businesses such as hotels, restaurants, amusement parks and country clubs. Students analyze operating problems and propose solutions to enhance their knowledge and outlook on leisure facilities and operational management.

SM 433
Sports Financial Management
(Prerequisites: FIN 310, IS 301)
An examination of the basic financial and accounting problems facing the operation of a sports enterprise, the course concentrates on the unique characteristics of sports organizations and programs, and provides the student with the skills necessary to effectively manage values, resources, and revenue streams. Students will develop skill in financial analysis and an appreciation of the financial decision-making process in the administration of sports enterprises.

SM 434
Principles and Problems of Coaching
The study of vital sociopsychological aspects of coaching, the primary focus of this course is on individual sports – golf, tennis, fitness, but also includes team sports – football, soccer, basketball, etc. Includes philosophy of coaching, sports administration, psychology of sport, physiology, and ethics. Emphasis is given to the technical, tactical, physical, and psychological components of players and coach-player relationships.

SM 435
Legal Aspects of Sports Administration
This course covers federal, state and organizational regulations impacting the sports industry. Focus is placed on contract law, tort liability, agency law, labor law, copyright, license and intellectual property law as applied to sports. The legal relationship of athletes as individuals and as members of a team to sports industry management will be discussed. General legal aspects of E.E.O., affirmative action and diversity in the workforce effecting employees of the sports enterprise will also be covered.

SM 436
Sports Marketing and Promotions
(Prerequisite: MKT 402A)
This course introduces students to the principles of sports marketing and the application of these principles to sports related organizations. The primary focus is on planning, with additional emphasis on promotions management.

SOC – Social Sciences

SOC 100
Principles of Sociology +
CAN: SOC 2; IGETC: 4J
(Prerequisites: ENG 100/101)
A critical introduction to the basic concepts in sociology and a basic examination of major theoretical perspectives including functionalism, symbolic interactionism and conflict theory. Students learn how to formulate research topics in sociology and evaluate various research methodologies. Topics for exploration include education, religion, race relations, gender identity, the social construction of the family, deviance and social problems.

SOC 260
Cultural Anthropology
CAN: ANTH 4: IGETC: 4A
(Prerequisites: ENG 100/101)
An introduction to the principles and processes of anthropology and culture. This course offers a mix of theoretical approaches that include evolutionism, historical particularism, diffusionism, functionalism and French structuralism, as well as methods of fieldwork and ethnography. Students explore the impact of culture on human behavior, the interrelationships among different parts of a culture and the adaptive quality of cultural systems.

SOC 310
Cultural Dynamics in the Workplace
As the workplace changes under the impact of new technologies and alterations in the compositions of the workforce, we need to rethink the nature of cultural dynamics. This course not only seeks to define the relationship of the workplace to the community, but also examines the historical development and contemporary relevance of social, artistic and economic matters crucial to a healthy perspective for employers and employees.

SOC 325
Contemporary Popular Culture
IGETC: 4J
(Prerequisites: ENG 100/101)
A critical examination of contemporary popular culture in sociological perspective. Introduces students to the crucial debates in the field of cultural sociology, including a critique of the distinction between 'high' and 'low' forms of culture, the social distinction between work and leisure time, the impact of travel and tourism on indigenous cultures, the influence of society on individual patterns of consumption and personal taste and the sociology of everyday life. Discusses such topics as the mass media, sports, leisure activities, fashion, youth culture, science fiction, rock music, talk shows, soap operas, Internet chat rooms, personal ads, home shopping and folklore. Students have the opportunity to incorporate their own popular cultural preferences as topics for papers, presentations and class projects.

SOC 328
Intercultural Thinking and Creativity +
(Prerequisites: ENG 100/101)
An expansive overview of world consciousness, drawing upon the significant, creative contributions of men and women from varied cultures and different fields of learning. Emphasizes the approach of comparative synthesis. Studies the world's outstanding creative thinkers and the interconnectedness of their works.

SOC 332
Contemporary Society
IGETC: 4J
(Prerequisites: ENG 100/101)
An exploration of the relationship between television and society in a cultural and historical context. In particular, students analyze the impact of television on society and explore the ways in which television has changed how individuals view the world and receive information. Considers how contemporary visual culture has transformed society and discusses such issues as the social functions of advertising; social and corporate processes of television programming; the interrelationship between television, democracy and political participation; and current developments in technology.

SOC 336
Film and Society +
(Prerequisites: ENG 100/101)
A critical examination of the complex relationship between film and society and the processes by which film both influences and is influenced by society. Emphasizes the importance of locating the meaning of film texts within social and historical perspective and identifies how the film industry influences the presentation of different groups of people and issues in society. Explores the interrelationship between film and technology, the impact of narrative and the institution of Hollywood on the sociological imagination and the nature of representation, particularly as it applies to race, class and gender.

SOC 344
Marriage, Sex and the Family
IGETC: 4J
(Prerequisites: ENG 100/101)
Over the past 30 years, ideas about marriage, sex and the family seemingly have changed. But have they? Using a sociological perspective, this course examines the institution of marriage and identifies family structures through an overview of the current topics affecting family life and a discussion of sex, marriage and family in historical and cross-cultural context. Covers topics including kinship ties, the sexual revolution, changing gender roles, remaining childless, alternative forms of family, divorce, family violence, the economy and the family and an aging population.

SOC 430
Culture, Technology and Society
(Prerequisites: ENG 100/101)
A survey of the social, cultural and historical development of technology. Examines the creation and social impact of such technological innovations as the printing press, the telegraph, the telephone, railroads, steam engines, internal combustion engines, automobiles, earthmoving equipment, radio, television, computers, nuclear power, satellite communications, facsimile machines, cellular phones, fiberoptics and the Internet, among others. Emphasizes the effect of technological changes on work, education, consumption, politics, the environment and especially the effect of technology on race, class and gender.

SOC 445
Contemporary Social Problems
(Prerequisites: ENG 100/101)
A critical examination of historical and contemporary social conditions. Using various sociological perspectives, namely functionalism, conflict theory and an interactionist perspective, students explore the ways in which social problems are defined, learn how to evaluate policies designed to alleviate social problems and analyze the unintended consequences of social policies when issues of race, class, gender and other differences are not adequately taken into consideration.

SOC 490
Guided Study
(1.5-4.5 quarter units)
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

SOC 500
Understanding Cultural Pluralism
in American Society +
(Prerequisite: ENG 100/101)
An analysis of the emergence of cultural pluralism in American society and the valuing of diversity as a socio-cultural imperative. Explores historical and cross-cultural perspectives on the issues of race, ethnicity, gender, migration and community development. Also examines the implications of the demographics in the United States and the concepts of inclusiveness and cross-cultural competencies needed to understand diversity in a global context.

SOC 540
Power and Social Change
(Prerequisites: ENG 100/101)
A critical examination of theories of power, including the relationship of power to culture, social class, the economic order, government, ideology, poverty, race, sex and other topics. Studies community, national and international power structures and institutional leaderships.

SOC 604
Culture and Socialization
(Prerequisites: ENG 100/101 and SOC 100)
An in-depth examination of the concepts of culture and socialization, this course analyzes the socialization process as the key means through which culture is reproduced. Through a critical engagement with competing theories of socialization, students undertake advanced research projects, oral presentations and written assignments. Lecture and discussion topics include issues of ethnic identity and cultural diversity, socio-economic, gender and racial stratification, media representations, dress, language and religion and schooling and the reproduction of inequality. Issues are explored from a cross-cultural perspective.

TAX – Taxation

TAX 601
Tax Research and Decision Making
(Prerequisite: ACC 201)
This course is an examination of the primary sources of income tax law; the statutes and administrative and judicial interpretations; inquiry into the interrelation of primary sources. Practical exercises in the use of research tools in locating, comprehending and interpreting primary source materials are used. Emphasis is placed on adequate and correct technical writing and composition.

TAX 602
Federal Tax Procedure
(Prerequisite: ACC 201)
This course is an analysis of federal tax procedure at the administrative level and in litigation: legal and practical aspects of Treasury regulations; administrative rulings; closing and compromise agreements; deficiency and jeopardy assessments; waivers; refund claims; mitigation of effects of limitations; jurisdiction; pretrial and appellate processes; tax collection; civil penalties; criminal prosecutions; and the rights and privileges of the taxpayer. Tax preparers' ethics, obligations and penalties are also highlighted.

TAX 603A
Federal Income Taxation Theory for Individuals
(Prerequisite: ACC 201)
This course is an introduction to federal taxation with emphasis on theoretical concepts. Special emphasis is placed on problems of individual taxpayers including deductions, exemptions, credits, basis, depreciation and income.

TAX 603B
Technological and Practical Aspects of Federal Taxation for Individuals
(Prerequisite: TAX 603A)
This course is a practical application of Federal individual theory to actual workshop problems and tax returns using major tax computer software. Emphasis is on tax return forms and their correct preparation. Advanced topics highlighted.

TAX 605A
Federal Taxation of Partners and Partnerships
(Prerequisite: ACC 201)
This course is an introduction to Federal taxation with emphasis on theoretical concepts. Special focus is placed on analysis of tax problems of organizing and operating partnerships with special emphasis on the treatment of distributions, withdrawals of a partner, partnership dissolution and sales or exchanges of partnership interests.

TAX 605B
Federal Taxation Theory of Corporations and Shareholders
(Prerequisite: ACC 201)
An introduction to Federal taxation with emphasis on theoretical concepts, special emphasis is on transactions between corporations and shareholders, transfers to the corporation, capital structure, dividends and other distributions and corporate liquidations.

TAX 605C
Technological and Practical Aspects of Federal Taxation for Partnerships and Corporations
(Prerequisite: TAX 605A and TAX 605B)
A practical application of Federal partnership and corporation theory to actual workshop problems and returns using a major taxation software program, this course places special emphasis on forms and their correct preparation. Advanced topics are highlighted.

TAX 608A
Estate, Gift and Trust Taxation
(Prerequisite: ACC 201)
Statutory materials applicable to Federal estate, gift and trust taxes and the preparation of appropriate tax forms are examined.

TAX 611
Taxation of Exempt Organizations
(Prerequisite: ACC 201)
This course is an examination of U. S. taxation of tax-exempt organizations, including a broad range of nonprofit institutions; all conducting a wide variety of pursuits intended to serve the public good.

TAX 612
Retirement Plans and Deferred Compensation
(Prerequisite: ACC 201)
An introduction to funded employee retirement plans including pension and profit sharing and thrift plans; stock bonus plans; self-employment retirement plans and individual retirement accounts with emphasis on fixed contribution plans, the course examines basic concepts of plans and trusts; participation and vesting requirements; hours of service and break-in-service rules; discrimination in benefits or contributions; deductions for employer contributions; limitations on benefits and contributions; taxability of distributions; fiduciary responsibility and reporting and disclosure requirements.

TAX 614
Taxation of International Transactions
(Prerequisite: ACC 201)
This course examines U.S. taxation of foreign persons, income sourcing, allocation of deductions, residency, foreign governments, transfers between commonly controlled persons, income tax treaties, U. S. citizens abroad, controlled foreign corporations, boycotts, foreign tax credits, foreign tax credit limitation, foreign currency transactions, effectively connected income, withholding, disposition of U.S. real property, U.S. possession source income, foreign sales corporations, foreign holding companies, foreign reorganizations.

TAX 619
Master's Project
(Prerequisite: 27 quarter units of program coursework, including TAX 601)
This course is a project in which students work under the guidance of their assigned faculty advisor. Students clarify research topics and identify data sources in preparation for the project. Students then gather data and present their research in both written and oral form to faculty and classmates. Grading is by "H" (for Honors "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

TAX 690
Guided Study
Individual study under direction of instructor. Requires prior approval of appropriate academic department.

TED – Teacher Education

TED 600
Early Field Experience
(1.5 quarter units)
A field experience that orients multiple- and single-subject credential students to public school environments. Emphasizes the role of the classroom teacher and parent involvement. Students must take this course concurrently with the second, third and fourth courses of the credential program. It meets one time a month for three months. Students must complete this course satisfactorily before beginning the curriculum methods courses (TED 621B or TED 625A). Grading is on a satisfactory/unsatisfactory basis.

Course Descriptions

TED 605
The Diverse Classroom
TED 605 presents the complexity of today's classroom through cultural diversity, student development, curriculum planning, including curriculum development, design, implementation and evaluation.

TED 610
Introduction to the Intern Teaching Experience
(Prerequisite: Admission to the Intern Program)
(4.5 quarter units)
Designed to orient Interns to the program. Schedules will be developed for observation and assessment of instruction. Creating and maintaining effective environments for student learning will be the major curricular focus. Interns will be assessing their own classroom environments and creating more effective possibilities. Emergency or survival pedagogical skills will be covered as Interns bring to class concerns from their developing learning environments.

TED 611
Educational Psychology
TED 611 examines how educational psychology is applied to learning and teaching. Learning theories, instructional approaches, learning environments and student assessment are studied.

TED 615
The Foundations of Education
TED 615 is the first course in the Teacher Preparation Program. The role and nature of schooling is explored through a range of philosophical, historical, legal and political perspectives within the context of the United States and Californian society and schooling.

TED 621A
Language Development Methodology in Elementary School
(Prerequisites: TED 615, BTE students only: BTE 612)
This course is designed for multiple-subject credential candidates and focuses on current theories and research in language structure and use and in language learning, particularly those in the first and second language development. Social, cultural, political, legal, psychological, general pedagogic and specific methodological factors affecting the first and second language development are considered. Application of these theories, strategies and techniques of second language learning across content areas in diverse educational environment in elementary school is addressed.

TED 621B
Reading and Language Arts Methodology for Elementary Schools
(Prerequisites: TED 615, TED 621A)
This course provides Multiple Subject Candidates with research-based methods and strategies for designing and implementing a balanced and comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. Course content is organized into four Reading Instruction Competence Assessment (RICA) domains.

TED 622A
Curriculum and Instruction I: History, Social Science, Physical Education, Visual & Performing Arts
(Prerequisite: TED 615, TED 621A)
TED 622A focuses on multiple subject curriculum development and teaching History, Social Science, Physical Education, Visual and Performing Arts using State of California content standards. Content-specific teaching practices, lesson design, learning environments and assessment of student learning are emphasized to provide access to the curriculum for all students.

TED 622B
Curriculum and Instruction II: Mathematics and Science
(Prerequisites: TED 615, TED 621A)
TED 622B focuses on multiple subject curriculum development and teaching math and science using State of California content standards. Content-specific teaching practices, lesson design and assessment of student learning are emphasized to provide access to the curriculum for all students.

TED 623
Language Development Methods for Secondary and Middle Schools
(Prerequisite: TED 615)
This course is designed for single-subject credential candidates and focuses on current theories and research in language structure and use and in language learning, particularly those in the first and second language development. Social, cultural, political, legal, psychological, general pedagogic and specific methodological factors affecting the first and second language development are considered. Application of these theories, strategies and techniques of second language learning across content areas in diverse educational environment in elementary school is addressed.

TED 624
Content Area Literacy for Secondary and Middle Schools
(Prerequisites: TED 615, TED 623)
This is course is aligned with the California Board of Education adopted academic content standards in *English Language Arts and the Reading/Language Arts Framework* for students who are speakers of English, English language learners (ELLs) and students with special needs and is designed to assist Single Subject Credential Candidates in developing the background and skills necessary to teach literacy in the content areas to middle/junior and/or senior high school students in the culturally and linguistically diverse classrooms in the California public schools.

TED 625A
Curriculum Development for Secondary and Middle Schools
(Prerequisites: TED 615, TED 623)
This course integrates the California K-12 academic content standards with effective curriculum development principles for diverse learners. Through guided field activities, teacher candidates will access student background information for the purpose of designing and reflecting upon long and short term planning that enables engaged student learning and provides access to the curriculum for all learners.

TED 625B
Instruction and Classroom Management for Secondary and Middle Schools
(Prerequisites: TED 615, TED 623)
This course builds on the curricular principles established in TED 625A by incorporating within a well-designed lesson plan, instructional strategies and related classroom management principles. The class also provides strategies for dealing with unproductive student behavior.

TED 627
Methodology for Cross-Cultural Instruction
(TED Certificate Course only)
(Prerequisites: Possession of a credential approved by the California Commission on Teacher Credentialing; TED 615, TED 621A or TED 623)
An examination of content-area instruction for English language learners. Covers strategies that foster English Language Development (ELD) lesson development, adaptation and delivery. Also covers Specially Designed Academic Instruction in English (SDAIE) and "instructional scaffolds" as well as "instructional conversations" to support ELD.

TED 629
Student Teaching Seminar
(3 quarter units)
TED 629 integrates theory and practical approaches to situations experienced by candidates during their Student Teaching experience. Content areas include: (1) School Culture and Classroom Learning Environment, (2) Classroom Management, (3) Lesson Design, Implementation and Reflection and (4) Legal and Ethical Issues Related to the Teaching Profession.

TED 629I
Intern Teaching Seminar
(Prerequisite: Admission to the Intern Program)
(3 quarter units)
This course is designed to develop the assessment program for Interns. Interns will be developing assessment portfolios. Objectives will be set for the program; activities will be designed to meet the objectives; assessment tasks will be planned to evaluate the meeting of the objectives; and documentation of the process will be collected and organized. The documentation will be organized and presented at the close of the seminar.

TED 630A
Beginning Student Teaching
TED 630A comprises the first month of the full-day, full-time, semester-long Student Teaching experience, in which candidates are placed with certified field supervisors. Candidates must successfully complete four components in their supervised Beginning Student Teaching: (1) school-site and classroom orientation including school personnel interviews, (2) onsite classroom observations, (3) lesson plan design, implementation and reflection within the context of fulfilling (4) professional responsibilities. Candidates also attend TED 629 Student Teaching Seminar, which integrates theory and practical approaches to situations experienced by candidates during TED 630A. Note: The grade assigned for the course will be either satisfactory or unsatisfactory.

TED 630B, TED 630C, TED 630D
Student Teaching
(Prerequisite: TED 630A)
Student Teaching TED 630B, C, D comprises the second, third and fourth months of the full-day, full-time semester-long Student Teaching experience. Candidates are placed with certified teacher supervisors and are required to successfully complete four components: (1) Classroom responsibilities, (2) lesson plan design and presentation and (3) off-site classroom observations, each component within the context of fulfilling (4) professional responsibilities. Multiple-subject candidates spend eight weeks in both a K-2 and a 3-6 classroom (non-traditional programs may vary). One of the two assignments is with a certified Field Supervisor. Single-subject candidates experience teaching a minimum of four academic periods a day in two grade levels; a minimum of three of four periods must be in their designated academic area. Candidates complete TED 629 Student Teaching Seminar (as begun in TED 630A), which integrates theory and practical approaches to real-life situations experienced by candidates during TED 630 B, C, D. Note: The grade assigned for the course will be either satisfactory or unsatisfactory.

TED 638
Spanish for the Mathematics and Science Classroom
Development of relevant Spanish vocabulary, comprehension and speaking skills to effectively support student learning in Mathematics and Science. Learning through the use of instructional scaffolds, teachers incorporate the strategies into their teaching repertoire and enhance their sensitivity to second language learners. Not recommended for BTE students.

TED 639
Spanish for the Humanities Classroom
Development of relevant Spanish vocabulary, comprehension and speaking skills to effectively support student learning in the Humanities. Learning through the use of instructional scaffolds, teachers incorporate the strategies into their teaching repertoire and enhance their sensitivity to second language learners. Not recommended for BTE students.

TED 650
Physical Development
The first in four courses to complete the Early Childhood supporting field for the Master of Arts degree in Teaching. Designed to communicate the freshness and viability of real, fully dimensional children and the idea that development is, above all, a human process. The physical dimension of development is the primary focus of this course. Scientifically derived information synthesizes classic and recent findings for the developmental principles of the young child. The influence of cultural and social factors on the development of the young child is integral to the study.

TED 651
Psycho-Social Development in Early Childhood
The psycho-social dimension of development is the primary focus of this course. Helps students appreciate the connections of psycho-social dimension with the cognitive and physical dimensions of child development. Weaves the developmental domains into a holistic view of a child, which provides a useful foundation upon which effective teaching of the young child can be based.

TED 652
Early Childhood Cognitive Development
Explores the nature of developmental change as it pertains to cognitive development in early childhood. A brief history of developmental change, current issues in developmental study, methods of studying children and adolescents. Ideas from Jean Piaget to Howard Gardner will also be investigated.

TED 653
Teaching the Young Child
The fourth and final course in the Early Childhood curricular sequence, designed for prospective teachers of young children to guide their facilitation of healthy development of young children. Goals are to review theories of the early childhood education field; to get information and support for early childhood education; to observe teaching of young children; and to develop effective teaching techniques for young children.

TED 655
Assessment in the Middle School Classroom
A comprehensive approach to assessment practices that foster cohesiveness in classroom management while being grounded in middle-level philosophy, curriculum and instruction. Includes a knowledge of appropriate student outcomes as correlated to adolescent development; exploration of state curricular documents and other professional associations in education; development of plans to ensure educational equity and implementation in curriculum content and educational practices; examinations of the roles of historical, legal, social, political, economic and multicultural/multilingual perspectives on assessment; and examination of different learning style in a performance-based, authentic assessment curriculum.

TED 656
Contemporary Trends and Models in Middle School Education
Offers an examination of contemporary schooling policies and teaching practices in relationship to the most current issues, theories and research in education. A major focus of the class shall consider the historical and philosophical mission and development of middle level education. Also offers a diversity of institutional approaches in order to reach learners from diverse cultural backgrounds with various learning styles.

TED 657
Psychology and the Middle School
Focuses on curriculum-based advisement for the middle school student. University students learn how common traits and individual differences that characterize multiple intelligence in children and adolescents affect individual development. Students also study how economic and gender issues can impact the development of adolescent self-esteem and self-efficacy. A strong discussion of conflict resolution in middle school is also considered. This course shall also offer a diversity of instructional approaches in order to reach learners from diverse cultural backgrounds with various learning styles.

TED 658
Leadership and the Middle School
Promotes principles of leadership that focus on stakeholder cohesiveness within the middle school and the planning of curriculum and instruction based on knowledge of appropriate student outcomes. A clear understanding of early adolescent development as it relates to state curricular and other professional association objectives is one significant outcome of this course. Educational equity for people of all cultures and the implementation of such curriculum content and educational practices shall be demonstrated while the roles of historical, legal, social, political, economic and multicultural/multilingual perspectives are considered in depth.

TED 660
The Bilingual Bi-Cognitive Child
A survey of research, theory and practices related to the learning and development of the bilingual child. Applies theories on culture, cognition, bilingualism, biculturation and psychological dynamics of a positive self-esteem and academic development.

TED 661
Socio-linguistics
An examination of the development of language within a socio-cultural context. Studies the significant role of language in culture transmission and social/political control. Emphasizes the role of code-mixing and code-switching as a communication system in a multilingual, multicultural society.

TED 662
Comparative Linguistics
An analysis of the structure, phonology and morphology of language. Compares and contrasts the structure of different languages and addresses the linguistic problems in the transfer of errors from L1 to L2. Emphasizes the strategies for teaching English Language Development.

TED 665
Cognition, Language and Culture
Research, theory and practices related to the learning and development of the bilingual bi-cognitive child. Explores theories of cultures, cognition, bilingualism, acculturation and psychological dynamics of a positive self-esteem and academic development.

TED 666
The Cultural Foundations of Linguistics
Focuses on the development of language within the social, cultural and psychological context of language learning. Looks at the roles of language in cultural transmission and social/political control, the role of code-mixing and switching as a communication system in a multilingual, multicultural society and the role of the teacher in the delivery of instruction to second-language learners.

TED 667
Diversity and Change: A Critical Pedagogy
Designed to communicate the dynamics and challenges of educating our ever-increasing diverse population. Leads educators to explore and exchange ideas of what is important in the lives of students and teachers, the school community and society in the move toward transformative education. Provides students the opportunity to develop ideas, define concepts and expand thinking in the broad social, historical, cultural and political context of teaching and learning.

TED 668
Survey of Children's Multicultural Literature
A survey of children's literature, emphasizing effective strategies for fostering reading for enjoyment and understanding. Encourages development of critical skills in assessing literature for multicultural students.

THR – Theater

THR 200
Theater Arts
IGETC: 3A
An examination of theater as a dramatic medium capable of expressing every sort of human conflict, emotion and aspiration. Deals with tragedy, comedy, satire, historical plays, musicals, theatre of the absurd and improvisational techniques. Also introduces ways to implement popular and successful performance and improvisational exercises in the elementary/secondary classroom.

TM – Technology Management

TM 601
Data Mining Tools: Managing Technology for Competitive Advantage
Conceptual foundations of issues and principles that underpin data-mining technologies critical to the business success. Several data-mining software products are discussed and sample studies are provided for specific industries.

TM 602
Emerging Trends in E-Business Implementation Management
An examination of real-world management methods that is adaptive, dynamic and flexible in an E-Business environment.

TM 603
Information Security Risk Analysis
An analysis of vulnerabilities and threats facing organization's information and systems. Provides an in-depth discussion of the cost-effective risk analysis techniques such as PARA (Practical Applications of Risk Analysis) and FRAP (Facilitated Risk Analysis Process).

TM 604
Technology Management Research Topics
An in-depth analysis of the web-based competitive intelligence (CI) techniques and methodologies covering CI strategies across a wide range of business functions at today's top companies.

TM 650A
Master's Research Project I
(Prerequisite: Completion of all program core course requirements with a GPA of 3.0 or better.)
This course is the first part of the master's research project. It focuses on the research and selection of an appropriate topic on one of the research or applications of technology management. Students develop the project in a three- to five-member group and utilize skills previously acquired in their respective core curriculum. This is a regular

one-month course. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

TM 650B
Master's Research Project II
(Prerequisite: CST 650A)
A continuation of CST 650A. Students develop the project in a three- to five-member group. Students complete a detailed analysis and design of the project within the first two weeks of the course. After completing the project, students formally present their final product to a review panel for evaluation and grading. Grading is by "H" (for Honors, "B" or better work), "S" (for Marginal, "C" level work) or "U" (Unsatisfactory, "D" or below).

UCS – Undergraduate College Studies

UCS 100
Freshman Seminar
Designed and required to be taken as the first course in each student's course sequence at UCNU. This course serves as an introduction to higher education and ongoing orientation to the Undergraduate College at National University. The focus of this course is on the *student.* The course is designed to assist new college students in adjusting to college life and foster the development of skills or strategies to be successful in UCNU and life after college.

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William Worth Hall, Ed.D., United States International University

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Rhea Eileen Vogt-Saxton, Ph.D., United States International University

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Rene Anicet Baradat, M.A., University of California, Riverside

Harlan Martin Barbanell, Ed.D., University of Northern Colorado

Janet G. Barkawi, M.A., California State University, Fullerton

Earl Edward Barner, Ed.D., University of LaVerne

Mark Evert Barnes, Ph.D., California School of Professional Psychology

Charles R. Barrett, A.M., University of Michigan, Ann Arbor

Kay A. Barthel, M.Ed., University of San Diego

Dorothy A. Barton, M.S., Pepperdine University

Daniel G. Basalone, M.S., Mount Saint Marys College

Samer Musa Batarseh, M.B.A., California State University, Sacramento

Jeannette P. Bates, M.A., California State University, Bakersfield

Robert B. Bates, M.S., California State University, Fresno

Robert I. Bauersfeld, Ed.D., Northern Arizona University

Bernadette Baum, J.D., Suffolk University

Frances Baumgarten, Ph.D., California School of Professional Psychology

Patria Rosales Baumstark, Ph.D., University of Kiel

Carl James. Beason, M.S., West Coast University

Paul C. Beaumont, M.A., University of Redlands

Nancy Jo Beckwith, M.A., Chapman University

Frances E. Bellot, M.B.A., California State University, Dominguez Hills

David Alan Belluomini, M.S., California State University, Fresno

Dennis A. Bellus, M.A., University of Colorado, Colorado Springs

Patricia Darlene Benke, J.D., University of San Diego

Emma Debora Bennett, M.A., University of Phoenix

Frances L. Bennett, M.S., University of San Francisco

Jane C. Beresford, Ph.D., Wright State University

Virginia Munday Bergstrom, M.A., Mennonite Brethren Biblical Seminary

Scott Eric Bergstrome, Ed.D, University of San Diego

Gary R. Berland, M.A., California State University, Fullerton

Mary L. Bernard, M.S., University of Kansas Main Campus

Thomas R. Bernitt, M.S., Hawaii Pacific University

Carnella Bey, M.A., California State University, Long Beach

Viththal Narayanrao Bhave, M.S.E, University of Michigan, Ann Arbor

Christine N. Bierdrager, Ph.D., California School of Professional Psychology

Grady D. Billington, M.A., Fresno Pacific University

Deborah R. Binczewski, M.B.A., University of Phoenix

Michael Conrad Bishop, M.A., University of San Diego

Peter B. Bishop, M.S., Old Dominion University

Robert D. Blackledge, M.S., University of Georgia

Russell Blahetka, M.B.A., San Jose State University

Christal L. Blankenship, M.A., San Diego State University

William A. Blankinship, M.A., California State University, Long Beach

Ned E. Blass, M.S., Oklahoma State University

Joan Watts Bloodgood, M.A., California Lutheran University

Keith C. Bogardus, J.D., University of San Diego

Betty L. Bond, M.A., Azusa Pacific University

Carlos A. Bonilla, Ph.D., University of Utah

Diane D. Bonilla, M.A., Claremont Graduate University

Helen Louise Bonner, Ph.D., Ohio University

Robert A. Bornholdt, M.S., Naval Postgraduate School

Kathleen Bagby Boschen, M.A., Azusa Pacific University

Janet N. Bower, M.A., United States International University

Virginia Sedgwick Bower, M.Ed., Wayne State University

Bradley Allen Bowes, M.S., California State University, Sacramento

John A. Bowes, M.A., California Lutheran University

Patricia Ann Bowman, M.A., California State University, Long Beach

Robert Clark Boyle, Psy.D., Biola University

Patricia Ann Bradley, M.S.N., The Sage Colleges

Victoria Lee Bradshaw, M.P.A., California State University, Sacramento

Kristin Elizabeth Bragg, M.A., California State University, Fullerton

Leonard H. Brass, M.Ed., Boston University

Ronald Braunstein, M.S., University of Southern California

Jorge H. Bravo, M.A., San Diego State University

Darin Everett Brawley, M.A., California State University, San Bernardino

Michelle Lisa Brent, M.Ed., Harvard University

Eve T. Bressler, Ed.D., University of California, Berkeley

Lois A. Brien, Ph.D., University of Iowa

Kathleen McGregor Bright, M.S., National University

Carol Louise Brock, M.A., California State University, Sacramento

David Kenneth Brock, J.D., University of the Pacific

Ronald Brock, M.A., California State University, Los Angeles

William M. Brock, Ph.D., University of Southern California

Lovette Marie Broussard, M.P.A., Golden Gate University

Baron Brown, M.P.A., University of LaVerne

Danielle M. Brown, M.A., California State University, San Bernardino

Loraine O. Brown, Ed.D., University of San Francisco

Walter Brown, Ph.D., University of California, Los Angeles

Jacqueline Charnita Brownlee, Ed.D., Pepperdine University

Frank J. Bruno, M.B.A., Southern Illinois University

James C. Bryant, M.P.A., University of Colorado, Denver

William Evan Bryant, M.S., Azusa Pacific University

Richard Ross Brydges, M.B.A., The University of West Florida

Thomas S. Bucci, M.P.A., University of Oklahoma

Lynn N. Buchholz, M.B.A., University of California, Los Angeles

Patricia K. Buckles, M.S., Adelphi University

Tem E. Bugarin, D.B.A., United States International University

Monica M. Buhlig, M.A., San Diego State University

Bette J. Bullington, M.A., California State University, Fresno

Mary Elizabeth Bullock, J.D., University of San Diego

Richard Sumner Burgess, M.B.A., University of Massachusetts, Amherst

Paul Burke, M.A., Chapman University

Gail Burnett, M.S., University of LaVerne

Terrance E. Burns, M.P.A., California State University, Dominguez Hills

Richard L. Burrill, M.A., California State University, Sacramento

Jonathan Michael Burton, M.S., Stanford University

Terry Alfred Bustillos, Ed.D., University of Southern California

Angelique G. Butler, M.S., California State Polytechnic University

Jennifer Ann Butler, M.A., San Diego State University

Larry E. Byers, M.B.A., United States International University

Joyce E. Byrne, Ph.D., United States International University

Lauralee Catherine Cabibi, M.A., California State University, Fullerton

Kevin Joseph Cabral, M.A., California State University, Fresno

Bonita Louise Cadra-Lytle, M.S., California State University, Fullerton

Robert Edward Calloway, M.A., University of Phoenix

Adam G. Camacho, M.S., San Diego State University

Allison Renee' Camelot, M.A., California State University, Fullerton

Brenda J. Campbell, Ed.D., University of San Diego

Clarence H. Campbell, J.D., University of San Diego

Dale Edward Campbell, D.A., Middle Tennessee State University

Melinda Lou Campbell, Ph.D., University of California, Davis

Scott A. Campbell, M.S., National University

Reynold Campos, M.A., California State University, Fresno

Anita Alicia Canul, M.A., San Jose State University

Mary Kaye Carey, M.A., Chapman University

Kimberly Sue Carlson, M.A., Humboldt State University

Darlene Carol Carney, Ed.D., University of Southern California

Jessie Caoile Caronongan, Ph.D., University of Philippines

Sid Carp, Ph.D., United States International University

Maxine Alecia Carpenter, M.S., Pratt Institute

Judy A. Carr, M.A., University of Arizona

Shahin Parvini Carrigan, Ph.D., University of California, Los Angeles

Nancy Lorraine Carritte, Ph.D., Walden University

Benjamin Carson, Ph.D., University of California, San Diego

David Bruce Carter, M.B.A., National University

Frederick C. Carter, M.A., California State University, Long Beach

Bradford Scott Case, M.A., University of Maryland, College Park

Robert Karel Caslava, M.A., San Francisco State University

Pollyanna V. Casmar, M.S., Kent State University

Evamarie E. Casperite, M.S.W., California State University, Fresno

Sue Remer Castaneda, M.A., San Diego State University

Kurt Avery Caswell, M.A., Middlebury College

Tracy Scott Catalde, M.A., California School of Professional Psychology

Joanne Caudill, M.A., California State University, Northridge

Matt J. Cavanaugh, M.A., California State University, San Bernardino

Rick Allan Cawthorn, M.A., Santa Clara University

Adjunct Faculty

Harold Lloyd Cebrun, Sr., M.A., Azusa Pacific University

Carol Masten Cerioni, M.A., Fresno Pacific University

Abdulrahim Nasr Chafi, M.S., California State University, Fresno

David Stephenson Chandler, M.S., California State Polytechnic University

Dolly Chang Gifford, M.A., Chapman University

Margaret K. Chang, M.N., Yale University

Karin Sigrid Chapin, M.A., Stanford University

Kimberly Chase, M.A., California State University, Northridge

Christopher A. Chaves, M.B.A., Western International University

Enriqueta V. Chavez, M.S., San Diego State University

Meher G. Chekerdemian, M.A., California State University, Fresno

Mady Cheng, M.B.A., San Diego State University

Julie Ruth Chesney, M.A., California State University, San Bernardino

Barbara Jean Chilton, Ed.D., University of LaVerne

Preston J. Chipps, M.S., San Diego State University

Michael Gene Chlebik, M.S., Naval Postgraduate School

Meg Eu Cho, Ed.D., Northern Arizona University

Paul S. W. Choi, Ph.D., University of Cincinnati

Deva K. Chopyak, M.S.W., University of Hawaii, Manoa

Juliet Christian, M.A., Cuny Brooklyn College

Van M. Christopher, Ph.D., Claremont Graduate University

Ranae Keumsook Chung, M.A., California School of Professional Psychology

Lisa Gay Clark, Ph.D., Texas Woman's University

Lon T. Clark, D.Min., Southern Methodist University

Taylor L. Clark, J.D., Pepperdine University

Bret L. Clarke, M.S., National University

Beverley Matthews Clarkson, M.S., Pepperdine University

Clarence S. Clarkson, M.S., Pepperdine University

Ruth E. Clayton, M.A., United States International University

William Samuel Coate, M.A., California State University, Fresno

Melvin Joseph Cobb, M.A., California State University, Dominguez Hills

Cheryl Renee Coddington, M.A., Fresno Pacific University

Steven Michael Cogan, M.P.H., San Diego State University

Elisabeth W. Cogdill, M.A., San Diego State University

Nancy Coleman-Frank, M.Ed., University of California, Los Angeles

Michael Vaughn Coleman, M.A., Chapman University

Joseph Philip Collignon, M.A., Arizona State University

Kelly Rain Collin, M.Ed., Harvard University

Linda L. Colson, M.A., Chapman University

Amber R. Combs, Psy.D., California School of Professional Psychology

John Joseph Compton, M.S., Dominican College

Samantha Conboy, M.A., San Diego State University

Cameron E. Conley, M.A., University of San Francisco

Scott Matthew Conn, M.A., United States International University

Sondra Connell, M.A., California State University, Long Beach

Gigi L. Connor, M.A., Fresno Pacific University

Jess William Cook, M.A., National University

Omar M. Cook, M.S., California State University, San Bernardino

Fredrica M. Cooper, M.A., University of San Francisco

Ron S. Cooper, Ed.D., United States International University

Eloise Jane Coopersmith, M.A., University of California, Los Angeles

George W. Copus, M.B.A., National University

Becton W. Corbin, Jr., M.B.A., Liberty University

Michael Lewis Corbin, M.A., Southern California College

Sid R. Cormier, Ph.D., New School for Social Research

Cheryl Cornejo, M.A., California State University, Dominguez Hills

James E. Corry, D.Th., Basel University, Switzerland

Brian George Cosgrove, J.D., University of the Pacific

Lilibeth Gonazl Cosico-Berge, M.A., Norwich University

Lionel Barrymore Coulter, Ph.D., Claremont Graduate University

Dona Louise Coultice, M.A., University of Phoenix

William Luther Courter, M.A., National University

Ben Eston Coutant, Ph.D., University of California, Berkeley

Julie Coutu, M.B.A., Babson College

Cheryl S. Cox, Ed.D., University of Southern California

David Brian Cox, M.B.A., Pepperdine University

Forrest Wayne Cox, M.S., National University

Bonita Sue Coyne, M.S., California State University, Fullerton

Jolyen Lea Craig, M.A., California State University, San Bernardino

Dorothy Ann Crass, M.A., Fresno Pacific University

Terry Crawford, Psy.D., University of Denver

David Lyons Creighton, M.A., San Jose State University

Thomas Dale Crellin, M.A., San Diego State University

Lara Lee Crowder, M.B.A., University of San Diego

Martha Kay Crowe, M.A., San Jose State University

John Eric Croy, Ed.D., Washington State University

Steven M. Csakai, M.B.A., University of LaVerne

Jon C. Cullum, M.A., American University

Tamerin A. Culp, M.S., California State University, Fullerton

Daniel T. Cunniff, Ph.D., Walden University

Craig L. Cunningham, M.B.A., California State Polytechnic University

Elise D. Curry, Psy.D., Pacific University

Nancy M. Curteman, M.Ed., University of LaVerne

Sarah N. Curtis, M.A., California State University, Sacramento

Dawn Marie Cushing, M.A., Chapman University

Nicholas Sabastian D'Amico, Ph.D., University of California, Los Angeles

Charles Daleo, M.S., San Diego State University

Edward F. Daley, M.B.A., San Diego State University

Dennis G. Danielson, Ph.D., Northern Arizona University

Mark E. Dannenberg, M.B., Thunderbird, American Graduate School of International Management

Linda Tann Danto, M.A., University of Michigan, Ann Arbor

Arun Datta, Ph.D., University of Calcutta

George Jackson Davidson, M.A., Chapman University

Charlotte E. Davis, M.A., California State University, Northridge

Martin Alvin Davis, M.A., California State University, Los Angeles

Paul H. Davis, M.B.A., Northeastern Illinois University

Maryam Davodi Far, M.H.C.A., National University

Duneen de Bruhl, Ed.D., University of LaVerne

Eileen A. Dean, M.A., Chapman University

Joann Watts Debose, Ph.D., University of Nevada, Las Vegas

Steven W. Deckard, Ed.D., University of Sarasota

Wendy A. Deckman, M.A., California State Polytechnic University

James William Decosta, M.A., George Washington University

Joseph Deegan, Ph.D., Claremont Graduate University

Michael R. Degasperin, M.A., Chapman University

Steven John Dehay, M.S., California Baptist College

Norma A. del Rio, M.S., National University

Brian Stewart Dement, Ph.D., United States International University

Alfonso Denegri, M.A., Azusa Pacific University

Melba L. Derrick, M.A., University of San Francisco

Mrunmayi Janak Desai, M.S., University of Southern California

John W. Desjardin, Ph.D., United States International University

Debra L. Devlin, Psy.D., United States International University

Manuel Jose Diaz, M.A., California State University, Los Angeles

Christine E. Dickson, M.A., Kean University

Tina Kikue Shimane Diem, Ph.D., California School of Professional Psychology

Rita Simmons Diggs, M.Ed., Western Maryland College

Charles Louis Dirienzo, Jr., M.A., Webster University

Erin Kathleen Dockery, M.A., University of Connecticut

Jessie M. Doi-Cunha, Ed.D., Brigham Young University

Margaret P. Doiel, M.A., California State University, Northridge

Gretchen Maria Donndelinger, M.S., National University

Dora Donovan, M.B.A., Webster University

Carrol D. Doolittle, M.A., California State University, Los Angeles

Edward William Dorn, M.Ed., University of LaVerne

Thomas P. M. Doyle, M.H.R., University of San Francisco

Thomas W. Doyle, Ll.M., University of San Diego

Patricia E. Drake, Ph.D., California School of Professional Psychology

Lou John Drexel, M.A., California State University, Long Beach

Denise Marie Dritsas, Psy.D., California School of Professional Psychology

Sidney Paul Dubin, M.A., University of California, Irvine

Paula Dubois, M.S., Pepperdine University

Dennis D. Duffy, M.A., California State University, Fresno

Edmund B. Duggan, Jr., M.A., San Jose State University

Charles W. Dunning, M.S., University of Southern California

Cindy M. Dupre, M.A., California State University, Chico

Joaquin Perez Duran, M.S., San Jose State University

Jack Stanley Duren, M.A., University of LaVerne

John Michael Durham, M.A., California State University, San Bernardino

Greg Allen Dustin, M.S., San Diego State University

Duane Lee Dutcher, M.A., Andrews University

Sherri Dwyer, M.A., University of San Diego

Maria K. M. Dybbro, M.F.A., University of California, San Diego

Alan Gordon Dyer, M.A., Pepperdine University

Jack E. Dyer, M.A., California State University, Los Angeles

Gilbert Eugene Dyrr, M.S., University of California, Los Angeles

Herbert Lynn Eagar, M.A., California Polytechnic State University

John K. Eapen, M.B.A., National University

Maryann Easley, M.A., Chapman University

Deborah L. Edmund, M.S., Eastern Michigan University

Virgie L. Edwards, M.A., Azusa Pacific University

Saeid y. Eidgahy, Ph.D., Bowling Green State University

Homayun Elahi-Shirazi, M.A., San Francisco State University

Amr Elchouemi, Ph.D., University of Louisiana System Administration

Emma Sajuela Elgar, M.A., University of the City of Manila

Darcy K. Ellingson, M.Ed., Seattle Pacific University

David Edward Elliott, M.S., New Mexico State University

Nancy Jeanne Elliott, M.A., California State University, Long Beach

Jerry C. English, M.S., Fresno Pacific University

Del Anthony Enos, M.A., California State University, Sacramento

William N. Enos, Ed.D., University of San Francisco

Richard E. Enright, M.A., California State Polytechnic University

Jeff Erkenbeck, Ph.D., United States International University

William John Erlendson, M.A., University of San Francisco

Harry Ervin, M.A., United States International University

Henry Nick Ervin, M.A., United States International University

Vicki L. Essary, Ph.D., United States International University

Amir Ettefay, M.B.A., National University

Gregory S. Evans, M.B.A., Depaul University

Patricia J. Everett, M.A., Azusa Pacific University

Ceferino Martinez Fajardo, Jr., M.S., Troy State University

Lisa Falls, M.P.S., Pratt Institute

Anne L. Falotico, Ed.D., University of California, Los Angeles

Joseph Anthony Faria, M.S., California Polytechnic State University

Raulin R. Farinas, M.B.A., University of San Diego

Grady C. Farley, M.S., University of Utah

Kerry Reese Farrer, M.B.A., University of Redlands

Jeremy Richard Farson, M.F.A., California College of Arts and Crafts

Corey L. Fayman, M.A., San Diego State University

Fatemeh Fazely, Ph.D., University of Akron

Lisa A. Fears, M.S., National University

Sumner H. Feldman, M.S., Boston University

Theresa Cottone Feller, Ed.D., University of Southern California

Peter George Fellios, M.A., United States International University

Kathleen Ann Fellows, M.A., University of Redlands

Bruce Gilbert Ferguson, M.A., San Diego State University

Jon Ferguson, J.D., University of San Diego

Nicolas D. Ferguson, Ed.D., University of Southern California

Cesar N. Fernandez-Mansilla, M.B.A., University of California, Los Angeles

Camille Ferond, M.S., California State University, Los Angeles

Jennifer Catherine Ferrara, M.S., California State University, Fullerton

Robert Donald Ferraro, M.S., College for Financial Planning

Vincent Patrick Ferry, M.S., University of Oregon

Oliver Filippi, M.S., Massachusetts Institute of Technology

Russell Finch, M.S., San Diego State University

Bette Kuuipo Finlayson, M.A., University of Hawaii, Manoa

Denise Lynn Finney, M.A., United States International University

Cynthia Gargan First, Ed.D., University of the Pacific

Randolph H. Fischer, M.S., University of South Carolina, Columbia

William H. Fisher, Ph.D., University of Pittsburgh

James Joseph Fitzgerald, M.A., Santa Clara University

Patricia D. Fitzmorris, Ed.D., Northern Arizona University

Eva Bibaoco Fizette, Ed.D., Wayne State University

Robert B. Flannery, M.Ad.SC., Fairleigh Dickinson University

Larry Vernon Flegle, M.A., Pepperdine University

Shun Yee Florence Flesche, M.A., California State University, Bakersfield

Deborah Anne Flint, Ph.D., University of Southern California

Francisco Flores, M.A., California State University, Northridge

Suzanne C. Flores, M.A., Central Michigan University

Ygnacio V. Flores, M.A., University of San Diego

Herbert L. Foelber, Ph.D., United States International University

Deborah Denton Folmer, M.A., California State University, Fresno

Joseph Boytaton Fontaine, M.S., Cornell University

James L. Foote, M.A., University of Phoenix

Melinda Lee Foote, M.A., Chapman University

Scott M. Foran, M.A., California State University, Chico

Dalene F. Forester, M.S., California State University, Chico

Faye Foroutanpour, M.S., Indiana University

Colin D. Fort, J.D., University of San Diego

Ethel A. Foster, M.B.A., California State University, Chico

Yvette Foster, M.A., Pepperdine University

Forest Merle Fouts, Ed.D., University of Southern California

Christopher A. Fragiskatos, Ph.D., United States International University

Robert C. Francy, Ph.D., University of Utah

Adjunct Faculty

Jeffrey Alan Freeman, M.A., San Diego State University

Shyrlee A. Freeman, M.S., University of Southern California

Steven S. Friedland, M.A., University of Iowa

Elva Mae Fries, M.A., California State University, Sacramento

Lynn Fritz, M.A., National University

Judith Louise Frost, M.A., San Francisco State University

Francisco Javier Fuentes, M.Ed., Northern Arizona University

Kathy J. Fuller, M.A., California State University, Northridge

Dennis Gaab, J.D., San Joaquin College of Law

Narayana Veera Gaddipati, M.S., University of Missouri, Kansas City

Frances Kay Gagna, M.B.A., Golden Gate University

Kate Gale, M.A., California State University, Northridge

Brandon Edward Gamble, M.S., San Diego State University

Fred Garcia, M.P.A., Troy State University

Mary Garcia, M.A., San Jose State University

Renee A. Garcia, M.A., University of Bordeaux

Tracy Ann Garcia, M.A., California State University, San Marcos

Tina Anne Gardener, M.S., National University

Deborah Lynn Gardner, M.S., California State University, Fullerton

Maryanne Garon, D.N.SC., University of San Diego

Rebecca Ellen Garrison, M.A., Azusa Pacific University

Jon Oscar Gary, M.F.A., California Institute of the Arts

Karen Gates, M.A., San Diego State University

Caroline K. Geldard, M.A., San Diego State University

Nancy K. George, M.S., California College for Health Science

Stacy L. George, M.A., San Diego State University

Roger David Gerard, M.Ed., Northern Arizona University

Susan K. Gesell, M.S., Illinois State University

Alice Gibbs, M.Ed., University of LaVerne

Janet K. Giles, M.A., University of San Francisco

Timothy Andrew Giles, O.D., Southern California College of Optometry

Mary Jean Gilio, M.A., Fresno Pacific University

Thomas R. Gill, J.D., University of San Diego

Eric Claude Girard, D.B.A., United States International University

Charles Rodney Girvin, III, Ed.D., University of San Diego

Michael B. Gladych, M.F.A., University of Southern California

Karen Glasgow, Ph.D., Claremont Graduate University

Daniel P. Gleason, M.F.A., University of Iowa

Kevin Christopher Glynn, M.A., California State University, Fullerton

Michael Aaron Godfrey, M.S., California State University, Los Angeles

Hardy Richard Gold, J.D., Santa Clara University

David Goldberg, M.A., New York University

David Goldberg, Psy.D., California School of Professional Psychology

Daniel B. Goldstein, J.D., Whittier College

Anthony J. Gonzales, M.A., California State University, Northridge

Laura Lynne Gonzalez, M.A., California State University, Fresno

Peggy Ann Goodale, Ph.D., Pacific Graduate School of Psychology

Starr S. Goode, M.A., California State University, Los Angeles

Diane L. Goodman, M.A., University of Northern Colorado

Brian Thomas Gordon, M.A., Chapman University

Lansing A. Gordon, M.B.A., Western International University

Lynn Melby Gordon, Ph.D., University of California, Los Angeles

Shayna Gothard, Ph.D., California School of Professional Psychology

Randi Gottlieb Robinson, M.A., San Francisco State University

Jason A. Gould, M.B.A., University of Redlands

Virginia Booth Grabbe, M.Ed., University of LaVerne

Tanya M. Grace, M.S., Pepperdine University

Gary Michael Grady, M.S., California State University, Sacramento

Clifford R. Graham, Ph.D., California School of Professional Psychology

Santos C. Graham, Ph.D., Universidad de Navarra, Spain

Lyn Granger, M.A., University of Redlands

Douglas Everette Grant, M.A., Pepperdine University

Greer Grant, M.A., San Diego State University

Kevin Grant, M.B.A., Azusa Pacific University

Andrea E. Gravelle-Kough, M.A., Northwestern University

Richard Henry Gray, M.S., University of Southern California

James C. Greco, M.A., California State University, Stanislaus

Bob Charles Green, M.A., Fresno Pacific University

Carroll Anthony Green, M.Ed., Southern University and A & M College

Kathryn L. Green, Ph.D., Indiana University, Bloomington

Leroy Green, M.A., California State University, Long Beach

Moses Richard Green, M.A., Pepperdine University

Stephen Greene, D.B.A., United States International University

Gloria A. Gregorek, M.A., Azusa Pacific University

Gene Grey, M.A., University of California, Riverside

Pamela Sue Griffo, M.A., University of Missouri, Columbia

Marigold Groot, M.A., John F Kennedy University

Daniel Paul Groszkruger, J.D., University of San Diego

Betty Jean Groves, M.A., Whittier College

Deana Guardado, M.B.A., California State University, Los Angeles

Sharon Ann Guerrette, M.B.A., Golden Gate University

Kathryn M. Gunderson, Ph.D., Amherst College

Michael Joseph Gurley, M.A., Naval War College

M. K. Gustinella, Ph.D., The Fielding Institute

Herbert Jordan Guthmann, M.A., University of Southern California

Peter J. Gutierrez, M.A., University of Phoenix

Rick Phillip Gutierrez, M.A., University of San Francisco

Merle L. Gutterman, M.S., Drexel University

Gilbert R. Guzman, M.A., San Diego State University

Nereida D. Guzman, M.S., University of LaVerne

Song Que Hahn, M.A., California State University, Sacramento

Henry Christopher Hahnke, M.B.A., San Diego State University

Laura Ann Hale, M.A., California State University, Los Angeles

Walter W. Hale, Ed.D., University of Southern California

Gwynn Dianne Hall, M.Ed., Mississippi University for Women

Louvonia Simmons Hall, M.A., Pepperdine University

Mary Ann Hall, Ph.D., University of Southern California

T. Judith Hamman, M.A., Humboldt State University

Lennis M. Hampton-Dearing, M.A., California Polytechnic State University

Paul Homer Hampton, M.A., California State University, Los Angeles

Ronda L. Hampton, M.S., University of LaVerne

James K. Han, M.S., University of California, San Diego

Lily L. Han, M.A., University of California, Los Angeles

Deborah Sue Hankin, M.S., Pepperdine University

Leighton D. Hanon, Jr., M.B.E., Claremont Graduate University

Ulysses Edwin Harding, M.S.W., University of California, Los Angeles

Ronald Roy Haroldsen, M.S.W., California State University, Fresno

Ansar M. Haroun, M.D., King Edward Medical College

Jerry W. Harris, M.H.A., Chapman University

Betty Ann Harrison-Smith, M.A., University of California, Berkeley

Roxine C. Hart, M.S., Chapman University

Robert L. Harvell, M.S., Western Illinois University

Carolyn Deitch Haselkorn, M.S., Mount Saint Marys College

Saeed Hashemi, M.D., Kabul University

Mary Ann Hassett, M.A., San Diego State University

Patricia Anne Hatch, M.S., Southern Methodist University

John Wayne Haug, M.A., California State University, Fullerton

Naomi Ruth Hauge, M.A., California State University, Sacramento

William T. Hawes, Ph.D., Northern Arizona University

Rick S. Hawn, M.Ed., University of LaVerne

Jeremiah Hayden, M.B.A., Pepperdine University

Curt Jurgen Haydt, M.B.A., University of Phoenix

David V. Hayes, M.A., California State University, Sacramento

Lorraine L. Hayes, M.A., San Francisco State University

Michael Grady Hayes, M.A., California State University, Fresno

Paul Hays, Ph.D., University of Birmingham

Douglas James Hayward, Ph.D., University of California, Santa Barbara

J. Scott Hayward, M.A., Chapman University

Joyce Opal Haywood, M.A., San Diego State University

De Vera H. Heard, Ed.D., University of LaVerne

John W. Hedly, M.B.A., University of Massachusetts, Amherst

Tori D. Heflin, M.A., San Diego State University

La Dona L. Hein, M.A., California State University, Sacramento

Joy Shahzade Heisig, Ed.D., University of the Pacific

Donna May Henderson, M.A., California State University, San Bernardino

Dorinda V. Henderson, M.B.A., Pepperdine University

Eric Todd Henderson, M.S., California Polytechnic State University

Jewell Henderson, D.P.A., University of LaVerne

Laura A. Henderson, M.B.A., University of San Diego

Letitia Henson, M.A., United States International University

Robert O. Herbst, M.F.A., California Institute of the Arts

Theresa Lynette Herrick, M.S., California Baptist College

Russell Stuart Herrman, M.A., University of California, Los Angeles

Tommy L. Hester, M.S., Jacksonville State University

Gary P. Hexom, M.A., University of San Francisco

Janice Coleen Hickerson, Ph.D., United States International University

Deborah Armstrong Hickey, Ph.D., United States International University

Eric Wakem Hickey, Ph.D., Brigham Young University

Eugene V. Hicks, M.A., San Diego State University

Mary Ellen Hicks, M.S., Pepperdine University

Ratchford Higgins, Ph.D., University of California, Davis

Sharon Anne Higgs, J.D., Humphreys College

Michele J. Higuera, M.A., University of Phoenix

Lopez Hill, M.B.A., Chapman University

Richard J. Hill, J.D., Northwestern University

Dean Hipwell, M.S., Air Force Institute of Technology

Robert Hipwell, D.B.A., United States International University

David M. Hirning, M.S., Azusa Pacific University

Kathryn Langford Hitchcox, Ph.D., Rice University

Gordon Hoard, M.A., San Diego State University

Edgar Hobbs, Jr., M.S.E., Long Island University

Lola J. Hobbs, M.S.W., San Diego State University

Michael Steven Hobbs, J.D., University of West Los Angeles

Miriam M. Hochberg, M.Ed., Boston University

Brian Paul Hochvert, J.D., University of Toledo

Kym L. Hodge, M.P.H., Emory University

Arline Bunny Hodges, M.S., Portland State University

Douglas Edward Hoehing, Ph.D., California School of Professional Psychology

Christian M. Holland, M.P.H., San Diego State University

Thomas Edward Holler, M.S., University of Kansas

Sharroky D. Hollie, M.A., California State University, Northridge

Margaret L. Hollingsworth, M.A., University of San Francisco

Leonard Joseph Holman, M.A., California State University, Dominguez Hills

David Harold Holmes, M.A., California State University, Los Angeles

Jill Marie Holslin, M.A., University of California, San Diego

Jerry Duane Hoover, Ph.D., Washington University

Jacqueline M. Horejs, Ed.D., University of Southern California

Carol Roth Horowitz, M.S., Nova Southeastern University

Willie Jefferson Horton, Jr., M.A., University of San Diego

Lois S. Hoshijo, M.A., San Jose State University

Ticey Hosley, M.A., University of San Diego

Lloyd J. Houske, M.S., University of Southern California

Robert Vincent Houskeeper, M.S., San Diego State University

Marilynn Clark Howland, Ed.D., Stanford University

Roger V. Hoy, M.A., University of San Francisco

Ilse F. Hoyle, M.A., University of Southern California

Terre A. Hradnansky, Ed.D., Nova Southeastern University

Chiufang Hsiao, M.S., Washington State University

Gunnevi H. Humphries, M.B.A., California State University, Dominguez Hills

Namrata Hunjan, M.S., California State Polytechnic University

Timothy Eugene Hunt, M.A., Morehead State University

Lynne R. Hunter, M.A., San Diego State University

Vicki Lee Hurst, M.A., University of San Diego

Miguel Hurtado, M.A., Claremont Graduate University

Jason K. Huskey, J.D., Western State University College of Law, Fullerton

George Hutchinson, Ph.D., United States International University

Patti Maureen Hutchison, M.A., California State University, Northridge

John T. Hyland, Ph.D., University of California, Los Angeles

Chandru M. Idnani, M.B.A., San Jose State University

Tamotsu Ikeda, Ph.D., Claremont Graduate University

John Wm Ikerd, M.A., Chapman University

Elkanah Amiani Imbisi, M.B.A., University of Nairobi

Lynn Marian Inch, M.A., University of San Francisco

Salvador Robert Infelise, Ed.D., Brigham Young University

Ann Loschiavo Ingman, Ed.D., United States International University

John Scott Inmon, M.A., Chapman University

Julie M. Isherwood, Ph.D., University of Southern California

Michael Lee Isherwood, J.D., University of the Pacific

Tadashi Ishihara, M.A., California State University, Stanislaus

Jan Israel, M.S., San Diego State University

Landa J. Iverson, Ph.D., University of San Francisco

Ella Ivshin, Ph.D., California School of Professional Psychology

Dorothy Jean Jackson, Ph.D., University of California, Los Angeles

Donna J. Jackson, M.A., University of New Mexico

Mary Kay Jackson, J.D., University of San Diego

Zella N. Jackson, M.B.A., Michigan State University

Lior Jacob, M.S., University of Illinois, Chicago

Joan Jacobs, M.S., San Diego State University

Anthony W. Jansing, J.D., University of San Diego

Ola Sue Jarrett, M.A., San Diego State University

Jack H. Jarvis, M.A., California State University, Fresno

Christopher William Jedlicka, M.A., Chapman University

Adam Russell Jeffers, M.A., San Diego State University

Adjunct Faculty

Michael Jack Jeffers, M.Ed., University of LaVerne

Terrel Windle Jeffery, Ph.D., Colorado State University

Rafiki Jenkins, M.A., University of California, San Diego

Gail Aparton Jensen, M.A., San Jose State University

Mary Ruth Jensen, M.A., Carnegie Mellon University

Joel P. Jerauld, M.A., San Diego State University

Gary A. Jimenez, M.A., Lewis and Clark College

Lillian I. Jimenez, M.A., California State University, Sacramento

Angela K. Johnson, M.B.A., Boise State University

Edward Johnson, M.A., San Diego State University

Judith Ann Johnson, M.A., San Francisco State University

Kimberly Johnson, M.A., Webster University

Lawrence Edward Johnson, M.A., Chapman University

Marcia Danello Johnson, M.Ed., Cambridge College

Nancy A. Johnson, M.S., University of California, San Francisco

Nancy L. Johnson, M.A., Point Loma Nazarene College

Rebecca J. Johnston, M.L.I.S., University of California, Berkeley

Antionette y. Jones, J.D., Duke University

Barbara Z. Jones, M.Ed., State University New York, Buffalo

Douglas Hugh Jones, M.A., California State University, Fresno

Erik S. Jones, M.B.A., United States International University

Judy M. Jones, M.B.A., United States International University

Wendy Jean Jones, M.A., California State University, Sacramento

Robert E. Jorden, Ed.D, University of Northern Colorado

Moses Jorge, M.A., California State University, Los Angeles

Dale L. June, M.A., George Washington University

Arleen S. Kagan, M.A., San Diego State University

Tarun Kakar, M.B.A., Oklahoma City University

Frederic J. Kakis, Ph.D., Stanford University

Shahriar G. Kalhor, M.A., University of California, Los Angeles

Helen Kantor, M.F.A., University of California, Los Angeles

Silvia Valenti Karabashlieva, M.A., Konstantin Preslavsky Institute

Rebecca Linda Karp, Ed.D., University of Maryland, College Park

Carol A. Karpeck, M.A., University of Massachusetts, Amherst

Kay Karzen, M.A., United States International University

Stuart E. Karzen, M.A., San Diego State University

Ann Marie Kaumo, Ph.D., Claremont Graduate University

Kenneth Dean Kay, J.D., University of the Pacific

Chris Joseph Kayes, M.Ed., University of LaVerne

Shirley M. Kazarian, Ed.D., University of California, Los Angeles

Mutahir H. Kazmi, M.B.A., Keller Graduate School of Management

Daniel Alexander Kealey, Ph.D., State University New York, Stony Brook

Dian Nicole Kearns, M.A., University of Colorado, Colorado Springs

Sarah B. Keating, Ed.D., State University New York, Albany

Jason Paul Keck, M.S., Chaminade University of Honolulu

Christina Marie Keefe, M.A., California State University, Northridge

Erango Kelbisow, Ed.D., Pepperdine University

Miriah Rifkin Kellison, M.A., Claremont Graduate University

Ralph E. Kellogg, Ph.D, University of California, Los Angeles

Remedeas Kelly-Weekes, M.S., Marywood University

Jean Oesterle Kelly, M.S., University of Chicago

Beverley B. Kelsey, M.A., California State University, Long Beach

Hugh Donald Kelso, J.D., Western State University College of Law, Fullerton

Diane Marie Kempley, M.A., Simpson College

Kristina Kennann, Ph.D., University of California, Los Angeles

Linda Kwong Kennedy, M.A., San Francisco State University

Leroy Carl Keskey, M.B.A., Pepperdine University

Edward Karl Kessler, M.A., California State University, Los Angeles

Cindy L. Ketcherside, M.A., University of the Pacific

Clifford Kettemborough, M.B.A., University of LaVerne

Lily S. Keyser, M.A., University of Southern California

Datta Kaur Khalsa, M.S., California State University, Hayward

Johnny Khor, M.S., Northern Illinois University

Alvin Curtis Kidd, M.A., San Diego State University

Jaqueline Kiefer, M.A., California School of Professional Psychology

Stephen M. Kiehn, M.B.A., University of the Pacific

Anita Reiss Kimball, M.A., Pepperdine University

Catherine Blanche King, M.Ed., University of Virginia

Louann King, M.A., California State University, Bakersfield

Michael J. King, M.A., Pepperdine University

Marcie Kirk-Holland, M.S., California State University, Sacramento

G. L. Kirkwood, M.A., Antioch Col

James P. Kirwan, M.Ed., University of Oregon

Nancy E. Kissam, M.A., New York University

Marilyn C. Kistler, Ph.D., Northern Arizona University

Jeffrey Cole Kitchen, Ed.D., University of Southern California

Robert John Kjolsing, M.S., West Coast University

Linda M. H. Klam, M.A., San Diego State University

Gerald D. Kleinman, M.A., California State University, Northridge

Janice L. Klemm, M.S., California State University, Fresno

Julia G. Klimova, M.A., University of California, San Diego

Wayne A. Klusmeier, M.B.A., San Jose State University

Billie Jean Knight, M.A., San Francisco State University

Leonard Knight, D.P.A., University of LaVerne

Joan Koerper, M.S.W., San Diego State University

Diana Koga, M.A., University of California, Davis

Alyson Kohl, M.A., Antioch College

Sandra Kolberg, Ph.D., Walden University

Carol S. Koon, M.B.A., San Diego State University

Mary Dolores Kracun, Ph.D., Texas Woman's University

Matthew D. Krause, M.S., Texas A & M University

Mary Anne Kreshka, M.A., University of California, Berkeley

Carolyn I. Kronnick, M.Ed., Azusa Pacific University

Anne Frances Kuhn, M.A., University of the Pacific

Viju C. Kulkarni, Ph.D., University of Connecticut

Chandra Kala Kumar, M.Ed., California State University, Sacramento

Laddie J. Kumelos, M.A., University of Northern Colorado

Bruce John Kupcha, M.A., University of Redlands

Ketti Kupper, M.F.A., Norwich University

Ron S. Kusayanagi, M.A., Azusa Pacific University

Won Seon Kyung, Ph.D., Portland State University

Francisca A. la Franco, M.A., California State University, San Bernardino

Gregory A. Ladue, M.S., San Diego State University

Eugene Richard Lahanier, M.S., The American College

Tiffani Kim Laidler, M.S., California School of Professional Psychology

Joyce Elaine Lakin, M.A., Pepperdine University

Julie Ann Lamay, Ph.D., The Union Institute

Carol Lee Lambert, M.S., University of Southern California

Andrew Louis Lamberto, M.A., University of Phoenix

Bruce S. Lamm, M.S., Western Oregon University

Denise Marie Lampman, M.A., California State University, San Marcos

Daisy A. Lane, M.A., California State University, San Bernardino

Audrey A. Lapointe, M.F.A., Antioch College

Jack R. Larimer, M.A., San Diego State University

Theresa M. Larkin, M.F.A., University of California, Irvine

James R. Lasley, Ph.D., Claremont Graduate University

Elena Lattarulo, M.A., California Lutheran University

Cathy Lynn-Godell Lauer, Ph.D., Berne University

Laura L. Lavery, M.A., California State University, Fresno

Frederick Edward Lawler, M.S., George Washington University

Joann Hallie Lawrence, M.S., California State University, Fullerton

Kelly Denise Lawson, M.A., California State University, Los Angeles

Mary A. Lawson, M.Ed., University of LaVerne

Walter Lazar, M.A., Ball State University

Jeffrey F. Lazarus, M.B.A., Pepperdine University

Gary le Febvre, Ed.D., United States International University

Donald A. le May, M.A., San Diego State University

Linda le Vine, M.A., California State University, Northridge

Lam le, M.B.A., California State University, San Marcos

Patricia Laureen Leader, M.A., San Francisco State University

Elizabeth Kinloch Ledbetter, M.P.H., San Diego State University

Tammy W. Ledbetter, M.B.A., University of the Incarnate Word

Jeffrey C. Lee, M.A., Pepperdine University

Lutgarda O. Lee, M.A., Pacific Oaks College

Nitza K. Leichtling, M.S., San Diego State University

Henry S. Leonard, M.B.A., Chaminade University, Honolulu

Thomas Michael Leonard, M.S., Chapman University

Karla M. Leopold, M.A., Loyola Marymount University

Paul B. Leppink, M.S., West Coast University

Steve K. Lerner, Ph.D., United States International University

Walter Norman Leverette, M.S., National University

Daniel M. Levinson, Ph.D., University of Southern California

Stacia Ann Levy, M.A., California State University, Sacramento

Cherie Sue Lewis, Ph.D., University of Minnesota

Gary R. Lewis, Ph.D., United States International University

Gary William Lewis, Ed.D., Pepperdine University

Jacklyn Elizabeth Lewis, Ph.D., United States International University

Marilyn Venita Lezine, M.A., California State University, Los Angeles

Gregory Gene Liffick, M.A., University of California, Los Angeles

Sharon Kay Liles, M.A., Arizona State University

Idrenne Lim-Alparaque, Ph.D., University of Alberta

Patricia A. Lim, M.N., University of California, Los Angeles

Gisela R. Linde, M.Arch., Carolo-Wilhelmina Technical University

D Mark Lindsay, Ed.D., Northern Arizona University

Don Lindstrom, Ph.D., United States International University

Frederick Lippman, M.A., University of California, Santa Barbara

Lourdes Lizarraga-Jana, M.A., United States International University

Manuel Llera, M.A., San Diego State University

Maximo Alexis Lobaco, M.S., Pepperdine University

Daniel Henry Lochtefeld, M.A., Case Western Reserve University

Kathleen Corrigan Lochtefeld, M.A., Case Western Reserve University

Robin Lockerby, M.S., California State University, Fullerton

Sandra L. Lockwood, Psy.D., California School of Professional Psychology

Michael Joseph Loessel, M.A., University of San Diego

Roger Blaine Longnecker, M.A., California State University, Chico

Kathy M. Lopez, M.A., California State Polytechnic University

Randy James Lorah, M.A., San Diego State University

Gary L. Lorenz, Ph.D., University of Minnesota, Twin Cities

Suzanne Lorenz, M.S.W., California State University, Sacramento

Michael Lee Lorilla, J.D., University of the Pacific

James P. Losasso, M.A., Pepperdine University

Linda Ann Lothamer, M.A., United States International University

Lee T. Lovallo, Ph.D., State University New York, Buffalo

Rocio Lozano Lovelace, M.S., National University

Matthew David Lovell, M.A. ., John F Kennedy University

Rochelle Lubin, M.A., Cuny Brooklyn College

Diane Marie Lucas, M.A., Azusa Pacific University

Carol Lucke, M.G.Ad., University of Pennsylvania

Vera Lukomsky, M.A., St. Petersberg Conservatory

Wahid Lutfy, M.S., California State University, Fullerton

Thomas David Lux, M.A., Azusa Pacific University

Juvenal G. Luza, Ph.D., University of California, Davis

Diane Marie Lyon, M.A., San Diego State University

Lois M. Lytle, M.Ed., Kent State University

Stephanie Elizabeth Macceca, M.A., Claremont Graduate University

Patricia Bain Machado, Ed.D., United States International University

Gary Mackelburg, Ph.D., United States International University

Harry Otis Maddux, M.S., California State University, Fresno

Sally Joan Madruga, M.A., San Diego State University

Steven Robert Maggi, M.P.A., University of Southern California

Barbara Anne Mahaffie, Ph.D., Claremont Graduate University

Jagan Mahendran, M.S., Wichita State University

Kathie Maier, M.A., California State University, Long Beach

James J. Maio, J.D., University of San Diego

Amitesh Maiti, Ph.D., University of California, Berkeley

Barbara C. Major, Ed.D., University of San Francisco

Marcia Makarenco, M.A., California State University, Northridge

Hamid Maleki, M.S., University of Geneva

Margary L. Mallory, M.Ed., University of LaVerne

Tanya A. Manabat, M.A., California State University, Dominguez Hills

Stephen Mohamed Manah, Ph.D., University of Birmingham

Carl H. Manemann, M.S., Purdue University

Edwin D. Manson, M.S., California Lutheran University

Ronald Marcus, M.A., San Diego State University

Randall N. Margo, Ph.D., Golden Gate University

Jonathan Paul Markovitz, Ph.D., University of California, San Diego

Larry Brent Marquand, M.A., San Diego State University

Joy S. Marquez, M.A., San Diego State University

Jesus Alberto Martinez, M.S., National University

John Charles Martinez, Ed.D., Southeastern University

Ilsun Kang Marx, M.A., Indiana State University

Wayne Lamar Massie, M.A., Pepperdine University

Bijan Massrour, D.B.A., United States International University

Theodora Patricia Mathis, M.B.A., Pepperdine University

Luiz Ferreira Matos, M.A., Chapman University

Daniel Lewis Matticks, M.S., National University

Kevin Robert Mattson, M.A., California State University, San Bernardino

Asja Nizetich Maurer, M.S., Pepperdine University

Steven Don Mauser, M.S., California State University, Sacramento

Michael Raymond Maxwell, Ph.D., University of California, Davis

Carl Robert Mc Clain, M.S., University of Arkansas, Fayetteville

Jeffrey Wayne Mc Collam, M.A., Pepperdine University

Judith Mc Kay, Ph.D., York University

David Christian Mc Kinney, Ph.D., Illinois Institute of Technology

Krista E. McClain-Rocha, M.A., University of California, San Diego

Adjunct Faculty

Andrea Katherine McClain, M.A., Chapman University

Athena L. McDevitt, M.S., University of New Mexico

Patrick S. McElhaney, M.A., San Diego State University

Toosdhi M. McGowan, M.S.W., Saint Louis University

William Cameron McGuire, M.S., Pepperdine University

Patrick J. McIlhargey, M.A., California State University, Fresno

Craig E. McIlroy, M.B.A., Chapman University

Kathleen C. McLaren, M.S., National University

Georgiana May McLeod, M.S., University of Southern California

Judith Florence McLeod, M.A., United States International University

Anna Ruth McLinn, M.S., Pepperdine University

Michael Dan McMullen, J.D., Thomas Jefferson School of Law

James E. McNaughton, M.Ed., University of Maine

Donna Marie Meade, M.A., California State University, Long Beach

Terry Anne Meckler, Ed.D., University of Southern California

M. Susan Mecum, M.A., California State University, Sacramento

Jeffrey Paul Mendoza, J.D., San Joaquin College of Law

Steven Mendoza, M.A., National University

Josephine McCoy Menely, M.A., National University

Patricia Joan Merriam, M.A., California State University, San Bernardino

Sari Metwalli, M.D., AL-Azhar University

Kenneth Meyer, M.S., University of California, Davis

Martin Jeffrey Meyer, M.B.A., San Diego State University

Melissa Jacklyn Meyer, M.A., Arizona State University

Johnny A. Mez, Ph.D., Walden University

Gary D. Michael, M.I.M., Thunderbird, American Graduate School of International Management

Hope Miller Michel, M.Ed., Georgia Southern University

Angela Marie Mickelis, M.A., John F. Kennedy University

Jennie Pauline Mikels, M.A., California State University, San Bernardino

Michael P. Mikulics, Ph.D., United States International University

Jose H. Millan, J.D., University of Houston-System Administration

Brad Stewart Millar, M.A., California State University, Fresno

Barbara Gunther Miller, M.S., California State University, Fullerton

Jeffrey Allan Miller, M.A., Pepperdine University

John Roger Miller, M.A., California State University, Chico

Mary F. Miller, M.Ed., Harvard University

Raleen Ann Miller, M.S., Southern Illinois University

Robert Freerick Milliken, M.B.A., University of Utah

William Allen Mills, M.A., California State University, Los Angeles

Darryl Joseph Mitry, Ph.D., University of Southern California

David R. Miyashiro, M.A., Grand Canyon University

Bagher Modjtahedi, Ph.D., University of California, Davis

Jennifer Joy Mojica, M.S., San Diego State University

Robert Molek, M.S., University of Wisconsin, La Crosse

Michaela J. Monahan, M.A., San Diego State University

Elaine Moncino, M.A., San Diego State University

Marla Jan Mondheim, M.Ed., University of LaVerne

Ilene Barbara Mondschein, M.A., California State University, Dominguez Hills

Michael Ray Mongold, Ph.D., California School of Professional Psychology

Charles M. Mongoni, M.B.A., Kurukshetra University

Crittyleus Omar Montgomery, M.P.A., California State University, Long Beach

Albert Louis Mooney, M.A., University of Southern California

Janice Moore Darragh, M.A., California State University, Sacramento

Janet M. Moore, M.S.W., San Diego State University

Jeff S. Moore, M.Div., Colgate Rochester Divinity School

Keith Alan Moore, M.P.H., San Diego State University

Kathleen Mary Moore, M.S., University of San Diego

Robert George Moore, J.D., Lincoln University

Stephanie J. Moore, M.S., Mount Saint Marys College

Wayne K. Moorehead, M.S., California State University, Los Angeles

Fred Mora, M.A., Southern California College

Frank August Mora, M.A., California State University, Dominguez Hills

Gloria Esther Mora, M.A., University of California, Los Angeles

Teresa Rubadue Moran, Ph.D., Ohio State University

Sharon Mordetzky, M.A., Azusa Pacific University

Juan Moreno, M.A., Pontifical Gregorian University

Jan Alexia Morgan, M.A., Phillips Graduate Institute

John W. Morgan, M.B.A., Golden Gate University

Jean Louis Morhange, Ph.D., University of California, San Diego

Elizabeth Theresa Morphy, M.A., California State University, Dominguez Hills

Beverley Lee Morrill, M.A., Pepperdine University

Dennis Morrison, D.P.A., University of LaVerne

Diane V. Morrison, M.S., California State University, Fullerton

Sidney E. Morse, M.B.A., Pepperdine University

Charles Mortensen, M.Ed., University of California, Los Angeles

Jack S. Moscowitz, M.A., California State University, Los Angeles

Jill Frey Moss, M.A., San Diego State University

Ali Mossaver-Rahmani, Ed.D., University of LaVerne

Yasaman Mostajeran, M.B.A., San Diego State University

Ismieal S. Muhsin, Ph.D., University of Arizona

Mike Ian Muir, M.S., Mount Saint Marys College

Michele Delayne Mukanos, M.A., California State University, Los Angeles

Alex P. M. Mukathe, M.B.A., United States International University

Ingrid Anita Munsterman, M.A., California State University, San Bernardino

Tom A. Murphy, M.B.A., University of Denver

Carolyn C. Murray, M.A., California State University, Hayward

Robert Philip Murray, M.S., California State University, Long Beach

Robert James Myers, M.P.A., University of San Francisco

Mohammed M. Nadeem, M.S., National University

Rene M. Naert, Ph.D., Walden University

Richard Frank Napora, M.Cns., Arizona State University

Joseph Naradzay, M.S., National University

Shirley A. Nash, M.S., National University

Ellen A. Nastase, M.B.A., Woodbury University

Anthony Mario Navarrete, Ph.D., University of California, San Diego

Benjamin Gerry Neff, Ed.D., Nova University

Eric L. Nelson, M.A., Azusa Pacific University

James B. Nelson, Ed.D., University of California, Berkeley

Thomas Edward Nelson, M.S., Air Force Institute of Technology

Mary Ellen Nest, M.A., San Diego State University

Lester Doil Nettles, M.A., Fresno Pacific University

Beverly Hubbard Neu, Ph.D., Claremont Graduate University

Jacqueline P. Nevels, M.S., University of Akron

Philip J. Newlin, M.A., University of California, Berkeley

Judith A. Newman, M.S., Pepperdine University

Janice Lee Newman, M.A., California State University, Long Beach

Jennifer Ann Newsome, Ph.D., California School of Professional Psychology

James William Newton, M.A., California State University, Fresno

Hoang M. Nguyen, M.S., San Jose State University

Bridgette Nicholas, M.Ed., Loyola Marymount University

Jeremy Bruce Nichols, M.A., Chapman University

Sidney L. Nicoll, J.D., Dickinson School of Law

Gregory Michael Nixon, Ph.D., Louisiana State University

Sean Patrick Nolan, M.A., Tulane University of Louisiana

Mary E. Norton, M.B.A., Pepperdine University

Barbara Nosal, Ph.D., Institute of Transpersonal Psychology

Myrna Novinsky, M.A., San Francisco State University

Joseph Ndiforsile Ntung, M.A., California State University, Dominguez Hills

Ijeona C. Nwachuku, Ph.D., California School of Professional Psychology

Marcia Lynn Nye, M.S., California State University, Long Beach

Kathleen P. O'Brien, M.A., California State University, Dominguez Hills

Jennifer Lynn O'Gorman, M.S., Southern Oregon University

Kerry Lynn O'Hara, Ph.D., California School of Professional Psychology

Michael Dennis O'Kane, M.S., California State University, Hayward

Thomas O'Kelly, M.A., California State University, Dominguez Hills

Kevin J. O'Reilly, M.A., University of San Francisco

Susan L. Obert, M.A., California State University, Fresno

Olubunmi Odumade, M.S., University of Wisconsin, Madison

Martin Offiah, M.A., Oklahoma City University

Tony B. E. Ogiamien, Ph.D., University of Essex

Jessica Lee Ohanian, M.S., University of California, Berkeley

Curtis Jerome Ohl, M.Div., Fuller Theological Seminary in California

Patrick R. Ojeda, M.A., San Diego State University

Julia Elizabeth Old, M.A., Indiana University, Bloomington

Pedro Olivares, M.A., United States International University

Joseph H. Oliver, III, M.A., California State University, Los Angeles

Mylbra Chorn Oliver, M.A., Virginia Polytechnic Institute and State Univ

Ponzio Oliverio, J.D., University of San Diego

Carlos M. Olmos, M.A., Loyola Marymount University

Martin J. Olsky, M.S., University of Southern California

Leava Gloria Ong, M.A., University of San Francisco

L. R. Ontai, M.A., Washington University

Mark Ontkean, M.S., National University

Matt Oppenheim, M.A., California State University, Long Beach

Howard H. Orenstein, J.D., University of Connecticut

Adam Matthew Ormond, M.S.S.E., National University

Mohammed Osman, M.S., Virginia Polytechnic Institute

Cynthia Marie Osterhout, M.A., United States International University

Ronald Dale Oswald, M.A., California State University, Northridge

Ethel H. Otchis, M.A., California State University, Northridge

Richard G. Otto, Ph.D., Syracuse University

Albert Owen, Jr., M.A., San Francisco State University

Arturo T. Ozuna, M.A., Fresno Pacific University

Alex Porter Pacheco, M.S., Chapman University

Grace A. Padayachee, M.A., California State University, Sacramento

Manuel Palato, M.A., California Polytechnic State University

David M. Paltin, Ph.D., United States International University

John Pappas, Ph.D., United States International University

Jason Lee Park, M.A., California State University, Dominguez Hills

Russell O. Parkman, J.D., University of San Diego

Harry Paul Parmer, Ed.D., Pepperdine University

Ellie M. Parrish, M.S.W., San Jose State University

Walter T. Parry, M.A., Stanford University

Dewey Pasquini, M.A., University of San Francisco

Soly Paterson, M.B.A., San Jose State University

Janis Adams Patten, M.A., United States International University

Charles William Patton, M.A., San Francisco State University

Sallie Paul, M.A., Azusa Pacific University

Philip Kevin Paulson, M.B.A., West Coast University

Karen A. Pavliscak, M.A., Loyola Marymount University

Patricia Carol Payne, M.F.A., University of California, San Diego

Ileana Pelaez, M.A., United States International University

Paige Victori Pennell-Sloane, Psy.D., United States International University

Gyan Scott Penrose-Kafka, M.A., University of California, Irvine

Edward Ross Perez, Ph.D., University of California, Riverside

James Harold Perkins, M.S., University of California, Berkeley

Theodore S. Perlepes, M.S., West Coast University

Dana M. Perryman, M.S., Pepperdine University

Richard Rice Peter, M.S., Pepperdine University

Anne Kennedy Peterson, M.A., California State University, Chico

Douglas Allen Peterson, Ph.D., The Union Institute

Vaughn Irle Peterson, M.S., Boston University

Rodolfo Enriquez Petilla, J.D., Armstrong University

Cynthia Ann Petty, Ph.D., United States International University

Marcia Lynn Phelan, M.A., California State University, Fresno

Michael Charles Pickett, Ed.D., Pepperdine University

Edward C. Pierce, M.S.W., University of Connecticut

Gloria Rochelle Pierrot-Dyer, M.A., California State University, Sacramento

Cyndra Ann Pilkington, M.H.S., Armstrong Atlantic State University

Ernest W. Piper, J.D., Southwestern University School of Law

Bonnie Marie Pitkin, M.Ed., University of LaVerne

David P. Pitman, M.A., Stanford University

Grace Pizzuti, M.A., California State University, Sacramento

Peter L. Platt, J.D., Thomas Jefferson School of Law

Hector A. Plotquin, M.S., University of Buenos Aires

Rena Etta Polivy, Ph.D., University of Southern California

Sally Neil Pollack, Ph.D., University of Southern California

Lee Vester Pollard, M.S., California State Polytechnic University

Karen Elaine Polyak, M.A., Santa Clara University

Philip A. Ponder, M.S., West Coast University

Autery Porter, Jr., M.S., San Diego State University

Shay Lynn Poskey, M.F.A., University of California, San Diego

Debra Lynn Poulalion, M.A., California State University, Long Beach

David Aaron Powell, Ph.D., United States International University

Michael Powell, M.B.A., University of Phoenix

William R. Prange, M.A., Whittier College

Steven Jay Prather, Ph.D., United States International University

Syd E. Pratt, M.A., California Polytechnic State University

Michael Stuart Pratter, J.D., Wayne State University

Elizabeth Anne Presley, M.A., California State University, Long Beach

Robert F. Press, M.A., San Diego State University

Becky Lynn Price, M.A., California State University, Sacramento

Doris F. Prince, M.A., San Jose State University

Donald Roy Prince, M.S., Utah State University

Maud I. Pruiett, M.B.A., University of Phoenix

Bozena Maria Pruska, M.A., University of California, San Diego

Douglas Keith Pryor, Ph.D., University of Southern California

Joshua Geoffrey Pryor, M.F.A., San Francisco State University

Adjunct Faculty

Leroy Pulliam, Ed.D., University of the Pacific

Vanessa A. Puniak, M.A., San Francisco State University

Carol Purcell, M.Ed., University of LaVerne

Catherine Elizabeth Purcell, Ph.D., California School of Professional Psychology

Lewis Putnam, Ph.D., University of Kansas

Michael George Qualls, M.B.A., National University

Ronald V. Quast, M.A., San Diego State University

Cesar Quezada, M.S., California State University, Los Angeles

Steven Ling Hon Quon, M.A., California State University, Los Angeles

Charles Radke, M.A., Florida State University

Hamid Rahman, Ph.D., Syracuse University

Mary L. Rahn, M.B.A., Golden Gate University

Beverly Anne Raine, M.B.A., California State University, Fresno

Naomi Rainey, M.A., California State University, Long Beach

Charles L. Raleigh, M.A., San Diego State University

Jr Ramey, Curry L., M.S., California State University, Dominguez Hills

Dennis James Ramsey, D.Sc., State University New York

Julie Ann Ramsey, M.P.H., California State University, Fresno

Momilani Ramstrum, M.A., San Diego State University

Joseph S. Randazzo, M.A., Chapman University

Malini Ranganath, M.A., University of Manitoba

Cynthia Hall Ranii, Ed.D., University of Southern California

Dinesh S. Rao, M.B.A., University of Dallas

Karyl Sue Rapport, M.A., California State University, Los Angeles

Anthony George Ratkus, Jr., J.D., San Joaquin College of Law

Stuart Lamar Rawlings, Ph.D., University of California, Berkeley

Norman J. Ray, M.A., California State University, Los Angeles

Pamela A. Reagor, Ph.D., University of Illinois, Urbana

Frances Flora Rebello, B.S., California State University, Hayward

Janie Burroughs Reddish, M.A., University of the Pacific

Jane D. Reed, Ph.D., University of California, Davis

Syed F. H. Rehan, M.B.A., California State University, San Marcos

William B. Reid, M.A., United States International University

Robert C. Reimann, Ed.D., Brigham Young University

Adrienne G. Renner, M.A., San Jose State University

Lenna Louisa Reyes, M.A., California Lutheran University

Robert A. Reyes, Ph.D., Berne University

Ramiro de Leon Reyes, Ph.D., Michigan State University

David Bradley Reyner, M.A., University of the Pacific

Kelley Jacquez Reynolds, M.A., California State University, Fresno

Thomas A. Richards, M.B.A., San Diego State University

Brandon Joseph Rickman, M.A., University of California, Los Angeles

Donald Leonard Ridge, M.A., Arizona State University

Matt Eldon Riehm, M.A., Azusa Pacific University

Robert L. Rienecker, M.A., San Francisco State University

Eileen C. Riley, M.A.T., College of Notre Dame

I. Lynn Rinehart, Ph.D., United States International University

Charles Rion, M.B.A., University of Southern Mississippi

Susan Valentine Ritchie, M.Ed., University of LaVerne

William James Ritchie, Ed.D., Northern Arizona University

Laura Rittenberg, M.F.A., Antioch College

Patricia Louise Ritter, M.A., Concordia University

Joseph Rivera, M.S., California Lutheran University

Gary A. Roberts, M.S., California State University, Northridge

Kathlyn M. Roberts, M.Ed., Prairie View A & M University

Vashti O. Roberts, Ed.D., University of Southern California

Elaine R. Robertson, M.A., San Diego State University

Lynn Robinson, M.S., National University

Richard Dean Robinson, M.A., California State University, Fresno

Suecarol C. Robinson, E.Ed., University of Utah

Julia E. Rocafort, M.S.W., Barry University

Christopher Scott Rodgers, M.B.A., University of Phoenix

Michael P. Rogers, M.S., Hawaii Pacific University

Roxane L. Rollins, M.A., California State University, San Marcos

Robert Ronin, Psy.D., California School of Professional Psychology

Steven C. Root, Ph.D., University of California, San Diego

Edward Andrew Rose, M.B.A., Fairleigh Dickinson University

William Arnold Rose, Ph.D., United States International University

James A. Roseboro, Ph.D., University of California, Los Angeles

Brandie J. Rosen, M.Ed., University of North Texas

Tobi A. Rosenberg, M.A., University of Washington

Benjamin Ross, M.A., California State University, Sacramento

Mary Carolyn Ross, M.A., Bowling Green State University

Ina S. Roth, M.A., California State University, Los Angeles

Jack Eugene Rouse, M.A., Northern Arizona University

Lynn Ann Rowe, M.A., San Jose State University

Mark C. Roybal, Ed.D., United States International University

Arne Susan Rubenstein, M.A., Pepperdine University

Jeffery K. Rubenstein, J.D., Loyola Law School

Holly Gail Rucker, M.P.H., San Diego State University

Otto Frank Rudloff, M.A., National University

Roland S. Ruffin, M.Div., American Baptist Seminary of the West

Anais Mary Ruiz, M.S., Pepperdine University

Louis Eugene Rumpf, M.A., San Diego State University

Kimberlee Russ, M.A., California State University, Bakersfield

Gregory Evan Russell, Ph.D, The Union Institute

Joan M. Ruttenberg, M.A., University of California, Los Angeles

Lynnette Chapman Ryan, M.A., West Virginia University

Jacqueline Ann Sackheim, M.A., California State University, Northridge

Hassine Saidane, Ph.D., Sherwood Conservatory of Music

Stacie J. Salas, M.A., California State University, Fullerton

Matthew Saldana, M.Ed., University of LaVerne

Carolyn Francis Salerno, Ed.D., University of San Diego

Hamoud A. Salhi, Ph.D., University of Southern California

Ronald Duke Saltinski, Ph.D., University of Michigan, Ann Arbor

Megan A. Sammons, M.B.A., University of California, Berkeley

Cynthia M. Sampson, M.S., National University

Vicki Lynn Samson, M.A., San Diego State University

Stephen B. Samuel, Ed.D., Biola University

Noeman N. Samuels, Ph.D., University of London

Deborah Louise Sanabria, M.S., California School of Professional Psychology

Rafael L. Kimo Sanchez, Jr., M.A., San Diego State University

Theodore Vincent Sanders, M.S., University of Southern California

Jill Mary Sanguinetti, M.A., John F. Kennedy University

Dawn Sardella-Ayres, M.A., University of Pennsylvania

Theodore P. Savas, J.D., University of Iowa

John Savona, M.A., California State University, Fresno

Athena F. Sawyer, Ph.D., United States International University

Linda Knox Scarpa, M.A., United States International University

Noeleen J. Schaefer, M.A., United States International University

Lillian Frances Barr Schafer, M.A., San Diego State University

Nancy J. Schager, M.A., United States International University

Nathan H. Scharff, M.B.A., University of San Diego

Helen D. Scheidt, M.A., California State University, Fresno

Heidi Christine Schelling, M.A., California State University, Fresno

Agnes Schenley, M.A., California School of Professional Psychology

Curtis Schibye, M.S., National University

Rex Allen Schildhouse, M.B.A., Marymount University

W. Robert Schmidt, MA, University of Wisconsin, Madison

Frank Richard Schneemann, M.S., National University

Kathleen A. Schrader, D.N.SC., University of San Francisco

Kathleen Schroeder, M.S., California State University, Fullerton

Edward F. Schroll, Ed.D., University of San Francisco

Christiane Schubert, M.S., Northern Arizona University

Helen Schulman, M.Ed., University of California, Los Angeles

Thomas R. Schulte, Ph.D., University of California, Santa Barbara

Marjorie L. Schwartz, M.A., School for International Training

Aundrea Hebert Scott, M.S., Pepperdine University

Allison Scroggins, M.A., University of San Francisco

David F. Scully, Ed.D., University of Southern California

Keara L. Sease, M.A., United States International University

Elizabeth Segesta, Ed.D., University of Southern California

Harry Seperas, M.A., California State University, Sacramento

Amjad Serajeddini, M.B.A., University of Dallas

Terry Joseph Sereno, Ph.D., Bowling Green State University

Pattrice Harris Sewell, Ed.D., Nova Southeastern University

George Sfakianakis, M.S., San Diego State University

Teresa Ann Shagoury, M.A., United States International University

Nader F. Shahatit, M.P.A., University of Southern California

Faramarz Shahbazian, Ph.D., New York University

Carol Jane Shanahan, M.A., Fresno Pacific University

Erica Lynn Sharar, M.A., University of Colorado, Denver

Jack E. Sharpe, M.S., University of Southern California

Vernon I. Shattuck, Ph.D., University of Arizona

Helen M. Shaw, M.A., Fresno Pacific University

Edward Raymond Sheehan, M.B.A., Santa Clara University

Don Shelton, Ed.D., University of Southern California

Jody Shephard, M.S., San Diego State University

Eve Harriet Sherman, D.Ed., Pepperdine University

Robert P. Sheth, M.S., University of Southern California

Diana G. Shipley, M.A., University of Illinois

David A. Sholes, M.A., California State University, Fresno

Jeannie Joy Sholly, M.S., National-Louis University

Gary L. Shope, Ph.D., University of Missouri, Columbia

Terry Wayne Shorey, M.S., National University

Nanci L. Shrager, M.A., California State University, Northridge

Paige A. Shurtliff, M.S.W., California State University, Sacramento

Henry Marshall Siegel, J.D., Cornell University

Miriam Lorinda Sievers, M.F.A., San Diego State University

Donald R. Siggins, Ed.D., University of San Francisco

Margaret Marie Silas, M.S., Chapman University

Henry A. Silva, M.B.A., San Jose State University

Melvyn Leland Silva, M.A., California State University, Fresno

Patricia Anne Simmons, Ph.D., United States International University

William K. Simmons, M.S., Golden Gate University

Guadalupe Herrera Simpson, M.S., California Lutheran University

Julie D. Simpson, M.A., San Diego State University

Susan Catherine Simpson, M.S.N., University of Phoenix

Bonnie Sinclair, M.A., Pepperdine University

Michael Steven Sinclair, M.A., University of Southern California

Susan Sincoff, M.S.W., Adelphi University

Deanna Lois Sinfield, M.S., California State University, Northridge

Richard H. Six, Ed.D., University of California, Los Angeles

Ethel Maggie Sizer, Ph.D., Biola University

Willard Joseph Skelley, M.A., California State University, Los Angeles

Sharon Lynn Skold, M.A., San Francisco State University

Kay Denise Slay, M.A., The University of Texas, Arlington

Dolores Carol Slusser-Wright, M.Ed., Utah State University

Susan Lynnette Smeltzer, M.A., Fuller Theological Seminary in California

Nancy Jane Smith-Dramis, M.A., California State University, Sacramento

Crystal A. Smith, M.A., University of San Francisco

Donna Bumba Smith, M.A., Immaculate Heart College

David Robert Smith, M.B.A., Boise State University

Lisa P. Smith, M.S., California State University, San Bernardino

Michael Klements Smith, M.P.H., San Diego State University

Rodney Mitchell Smith, M.A., Fresno Pacific University

Thomas R. Smith, M.A., Adams State College

Juliana K. Snapper, M.A., University of California, San Diego

Lee James Sneller, M.B.A., California State University, Los Angeles

Steven Samuel Sohn, M.D., Medical College of Georgia

Patricia Adele Solari, M.A., California State University, Sacramento

Stephen Louis Solari, Ph.D., University of Utah

James P. Sorenson, M.F.A., California State University, Long Beach

Ellen Rouss Sorkin, M.A., California State University, Los Angeles

Wendy A. Sorosinski, M.S., California State University, Sacramento

Sara Ruth Spacek, M.A., San Diego State University

Stewart Spada, M.S., National University

Carol Jean Spain, M.A., California State University, Los Angeles

Lawrence Blake Spaulding, M.A., California State University, Fresno

Dale C. Spector, M.A., Ohio State University

Ellen Speert, M.E., Lesley College

Jose L. Spencer, Ph.D., The University of Texas, Austin

Janet Lynn Spencer, M.B.A., Averett College

Gregory H. Spindler, M.A., Duquesne University

Timothy James Springer, M.A., California State University, Fresno

Satyamangalam Ram Srinivasan, Ph.D., Iowa State University

Nilima Srivastava, M.S., Oregon State University

Douglas Francis Staine, M.S., California State University, Los Angeles

Jeromy Martin Stallings, B.A., National University

Nina Vladimi Stankous-Nelson, Ph.D., Institute of Thermal Physics

Gerald M. Stanley, Ed.D., University of Southern California

Ray Joseph Stanton, Ph.D., University of Southern California

Melinda Stasch, M.L.S., San Jose State University

Beata Stawarska, Ph.D., Catholic University of Leuven

Barbara Jeanne Stein-Stover, M.A., Mills College

Paul C. Stein, Ph.D., University of Miami

Robert D. Steinberg, J.D., New York University

Michael Howard Steinman, M.A., American University

Grace Stell, M.A., San Diego State University

Angela Bland Stephens, M.B.A., Pepperdine University

June Ellen Stephens, M.A., University of Redlands

Robert Michael Stephens, M.S., Azusa Pacific University

Glenn Allen Stevenson, M.A., Azusa Pacific University

Maxine Stewart-Carlson, M.S., National University

Cindy M. Stewart, Ed.D., University of LaVerne

Adjunct Faculty

Denise Margaret Stewart, M.A., New York University

Francine Ann Stewart, M.A., Chapman University

William Thomas Stewart, M.A., California State University, Sacramento

Elizabeth Bernice Stiles, M.A., California State University, Fullerton

Patricia Ann Stock, M.Ed., University of Washington

Ronald Allen Stolberg, Ph.D., Pacific Graduate School of Psychology

Alexandra K. Stone, M.A., California School of Professional Psychology

Robert Michael Stone, Ed.D., University of San Francisco

Suki Stone, Ph.D., Claremont Graduate University

Scott T. Stotz, M.A., California State University, San Bernardino

Charles William Stoudenmire, M.S., Troy State University

Milly M. Strain, M.A., University of Redlands

Charles Benjamin Stratford, M.P.A., University of Southern California

Bobbie Strauss, M.A., San Diego State University

Lowell Dean Streiker, Ph.D., Princeton University

Robert Timothy Stretch, M.S., Troy State University

Myrna M. Stuckey, M.A., Santa Clara University

Eduardo Subelman, Ph.D., University of California, Berkeley

Shrivas Sudarshan, M.S., Temple University

Frances G. Summers, M.Ed., University of Hawaii, Manoa

Connie M. Suniga, M.S., California State University, Sacramento

Harry Sussman, M.A., University of Northern Colorado

George Kim Sutterfield, M.Ed., Antioch College

Judyth Anne Suttle, M.A., University of California, Irvine

Suzanne M. Sutton, Ph.D., San Diego State University

Gale Swain, M.A., California State University, Dominguez Hills

Deborah Carol Swan, M.S., California State University, Fullerton

Richard Lawton Swanson, Ph.D., University of California, Berkeley

William Daniel Swart, M.S., Golden Gate University

Owen T. Sweeney, M.A., National University

Thomas Daniel Sweeney, M.B.A., California State University, Sacramento

Patricia Ann Swiderski, M.A., Loyola Marymount University

Joy Dionne Swift, M.A., Chapman University

James Herbert Sylvester, M.S., California State University, Fullerton

Jill Ann Kelsey Tafoya, M.A., California State University, Fullerton

Jocbethem Mendoza Tahapary, M.Ed., University of San Diego

Sharonkay Evans Tally, M.B.A., University of Phoenix

Todd N. Tappe, J.D., University of San Diego

David Arthur Tarr, M.A., San Diego State University

Jerry Kay Tarwater, M.S., San Diego State University

John P. Tate, M.M., Southern Methodist University

Lucy A. Tatman, M.A., Garrett Evangelical Theological Seminary

Susan B. Taubman, M.S., University of Pennsylvania

Eugene Benjamin Tavernetti, Ed.D., University of California, Davis

Eugenie Maude Taylor, M.A., California State University, Bakersfield

Anthony Joseph Tebelskis, Ph.D., United States International University

Alan B. Tell, M.S., Loyola Marymount University

Donna Celeste Templeton, M.A., National University

Daniel James Templeton, M.Ed., Azusa Pacific University

Michael Templeton, Ph.D., United States International University

Mitchell Allison Templeton, M.A., University of Redlands

Angela M. Tenette, M.A., California State University, Dominguez Hills

Ann Kathleen Tenoever, M.A., Loyola Marymount University

Lei Kun Teo, M.A., Arizona State University

Betty Ann Tetzke, M.Ed., Macalester College

Stephanie E. Thal, M.A., National University

Janet Lee Thaxton, M.A., Point Loma Nazarene College

Jeffrey James Thiel, Ed.D., University of Houston, University Park

Dan'l Scott Thomas, M.S., National University

James Garnet Thomas, M.S., Naval Postgraduate School

Bonnie Jean Thompson, M.A., University of the Pacific

Charles Paul Thompson, Ed.D., Nova Southeastern University

D Scott Thompson, M.A., Pacifica Graduate Institute

Mark James Thompson, J.D., Western State University College of Law, Fullerton

Robin Jeanene Thompson, M.S., Loma Linda University

Sara Ann Thompson, M.A., Mills College

William L. Thompson, M.A., Pepperdine University

George Ernest Thornburg, M.A., University of San Francisco

Yan Tian, M.A., Indiana University, Bloomington

Terry J. Tibbetts, Ph.D., California School of Professional Psychology

Troy Paul Todd, M.S., Texas A & M University

Candace B. Toft, M.A., University of Denver

Michael A. Tomazin, M.A., Fresno Pacific University

Marie Elizabeth Tomeo, Ph.D., California School of Professional Psychology

Nancy Lynn Toolan, M.F.A., The Edinburgh College of Art

Theresa E. Torres, Ed.D., Nova Southeastern University

Lynda L. Toth, Ph.D., University of California, Los Angeles

Arthur J. Townley, Ed.D., University of Southern California

Jeff L. Townsell, Jr., M.S., National University

Melinda G. Traficante, M.A., City College of New York

Boi Nghia Tran, Ph.D., University of California, Irvine

Khanh Da Tran, M.A., University of Phoenix

Nancy Jo Treloar, M.A., University of San Francisco

Floria A. Trimble, Ed.D., Nova Southeastern University

Ferris E. Trimble, M.B.A., University of Southern California

Thomas Dale Trzos, M.A., Webster University

John Tsing, Ph.D., The University of Texas, Austin

Dimitris Tsintikidis, Ph.D., University of Iowa

James Leroy Tucker, M.A., National University

Richard Chester Tucker, M.A., California Polytechnic State University

Alan A. Turk, M.B.A., National University

Roslyn Turner-Clark, Ed.D., University of LaVerne

Gary M. Turner, M.Ed., University of San Diego

Amy Marie Tyler, M.S., National University

Rocky Clinton Underwood, Ph.D., California School of Professional Psychology

Larry H. Upp, M.A., United States International University

Daniel C. Upton, M.B.A., San Diego State University

Richard B. Uris, J.D., University of Michigan, Ann Arbor

Robert Norman Urwiler, Ph.D., Nova Southeastern University

Seema Vaid, Ph.D., Banaras Hindu University

Luis Ramon Valentino, Ed.D., University of California, Los Angeles

Lorraine C. Valenzuela, M.Ed., University of LaVerne

Janice M. Vallow-Latin, M.Ed., University of LaVerne

Richard A. Van Voorhis, M.Ed., Whittier College

Reynaldo Santos Vanta, M.B.A., University of San Diego

Larry Lynn Vantine, M.A., California State University, Fullerton

Sona Vartanian, M.S., University of California, Los Angeles

T. V. Varughese, Ph.D., Indiana University, Bloomington

Andre J. Vasquez, M.S., San Diego State University

Charles E. Vasquez, M.B.A., Michigan State University

Tseh-Sien Kelly Vaughn, M.Ed., University of California, Los Angeles

Lucia Fatima Vega, M.A., United States International University

Colette Koch Veldstra, M.Ed., University of LaVerne

Henry J. Venter, Ph.D., Rand Afrikaans University

Judith Ann Venturini, M.A., California State University, Hayward

Guadalupe Verde-Rivas, Ed.D., University of California, San Francisco

Louis Frank Versace, M.A., Harvard University

Jeffrey B. Verschell, M.Ed., University of LaVerne

Krishnan Vijayaraghavan, M.S., Mississippi State University

Paul Villalobos, M.A., California State University, Long Beach

Geraldine Pascual Villegas, Ph.D., California School of Professional Psychology

Usha S. Viswanathan, M.A., University of Madras

Asha Viswanathan, M.B.A., San Jose State University

Maureen Brondi Vitale, M.A., Montclair State University

Carla M. C. Vogel-Stone, Psy.D., California School of Professional Psychology

Vanessa Ann Vollmer, Psy.D., United States International University

David C. Vowell, J.D., Thomas Jefferson School of Law

Russell Carl Vowinkel, M.A., San Diego State University

Sofya Vulfson, Ph.D., Moscow State University

Gloria Wadsworth, M.A., University of Phoenix

Alexandra Simone Wagman, M.F.A., California Institute of the Arts

Cleodius Walker, D.D.S., Indiana University, Bloomington

Cindy Lynn Walker, Psy.D., California School of Professional Psychology

Tracey Tayor Walker, M.A., California State University, Long Beach

Thomas L. Wall, M.S., Golden Gate University

Kim Lorraine Wallace, M.A., California State University, Fresno

Dale E. Wallis, M.S., Oklahoma State University

Gordon Leslie Walter, M.S., California Lutheran University

James William Walters, M.A., San Diego State University

Lanelle Bond Ward, M.Ed., Azusa Pacific University

Lavina M. Ward, M.A., California State University, Sacramento

Stephen Ambrose Ward, M.A., Duquesne University

Harriette Beatrice Ware, M.A., California State University, Los Angeles

Charles Russell Watkins, M.A., California State University, Long Beach

Daryl Vaughn Watkins, M.B.A., University of California, Irvine

Barbara Watson, M.A., Fresno Pacific University

Robert L. Watson, M.B.A., Indiana University, Bloomington

Carole L. Watts, M.A., California State University, Los Angeles

Terry Lee Weatherby, M.A., California State University, Fullerton

Patricia Levas Webb, M.A., Chapman University

Dennis M. Weber, Ph.D., University of Paris, Sorbonne

Scott Lawrence Weersing, M.A., Azusa Pacific University

Bernard Weiner, M.A., Teachers College, Columbia University

Cassandra Louise Weiner, M.Ed., Azusa Pacific University

Donald C. Weir, Ed.D., University of Southern California

Patricia Davi Weisman, M.A., Chapman University

Larry A. Weiss, Ph.D., University of Wisconsin, Madison

Deborah Lynn Wenbourne, Ed.D., United States International University

Neta Ann Wenrick, M.S., California State University, Long Beach

Carol Rae Wertz, M.A., Sonoma State University

Irene Bias West, M.A., University of San Francisco

Dan William Westburg, M.A., Fresno Pacific University

William Wetzel, M.A., Chapman University

Carol Wexler, M.A., Pepperdine University

Belinda Sue White, M.S.W., California State University, Sacramento

Cris M. White, M.S., United States International University

Gloria Patricia White, M.A., California State University, Los Angeles

James Andrew White, M.A., San Diego State University

Joseph White, Jr., M.S., University of LaVerne

Jeannine L. White, Ph.D., California School of Professional Psychology

Michael Wayne White, M.Ed., Azusa Pacific University

Sally White, M.B.A., Golden Gate University

Stephanie L. White, M.A., California State University, Dominguez Hills

Sandra D. Whitlock, M.A., San Diego State University

Karen Lee Whitman, M.P.A., University of Michigan, Ann Arbor

Mable L. Wigfall, M.A., United States International University

Donald Robert Wilber, M.A., San Diego State University

Richard E. Wilk, M.A., University of Oregon

Shirley Eileen Willadsen, Ed.D., Point Loma Nazarene College

Andrea Merrick Williams, D.B.A., Golden Gate University

Charles Williams, J.D., University of LaVerne

Diane Lynn Williams, M.A., California State University, Sacramento

Daniel Robert Williams, Ed.D., University of Sarasota

Jo Williams, Ed.D., University of San Francisco

Jaqueline S. Williams, Psy.D., California School of Professional Psychology

Kenneth Eugene Williams, M.S., California State University, Los Angeles

Lynn Mitchell Williams, M.A., Pepperdine University

Melissa Jacqueline Williams, M.A., San Diego State University

Margaret M. Williams, M.A., University of Missouri, Columbia

Russell Louis Williams, Sr., M.B.A., National University

Bruce D. Williamson, M.Ed., Azusa Pacific University

Glenn Irving Willis, Ed.D., University of San Francisco

Wanda Pauline Willis, J.D., San Joaquin College of Law

Curtis Robert Willson, M.A., San Jose State University

Charles B. Wilson, M.A., University of Northern Colorado

Lois Ann Wilson, M.A., San Jose State University

Richard A. Wilson, M.S., University of Arizona

Brenda Neworth Winter, M.S., University of Southern California

Donald S. Wise, M.A., California State University, Los Angeles

Eke Friday Wokocha, Ph.D., United States International University

John David Wolf, M.S., University of Southern California

Karen Dawn Womack, M.A., California State University, Fresno

Dennis Dean Wombacher, M.A., California State University, Fresno

Dore Hall Wong, M.A., California Lutheran University

Marie L. Wood, M.A., Chapman University

Doris A. Woods, M.A., California State University, Sacramento

Thomas L. Woods, Ph.D., Northwestern University

William O. Woolley, Ed.D., University of the Pacific

E. Jeremy Wright, M.P.A., Golden Gate University

Pamela Kay Wright, M.A., University of California, Los Angeles

Richard Thomas Wright, M.Ed., Towson University

David Joel Wu, M.B.A., San Diego State University

Janice Wong Wu, M.A., California State University, Sacramento

Melissa Wynn, M.A., University of San Diego

Farshid Yadegar, M.A., California State University, Los Angeles

Jeanne Fusae Yamamoto, M.A., California State University, Los Angeles

Kofi Ahwa Yankey, M.A., San Diego State University

Paul K. S. Yap, M.A., Iowa State University

Adjunct Faculty

Stephanie Jud Yellin-Mednick, M.A., California State University, Los Angeles

George B. Yeltatzie, M.S., Stanford University

David H. Yick, M.B.A., Pennsylvania State University

David Yoshihara, M.A., Chapman University

Emilee Young, M.B.A., Pepperdine University

Eric Larson Young, M.A., California State University, Dominguez Hills

Naomi Young, Ph.D., Howard University

Yanni Z. Zack, M.A., United States International University

Norman Zaghi, Ph.D., Stanford University

Deeba A. Zaher, M.A., United States International University

Sarah Zale, M.A., University of Colorado, Denver

Mary Elizabeth Zambruski, M.A., Azusa Pacific University

Irving Zaroff, J.D., Loyola Marymount University

Melvin Zeddies, Ph.D., United States International University

Robert M. Zeimet, M.A., University of Northern Iowa

Shahid Zia, M.S., University of Southern California

Connie de Vota Zimmerman, J.D., Thomas Jefferson School of Law

James Clayton Zone, M.A., California State University, Long Beach

Carole A. Zuloaga, M.A., California State University, San Bernardino

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