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NATIONAL UNIVERSITY
THE UNIVERSITY OF VALUES

GENERAL CATALOG 72

ADDENDUM 72A

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School of Engineering and Technology update regarding internships in all SOET programs:

With approval of lead faculty, any student may earn up to 10 percent of their grade in the sequence of the last two courses through an internship or curricular practical training with a company or organization.

Students studying on student or other visas must follow all rules and regulations of their status.

■ ASSOCIATE OF ARTS IN REHABILITATIVE COUNSELING

(600-302)

Faculty Advisor: Contact the College of Letters and Sciences at (858) 642-8450

The Associate of Arts in Rehabilitative Counseling degree is designed to meet state requirements for certification of alcohol and drug counselors. This program meets the requirements of The California Association of Alcoholism and Drug Abuse Counselors (CAADAC), a certification body recognized by the state of California. This is a degree shared by the Division of Extended Learning and the School of Health and Human Services.

For complete information on the CAADAC certification, or to order a CAADAC Handbook visit www.caadac.org or call (916) 368-9412.

Program Outcomes

Upon successful completion of the Associate of Arts in Rehabilitative Counseling degree program, students will be able to:

- recognize the importance of individual differences by gaining knowledge about personality, cultures, lifestyles, gender, special needs, and any of the factors influencing client behavior in order to provide assessment that are sensitive to the uniqueness of the individual;
- apply pharmacological knowledge to the implementation of selected counseling strategies by incorporating substance specific information to improve the quality and continuity of care;
- using interview techniques, gather and document relevant substance use history and related information from the client in order to obtain current status and history;
- maintain information about community resources and services by establishing contact with other services providers in order to evaluate the appropriateness of referring the client;
- make an accurate evaluation by documenting client's psychological, social, and physiological signs and symptoms of substance use disorders in order to formulate a treatment plan;
- using current literature and research findings, deliver culturally relevant formal and informal education programs for clients and significant/concerned others to raise awareness of the prevention, treatment, and recovery processes for substance use disorders;
- recognize signs and symptoms of co-existing medical, mental, emotional, and/or behavioral disorders and conditions by interpreting observable behavior, laboratory data, and results of interviews and testing in order to determine if the client may be experiencing problems in addition to substance use disorders;
- evaluate the effectiveness of treatment approaches used by engaging in a systematic and personal review of the process in order to improve the quality of services;
- behave in an ethical manner by adhering to established professional codes of ethics and standards of practice in order to promote the best interest of the client; and
- be introduced to the supervised experience in clinical skills required of alcohol and drug abuse counselors.

Degree Requirements

To receive the degree, students must complete at least 90 quarter units, 31.5 of which must be taken in residence at National University. Students are urged to meet English requirements as early as possible in their college studies to avoid serious difficulties in other coursework. Refer to the section on undergraduate admission requirements for specific information regarding application, placement evaluation, and matriculation.

General Education Requirements

AREA A: ENGLISH COMMUNICATION

Category 1 – Writing

(10.5 quarter units required)

ENG 100	Effective College English I (3.0 quarter units) (Prerequisite: Placement Exam)
ENG 101	Effective College English II (3.0 quarter units) (Prerequisite: ENG 100)
ENG 240	Advanced Composition (Prerequisite: ENG 100/101)

Category 2 – Speech and Communications

(4.5 quarter units required)

COM 100	Introduction to Mass Communication or
COM 103	Oral Communication

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

(4.5 quarter units required)

MTH 210	Probability and Statistics (Prerequisite: Placement Evaluation)
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AREA C : INFORMATION LITERACY

(4.5 quarter units required)

ILR 260	Information Literacy (Prerequisites: ENG 100/101)
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AREA D: ARTS AND HUMANITIES

(4.5 quarter units required)

PHL 100	Introduction to Philosophy (Prerequisite: ENG 100/101)
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AREA E: SOCIAL AND BEHAVIORAL SCIENCES

(9 quarter units required)

PSY 100	Introduction to Psychology
SOC 100	Principles of Sociology (+) (Prerequisite: ENG 100/101)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES

(6 quarter units required)

(Note: One science lab is required at 1.5 quarter units)

SCI 201	Human Anatomy & Physiol I (Recommended: prior completion of SCI 100 & 100A, SCI 101 & 101A, or equivalent courses)
SCI 201A	Human Anatomy & Physiol Lab I (1.5 quarter units) (Prerequisite: SCI 201)

AREA G: MODERN LANGUAGE

(9 quarter units required)

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AREA A-G: GENERAL EDUCATION

(4.5 quarter units required)

Requirements for the Major

(10 courses; 42 quarter units)

ADC 200	Sociological Perspectives on Alcoholism and Drug Addiction
ADC 210	Physiological and Pharmacological Aspects of Substance Abuse
ADC 220	Counseling Techniques/Practical Applications
ADC 230	Counseling Special Populations
ADC 240	Treatment Approaches for Alcoholism and Substance Abuse Counselor
ADC 250	Alcoholism and Substance Abuse Prevention and Intervention Education
ADC 260	Chemical Dependency and Psychiatric Illness
ADC 270	Legal and Ethical Practices for Drug and Alcohol Counselors
ADC 280	Personal and Professional Growth (1.5 quarter units)
ADC 299	Practicum – Field Work 255 Hours

Course Descriptions

ADC 200 Sociological Perspectives on Alcoholism and Drug Addiction

This course will examine the history of alcohol and other mood-changing drugs in the United States; the myths and stereotypes of alcohol use; the socio-cultural factors that contribute to the use of drugs; and the patterns and progressions of alcoholism. A variety of different aspects and perspectives for understanding alcohol and drug use behaviors will be explored.

ADC 210 Physiological and Pharmacological Aspects of Substance Abuse

This course is designed to examine the effects of alcohol and similar legal/ illegal psychoactive drugs to the body and in behavior. Areas to be covered include tolerance, gender differences, and the disease model. Students will be presented with pharmacological and physiological treatment/ recovery strategies to assist in forming the most appropriate level of care.

ADC 220 Counseling Techniques/Practical Applications

This course will provide the major theories and techniques of alcohol and drug counseling. The focus is to make practical application of theory and technique to clinical and case study situations. This course is designed to provide familiarity with the relevant techniques and comfort with the applications of those techniques.

ADC 230 Counseling Special Populations

This course focuses on how to provide alcohol and drug counseling to special populations. The basic counseling theories and techniques may be utilized, however emphasis placed on awareness and knowledge of the special population's needs, can positively influence the course of treatment. Therapeutic approaches need to be adapted to the uniqueness of the individual.

ADC 240 Treatment Approaches for Alcoholism and Substance Abuse Counselor

This course is designed to cover the major therapeutic orientations related to alcohol and substance abuse counseling. The course will familiarize students with the therapeutic progression and current issues as applied to the treatment unit. Assessment, formulation of treatment plans, and relapse prevention will be addressed. Utilize individual, family and group counseling for treatment of alcohol and drug abuse.

ADC 250 Alcoholism and Substance Abuse Prevention and Intervention Education

This course is designed to cover the concepts of prevention, community education, and community outreach. In addition, this course will provide education and prevention models and the role of community groups in these models. The effectiveness of alternative prevention strategies, education and training methods, and adult education techniques will be included.

ADC 260 Chemical Dependency and Psychiatric Illness

This course is designed to examine the dual diagnosis of chemical dependency and psychiatric illness. Whether there is a correlation of each is independent of the other, treatment needs to be provided for both diagnoses for a successful recovery and relapse prevention.

ADC 270 Legal and Ethical Practices for Drug and Alcohol Counselors

This course considers various ethical and legal issues that influence the practice of drug and alcohol counseling. Topics include ethical systems and standards, legal systems and issues. Students will have the opportunity to develop their own standards and explore their values for further clarification.

ADC 280 Personal and Professional Growth (1.5 units)

The course will focus on two interrelated parts, personal growth and professional growth. In order to be an effective counselor, an awareness of one's own thoughts, feelings, and experience needs to occur. This course is designed to allow students to work through or at least become cognitively aware of their own issues and counter transference. Self awareness is the beginning to becoming a better alcohol and drug abuse counselor.

ADC 299 Practicum - Field Work 255 Hours

This course consists of 45 classroom hours taught by an instructor who will see that the student completes 255 hours at an approved agency setting where direct supervision is provided by a qualified staff person. The instructor will be available for consultation with the student. Group supervision, individual consultation, and case review will focus on difficult aspects of case management for the beginning counselor. The 255 practicum hours needs to be completed within one year of the practicum class.

■ BACHELOR OF ARTS, MAJOR IN ENGLISH WITH A PRELIMINARY SINGLE SUBJECT CREDENTIAL (CALIFORNIA)

(610-114-200)

Lead Faculty: For English B.A.: John Miller • (714) 429-5146 • jmiller@nu.edu
For Credential: Mary Anne Weegar • (858) 642-8360 • mweegar@nu.edu

The Bachelor of Arts in English with a Preliminary Single Subject Credential provides a rigorous education that prepares candidates for a career as a teacher of English at the middle and secondary school levels. The program stresses literary analysis, diversity, and critical thinking and written and oral communication skills through a rigorous curriculum of literature, composition, language and linguistics, and communication studies. This program prepares candidates for professional work as single subject teachers in a changing cultural and economic environment. Candidates are required to complete all required coursework as well as the Basic Skills requirement and California Subject Examination for Teachers (CSET) to receive a credential.

Program Outcomes

Upon completion of this program, candidates are expected to:

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- demonstrate knowledge of major writers and their works and major periods of both British and American literature;
- demonstrate the ability to analyze and interpret works of literature in a variety of genres both orally and in formal written work;
- demonstrate understanding of major critical approaches to the interpretation of literature;
- demonstrate the ability to analyze and interpret the use and effects of literary and rhetorical features of both literary and non-literary texts;
- demonstrate the ability to situate and analyze literary works within historical and cultural contexts;
- demonstrate understanding of various literary genres, their development and persistence over time, and the role of genre in the understanding and analysis of literary and non-literary texts;
- produce writing that demonstrates mastery of conventions of Standard Written English;
- demonstrate knowledge of fundamental concepts of linguistics;
- articulate the major stages of language development in children;
- demonstrate a deep and flexible understanding of subject matter;
- demonstrate familiarity with and the ability to apply technologies relevant to the study and teaching of English;
- demonstrate the ability to use and analyze a variety of communications media, including creative writing, journalism, electronic media, theater, and mass media;
- demonstrate application of educational technology to meet the needs of all learners including those with special needs and linguistically and culturally diverse students;
- demonstrate knowledge of adolescent development in order to explain how to support growth in cognitive, social, physical, and emotional domains;
- utilize different teaching strategies to accomplish educational goals;
- demonstrate a thorough understanding of the learning needs of students to create positive learning environments that ensure healthy human growth;
- demonstrate understanding through use of systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth;
- design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas;
- consider students' knowledge when designing, implementing, and assessing curriculum to promote developmentally appropriate learning outcomes for all children; and
- adhere to professional standards and ethics.

Degree Requirements

To receive a Bachelor of Arts in English with a Single Subject Teaching Credential, candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper-division level. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements.

Preparation for the Major

(1 course; 4.5 quarter units)

LIT 100 Introduction to Literature*
(Prerequisites: ENG 100/101)

*May also be used to satisfy General Education requirements.

Requirements for the Major

(25 courses; 112.5 quarter units)

English Requirements

(11 courses; 49.5 quarter units)

- ENG 350 Fundamentals of Linguistics
(Prerequisite: ENG 101)
- or
- ENG 365 Creative Writing
(Prerequisite: ENG 101)
- LIT 311 British Literature I
(Prerequisite: LIT 100)
- LIT 312 British Literature II
(Prerequisite: LIT 100)
- LIT 321 American Literature I
(Prerequisite: LIT 100)
- LIT 322 American Literature II
(Prerequisite: LIT 100)
- LIT 338 Shakespeare
(Prerequisite: LIT 100)
- LIT 360 Literary Theory
(Prerequisite: LIT 100)
- LIT 463 20th Century World Literature
(Prerequisite: LIT 100)
- LIT 498 English Capstone Project
(Prerequisite: completion of at least eight upper-division LIT classes)

and

Any two additional upper division Literature (LIT) courses from available offerings.

Education Orientation, Theory and Methodology Requirements

(8 courses; 36 quarter units)

- Students must complete the Basic Skills requirement (CBEST) before taking any other TED courses in the program.
- Students must complete TED 305 prior to TPA 1
- Students must satisfy all Teacher Performance Assessment (TPA) requirements as described in the Credentials section of this Catalog (see Index).
- All Teacher Education (TED) courses include a field experience component.
- Students must maintain a 3.0 GPA for all TED courses; grades of "D" or "F" will not be considered passing.

It is strongly recommended students take the following courses in the order they are listed.

- TED 305 Teaching as a Profession
- TED 300 Fundamentals of Education
(Prerequisite: TED 305 or TED 320)
- TED 430 Special Needs Student
(Prerequisites: TED 305 or TED 320)
- TED 410 Survey of Multicultural Lit.
(Prerequisite: TED 305 or TED 320)
- TED 310 Development and Learning
(Prerequisite: TED 305 or TED 320)
- TED 420 Diversity in Schooling
(Prerequisite: TED 305 or TED 320)
- TED 330B Reading and Language Arts
(Prerequisite: TED 305 or TED 320)
- TED 450 Methods of Teaching English
(Prerequisite: TED 305 or TED 320)

Student Teaching Requirements

(4 courses; 18 quarter units)

(Prerequisites: Completion of all other Requirements for the Major with satisfactory GPA and fulfillment of Single Subject Matter Preparation (SSMP) requirement by passage of the CSET or completion of an approved SSMP program. TED 456A, B, C, and D are field experience courses. Grades awarded are Honors, Satisfactory, or Unsatisfactory and are not

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factored into the cumulative GPA.

- TED 465A Student Teaching I
(Prerequisite: completion of all upper division course requirements)
- TED 465B Student Teaching II
(Prerequisite: completion of all upper division course requirements)
- TED 465C Student Teaching III
(Prerequisite: completion of all upper division course requirements)
- TED 465D Student Teaching IV
(Prerequisite: completion of all upper division course requirements)

Additional Courses for Satisfying SB2042 and CTC for California Teaching Credential

(2 courses; 9 quarter units)

Students must have senior standing to enroll in these two classes. The classes are considered graduate level. The grades earned must be a "B" or better. These courses will not transfer to any graduate level program (at National University or elsewhere).

- EDX 1201X Computer-based Technology in the Classroom
HEDX 1201X Health Education for Teachers

■ BACHELOR OF ARTS, MAJOR IN INTERDISCIPLINARY STUDIES CONCENTRATING IN EARLY CHILDHOOD EDUCATION WITH A PRELIMINARY MULTIPLE SUBJECTS TEACHING CREDENTIAL (CALIFORNIA)

(610-106)

Lead Faculty: John Carta-Falsa • (858) 642-8380 • jcartafa@nu.edu
Jacqueline Caesar • (858) 642 8350 • jcaesar@nu.edu

The Bachelor of Arts in Interdisciplinary Studies (BAIS), concentrating in Early Childhood Education (ECE) with a California Preliminary Multiple Subjects Teaching Credential provides a broad, rigorous education that prepares candidates for a career as a teacher at early elementary grades. Candidates are introduced to essential knowledge, strategies, techniques and connections across the disciplines as applied to young children. Focus is on an enriched and thought-provoking curriculum that incorporates content across subject areas, specific educational methodology courses and preparation for professional work as multiple subject teachers, primarily for kindergarten through second grade. Candidates must demonstrate subject-matter competency through a state-approved examination. This major is designed to help candidates for the CSET examinations. Candidates must show proof of taking the Basic Skills Test (CBEST) upon admission and show proof of passage before taking any other TED/ECE courses after TED 305.

Program Outcomes

Upon completion of this program, candidates are expected to:

- demonstrate an understanding of interdisciplinary theory and practice of critical thinking for the collection, validation, analysis, and synthesis of historical data and new information;
- explain the integration of knowledge in a global context and engage in collaborative research across disciplines;
- identify and appreciate cultural perspectives of world views
- use information communications technology for knowledge sharing and interdisciplinary approaches;
- demonstrate a deep and flexible understanding of subject matter

- demonstrate application of educational technology to meet the needs of all learners including those with special needs, challenging behaviors, linguistically and culturally diverse students;
- demonstrate knowledge from prenatal to middle childhood development in order to explain how to support growth in cognitive, social, physical and emotional domains;
- utilize different teaching strategies to accomplish teaching and learning goals;
- demonstrate a thorough understanding of learning needs and developmental issues of students to create positive learning environments that ensure healthy human growth;
- demonstrate understanding through use of systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning, and to support positive growth;
- design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas;
- consider students' knowledge when designing, implementing, and assessing curriculum to promote developmentally appropriate learning outcomes for all children; and
- adhere to professional standards and ethics.

Degree Requirements

To receive a Bachelor of Arts in Interdisciplinary Studies, concentrating in Early Childhood Education with a California Preliminary Multiple Subjects Teaching Credential, candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper-division level. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Candidates must demonstrate subject-matter competency through a state-approved examination. This major is designed to help candidates for the CSET examinations. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Credential Requirements

- Certificate of Clearance
- Completion of Basic Skills Assessment
- Completion of California Subject Examination for Teachers (CSET)
- Completion of Reading Instruction Competence Assessment (RICA) exam
- Completion of Teaching Performance Assessment Tasks 1-4
- Completion of E-Portfolio (or Professional Portfolio)
- CPR (Adult, Child, and Infant) Certification with Health Education for Teachers

Students must also satisfy all Teaching Performance Assessment (TPA) requirements. Please see TPA Section of the catalog for further information.

Note: Candidates must register for Task Stream at the beginning of TED 305 and remain registered in their Task Stream account until all credential courses and TPA Tasks are completed. Task Stream fees are located in the General Fees area of the catalog.

Preparation for the Major

(5 courses; 22.5 quarter units)

- LIT 100 Introduction to Literature*
(Prerequisites: ENG 100/101)
- ECE 201 The Growing Child: Zero to 8
ECE 210 Child, Family, School & Comm.
(Prerequisites: PSY 100 and ECE 201)
- HIS 410 California History
(Prerequisites: ENG 100/101)

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HED 220 Health, Nutrition & Safety
(Prerequisites: PSY 100 and ECE 201)

Passage of Basic Skills Assessments Examination and TED 305 are required prior to beginning coursework in the Interdisciplinary Blended Major.

*May be used to satisfy a general education requirement

Requirements for the Interdisciplinary Major

(25 courses; 112.5 quarter units)

Students must also satisfy all Teacher Performance Assessment (TPA) requirements. Please see TPA Section of the catalog for further information.

ALL Teacher Education courses (TED) and Early Childhood Education courses (ECE) have field experience components. Students must maintain a 3.0 GPA within all TED coursework. Grades of "D" or "F" are not acceptable in TED courses. All major coursework must be completed and CSET passed prior to student teaching.

Requirements for the Major

(21 courses; 94.5 quarter units)

BIS 301 Introduction to Interdisciplinary Studies
MTH 301 Fundamentals of Mathematics II
COM 380 Democracy in the Information Age
(Prerequisites: ENG 100/101)
BIS 401 Interdisciplinary Practice: Integrating Knowledge with Technology
(Prerequisite: BIS 301)
ECE 464 The Law: Issues and Practices
(Prerequisite: HED 220)
ECE 310 Diversity: Development & Ed.
ECE 330 Early Cognition
(Prerequisites: ECE 201, ECE 210, HED 220 and ECE 310)
ECE 410 Early Language and Literacy
(Prerequisite: ECE 330)
ECE 415 Designing Emergent Curriculum
(Prerequisite: ECE 330)
ECE 420 Nature, Numbers and Technology
(Prerequisite: ECE 330)
ECE 430 Play as Pedagogy
(Prerequisite: ECE 330)
ECE 440 Observing, Assessing & Planning
(Prerequisites: ECE 330, ECE 415, and ECE 430)
ECE 445 Strategies: Guiding Behaviors
(Prerequisites: ECE 330, ECE 415, and ECE 430)
ECE 446 Literature and Young Children
TED 305 Teaching as a Profession (includes 15 hours of field experience)
TED 330A Elementary Lang. Arts Methods
(Prerequisites: TED 305 or 320)
TED 350 Math and Science Methods
(Prerequisites: TED 305 or TED 320)
TED 355 Hist/Social Science Methods
(Prerequisites: TED 305 or 320)

Choose one from the following:

ECE 435 Music, Movement, Drama, Dance*
ART 329 World Art
(Prerequisites: ENG 100/101)
MUS 327 World Music
(Prerequisites: ENG 100/101)
ART 400 Expressive and Integrated Arts
*This course is strongly recommended.

Choose one from the following:

SCI 300 Geography: Mapping the World
SCI 301 Earth and Planetary Science
SCI 330 Ecology

SCI 335 Environment Science
SCI 411 Biodiversity
(Recommended: prior completion of SCI 100 & 100A, or equivalent)
SCI 450 Natural History of California
Capstone
BIS 499 Interdisciplinary Studies Project

Student Teaching Requirements

(4 courses; 18 quarter units)

ALL MAJOR course work must be completed satisfactorily including the GPA requirement for TED courses prior to student teaching. RICA may be taken before or after student teaching. TED 465A, B, C, and D are field experience or seminar courses. Grading is by H, S, or U. This grade is not factored into the cumulative GPA.

TED 465A Student Teaching I
(Prerequisites: Completion of all upper-division course requirements, including all TED coursework)
TED 465B Student Teaching II
(Prerequisites: Completion of all upper-division course requirements, including all TED coursework)
TED 465C Student Teaching III
(Prerequisites: Completion of all upper-division course requirements, including all TED coursework)
TED 465D Student Teaching IV
(Prerequisites: Completion of all upper-division course requirements, including all TED coursework)

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.)

■ BACHELOR OF ARTS, MAJOR IN INTERDISCIPLINARY STUDIES WITH A CALIFORNIA PRELIMINARY MULTIPLE SUBJECTS TEACHING CREDENTIAL

(610-102-203)

Lead Faculty: Mary Anne Weegar • (858) 642-8360 • mweegar@nu.edu
Jacqueline Caesar • (858) 642-8350 • jcaesar@nu.edu

The Bachelor of Arts in Interdisciplinary Studies and a Preliminary Multiple Subjects Teaching Credential (California) provides a broad, rigorous education that prepares candidates for a career as a teacher at the elementary level. The program introduces candidates to essential knowledge, connections across the disciplines, and applies knowledge of life beyond the University. This degree program gives candidates an enriched and thought-provoking curriculum that incorporates content across subject areas and with specific educational methodology courses. This program prepares candidates for professional work as multiple subject teachers in a changing cultural and economic environment.

Program Outcomes

Upon completion of this program, candidates are expected to:

- demonstrate an understanding of interdisciplinary theory and the practice of critical thinking for the collection, validation, analysis, and synthesis of historical data and new information;
- explain the integration of knowledge in a global context and engage in collaborative research across disciplines;
- identify and appreciate the cultural perspectives of world views;
- use information communications technology for knowledge sharing and the interdisciplinary approach;
- demonstrate a deep and flexible understanding of subject matter
- demonstrate application of educational technology to meet the

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needs of all learners including those with special needs and linguistically and culturally diverse students;

- demonstrate knowledge of child and adolescent development in order to explain how to support growth in cognitive, social, physical, and emotional domains;
- utilize different teaching strategies to accomplish the teaching and learning goals;
- demonstrate a thorough understanding of the learning needs and developmental issues of students to create positive learning environments that ensures healthy human growth;
- demonstrate understanding through use of systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning, and to support positive growth;
- design, implement and evaluate standards-based lesson plans for learning and achievement in content areas;
- consider students' knowledge when designing, implementing, and assessing curriculum to promote developmentally appropriate learning outcomes for all children; and
- adhere to professional standards and ethics.

Degree Requirements

To receive a Bachelor of Arts in Interdisciplinary Studies with a Multiple Subjects Teaching Credential, candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper-division level. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Candidates must demonstrate subject-matter competency through a state-approved examination. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Preparation for the Major

(3 courses; 13.5 quarter units required)

LIT 100	Introduction to Literature (Prerequisites: ENG 100/101)
HIS 410	California History (Prerequisites: ENG 100/101)
MTH 209A	Fundamentals of Mathematics I (Prerequisite: Placement evaluation)

Requirements for the Major

(22 courses; 99 quarter units)

All Teacher Education courses (TED) have a field experience component. Students must maintain a 3.0 GPA within all TED coursework and grades of "D" or "F" are not acceptable. Students should take the CBEST prior to enrolling in any of the blended major classes. Passage of Basic Skills (CBEST) requirement is required for entry into student teaching. All major coursework must be completed and the CSET passed prior to student teaching.

Interdisciplinary Major Requirements

(18 courses; 81 quarter units)

- Students must complete the Basic Skills requirement (CBEST) before taking any other TED courses in the program.
- Students must complete TED 305 prior to TPA 1.
- Students must satisfy all Teacher Performance Assessment (TPA) requirements as described in the Credentials section of this Catalog (see Index).
- All Teacher Education (TED) courses include a field experience component.
- Students must maintain a 3.0 GPA for all TED courses; grades of "D" or "F" will not be considered passing.

BIS 301	Introduction to Interdisciplinary Studies
COM 380	Democracy in the Information Age (Prerequisites: ENG 100/101)
ENG 350	Fundamentals of Linguistics (Prerequisites: ENG 100/101)
MTH 301	Fundamentals of Mathematics II (Prerequisite: MTH 209A)
BIS 401	Interdisciplinary Practice: Integrating Knowledge with Technology (Prerequisite: BIS 301 and four additional courses from the major)

Choose one from the following:

ART 329	World Art (Prerequisites: ENG 100/101)
MUS 327	World Music (Prerequisites: ENG 100/101)
ART 400	Expressive and Integrated Arts

Choose one from the following:

SCI 300	Geography
SCI 301	Earth & Planetary Science
SCI 330	Ecology
SCI 335	Environment Science
SCI 411	Biodiversity (Recommended: Prior completion of SCI 100/100A, or SCI 161, 162 and 100A or equivalent)
SCI 450	Natural History of California

Education Orientation, Theory, and Methodology Requirements

TED 305	Teaching as a Profession
TED 300	Fundamentals of Education (Prerequisite: Admission to the Teacher Education program, TED 305 or 320)
TED 430	Special Needs Students (Prerequisites: TED 305 or 320)
TED 410	Survey of Multicultural Lit (Prerequisites: TED 305 or 320)
TED 310	Development and Learning
TED 350	Math and Science Methods (Prerequisites: TED 305 or 320)
TED 355	Hist/Social Science Methods (Prerequisite: TED 305 or 320)
TED 380	Arts/PE/Health Methods (Prerequisite: TED 305 or 320)
TED 330A	Elementary Lang. Arts Methods (Prerequisite: TED 305 or 320)
TED 440	Leadership and Assessment (Prerequisite: TED 305 or 320)
Capstone Course	
BIS 499	Interdisciplinary Studies Project

Student Teaching Requirements

(4 courses; 18 quarter units)

(Prerequisites: ALL MAJOR coursework must be completed satisfactorily including the GPA requirement for TED courses.)

Candidates MUST pass CSET prior to Student Teaching. RICA may be taken before or after student teaching. TED 465 A, B, C, and D are field experience or seminar courses receiving an Honors, Satisfactory or Unsatisfactory grade and are not factored into the cumulative GPA.

TED 465A	Student Teaching I (Prerequisites: Completion of all upper-division course requirements, including all TED coursework)
TED 465B	Student Teaching II (Prerequisites: Completion of all upper-division course

- requirements, including all TED coursework)
- TED 465C Student Teaching III
(Prerequisites: Completion of all upper-division course requirements, including all TED coursework)
- TED 465D Student Teaching IV
(Prerequisites: Completion of all upper-division course requirements, including all TED coursework)

■ BACHELOR OF ARTS, MAJOR IN MATHEMATICS WITH A PRELIMINARY SINGLE SUBJECT CREDENTIAL (CALIFORNIA)

(610-105-205)

Lead Faculty: For Mathematics B.A.: Igor Subbotin • (310) 662-2150 • isubboti@nu.edu

For Credential: Zhonghe Wu • (310) 662-2134 • zwu@nu.edu

The Bachelor of Art in Mathematics with a Preliminary Single Subject Credential provides a rigorous education that prepares candidates for a career as a teacher of Mathematics at the middle and secondary school levels. The program stresses foundation in mathematics and its application. This program prepares candidates for professional work as single subject teachers in a changing cultural and economic environment. Candidates are required to complete all required coursework as well as the Basic Skills requirement and CSET to receive a credential.

Program Outcomes

Upon completion of this program, candidates are expected to:

- experience, master, and apply skills and knowledge in problem solving;
- use language and mathematical symbols to communicate mathematical ideas;
- demonstrate a variety of reasoning skills;
- investigate the connections and interplay among various mathematical topics and their applications that cover range of phenomena across appropriate disciplines;
- use current technology tools, such as computers, calculators, graphing utilities, video, and interactive programs that are appropriate for the research and study in mathematics;
- understand the classic and modern algebra as a fundamental language through which mathematics is communicated;
- develop fundamental knowledge of geometry;
- model real world problems with a variety of algebraic and transcendental functions in order to translate between the tabular, symbolic, and graphical representation of functions;
- understand the beauty of pure number theory, including such advanced topics as diophantine equations, number-theoretic functions, quadratic reciprocity, primitive roots, and continued fractions;
- use advanced statistics and probability concepts and methods to analyze and study different real-world problems;
- demonstrate application of educational technology to meet the needs of all learners including those with special needs and linguistically and culturally diverse students;
- demonstrate knowledge of adolescent development in order to explain how to support growth in cognitive, social, physical, and emotional domains;
- utilize different teaching strategies to accomplish educational goals;
- demonstrate a thorough understanding of the learning needs of students to create positive learning environments that ensure healthy human growth;
- demonstrate understanding through use of systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning, and to support positive growth;

- design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas;
- consider students' knowledge when designing, implementing, and assessing curriculum to promote developmentally appropriate learning outcomes for all children; and
- adhere to professional standards and ethics.

Degree Requirements

To receive a Bachelor of Art in Mathematics with a Single Subject Teaching Credential, candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper-division level. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Preparation for the Major

(7 courses; 31.5 quarter units)

- MTH 210 Probability and Statistics
(Prerequisite: Placement Evaluation)
- MTH 215 College Algebra
(Prerequisite: Placement Evaluation)
- or
- MTH 216A College Algebra I (3 quarter units)
(Prerequisite: Placement Evaluation)
- and
- MTH 216B College Algebra II (3 quarter units)
(Prerequisite: Placement Evaluation)
- MTH 220 Calculus I
(Prerequisites: MTH 215, or 216 A/B, or Placement Evaluation)
- or
- CSC 208 Calculus for Comp Science I
(Prerequisite: MTH 215)
- MTH 221 Calculus II
(Prerequisite: MTH 220)
- MTH 222 Calculus III
(Prerequisite: MTH 221)
- MTH 223 Calculus IV
(Prerequisite: MTH 222)
- ENG 350 Fundamentals of Linguistics
(Prerequisites: ENG 100/101)

Requirements for the Major

(21 courses; 94.5 quarter units)

Passage of Basic Skills requirement and completion of TED 305 is required before taking any other TED courses required for the major.

Mathematics Requirements

(9 courses; 40.5 quarter units)

- MTH 311 Topics from Geometry
(Prerequisites: MTH 215/ MTH 216B or placement evaluation)
- MTH 325 Discrete Mathematics
(Prerequisites: MTH 215/MTH 216 B, or placement evaluation)
- or
- CSC 331 Discrete Structures and Logic
(Prerequisite: CSC 252, CSC 310)
- MTH 411 Number Theory
(Prerequisites: MTH 215/MTH 216 B, or 209A, or placement evaluation)

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MTH 435	Linear Algebra (Prerequisites: MTH 325 and MTH 220)
MTH 416	Algebraic Structures (Prerequisites: MTH 325 and MTH 435)
MTH 417	Foundation of Geometry (Prerequisites: MTH 215/216B and MTH 311)
MTH 418	Statistical Analysis (Prerequisites: MTH 210 and MTH 223)
MTH 412	History of Mathematics (Prerequisites: MTH 215/MTH 216B, or MTH 301)
MTH 410	Technology in Math Education (Prerequisites: MTH 215/ MTH 216 B or MTH 301)

Education Theory and Methodology Requirements

(7 courses; 31.5 quarter units)

- Students must complete the Basic Skills requirement (CBEST) before taking any other TED courses in the program.
- Students must complete TED 305 prior to TPA 1.
- Students must satisfy all Teacher Performance Assessment (TPA) requirements as described in the Credentials section of this Catalog (see Index).
- All Teacher Education (TED) courses include a field experience component.
- Students must maintain a 3.0 GPA for all TED courses; grades of "D" or "F" will not be considered passing.

It is strongly recommended students take the following courses in the order they are listed.

TED 305	Teaching as a Profession
TED 300	Fundamentals of Education (Prerequisites: TED 305 or 320)
TED 430	Special Needs Students (Prerequisites: TED 305 or TED 320)
TED 310	Development and Learning (Prerequisites: TED 305 or TED 320)
TED 420	Diversity in Schooling (Prerequisites: TED 305 or TED 320)
TED 330B	Reading and Language Arts (Prerequisites: TED 305 or TED 320)
TED 461	Mathematics Teaching Methods (Prerequisite: TED 305 or 320)

Student Teaching Requirements

(4 courses; 18 quarter units)

(Prerequisites: ALL MAJOR coursework must be completed satisfactorily including the GPA requirement for TED courses.)

Students must pass CSET prior to beginning student teaching. TED 465 A, B, C, and D are field experience courses receiving an Honors, Satisfactory or Unsatisfactory grade and are not factored into the cumulative GPA.

TED 465A	Student Teaching I (Completion of all upper-division course requirements, including all TED coursework.)
TED 465B	Student Teaching II (Completion of all upper-division course requirements, including all TED coursework.)
TED 465C	Student Teaching III (Completion of all upper-division course requirements, including all TED coursework.)
TED 465D	Student Teaching IV (Completion of all upper-division course requirements, including all TED coursework.)

Credentialing Requirement

Additional courses for satisfying SB 2042 and CTC for California Teaching Credential

(1 course; 4.5 quarter units)

*Students must have senior standing to enroll in these classes. The following courses are graduate level. The grade earned must be a "B" or better. These courses will not transfer to any graduate level program (at National University or elsewhere).

HEDX 1201X Health Education for Teachers

New Course Description

TED 461: Mathematics Teaching Methods

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 schools. Fundamental concepts of mathematics and effective approaches to their teaching will be discussed.

■ BACHELOR OF SCIENCE, MAJOR IN HEALTHCARE ADMINISTRATION

(620-512)

Faculty Advisor: Alan Henderson • (858) 309-3475 • ahenderson2@nu.edu

The Bachelor of Science, Major in Healthcare Administration (BSHA) is an undergraduate professional degree designed to enhance the practice of healthcare administration/management by preparing students for entry level supervisory roles in healthcare organizations. Healthcare administration involves the organization, financing and delivery of services to prevent and treat illness and disease, including programs that serve the public and private sectors at all levels—local, state and federal.

The BSHA program emphasizes the conceptual and analytical skills required to manage in contemporary healthcare organizations. The program features experiential opportunities in project management, teamwork and leadership. Ideal candidates for the BSHA program are those students looking for career entry in healthcare administration and those looking to advance from clinical/technical roles to supervisory roles. Graduates will enhance their opportunities for professional growth and job placement through carefully planned internships and a capstone experience. The BSHA program is an associate member institution of the Association of University Programs in Health Administration (AUPHA).

Program Outcomes

The Bachelor of Science, Major in Healthcare Administration program prepares graduates to:

- communicate effectively with clients and members of a healthcare organization using written, visual and oral methods;
- differentiate the roles, perspectives, and expectations of clinical practitioners, nonclinical staff, supervisors, and managers in promoting quality and safety within healthcare organizations;
- identify the components of the health care delivery system in the united states and the impact of social, cultural, political, economic and environmental factors affecting the management and operation of health care organizations;
- use healthcare information technology, including statistical reasoning, to create, access, analyze, and interpret quantitative and qualitative healthcare data and information for effective decision making;
- describe theories affecting healthcare administration practice, including theories in business, law, organizational behavior, organizational design and strategic management;
- demonstrate critical thinking to solve problems and improve performance in healthcare organizations using principles of accounting, law, financial analysis, human resources management, operations analysis, management information systems analysis, strategic planning, and marketing;
- describe the determinants and measurement s of health and disease in the population and the responsibilities of healthcare

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- organizations to individual consumers and the community;
- demonstrate the ability to integrate administrative knowledge and competencies to make good ethical choices, improve organizational performance, and collaborate and lead others in an authentic healthcare organization; and
- integrate the skills and knowledge obtained in the general education with conceptual and technical competencies obtained in healthcare management education.

Background Checks

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

Degree Requirements

To receive a Bachelor of Science degree in Healthcare Administration, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper division level. In the absence of transfer credit, additional general education electives may be necessary to satisfy total units for the degree. Refer to the section on undergraduate admission requirements for specific information regarding admission and evaluation.

General Education Program Requirements

The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 units, students must complete at least 4.5 units at the upper division level and 4.5 units in diversity enriched course work. A plus (+) indicates a diversity enriched offering. All undergraduate students working toward any associate or bachelor's degree must meet the University diversity requirement.

AREA A: ENGLISH COMMUNICATION

(4 courses; 15 quarter units)

Category 1 – WRITING

(3 courses; 10.5 quarter units)

- ENG 100 Effective College English I
(Prerequisite: Placement Exam)
- ENG 101 Effective College English II
(Prerequisite: ENG 100)
- ENG 240 Advanced Composition
(Prerequisites: ENG 100/101)

Category 2 – SPEECH AND COMMUNICATIONS

(1 course; 4.5 quarter units)

- COM 103 Oral Communication

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

(1 course; 4.5 quarter units)

- NSG 322 Intro to Biomedical Stats

AREA C: INFORMATION LITERACY

(1 course; 4.5 quarter units)

- ILR 260 Information Literacy
(Prerequisites: ENG 100/101)

AREA D: ARTS AND HUMANITIES

(3 courses; 13.5 quarter units)

- HIS 233 World Civilization I
(Prerequisites: ENG 100/101)
- HIS 234 World Civilization II
(Prerequisites: ENG 100/101)

Choose one additional course from approved offerings under Area D.

AREA E: SOCIAL AND BEHAVIORAL SCIENCES

(3 courses; 13.5 quarter units)

- PSY 100 Introduction to Psychology
or
SOC 100 Principles of Sociology (+)
(Prerequisites: ENG 100/101)
- ECO 203 Principles of Microeconomics
ECO 204 Principles of Macroeconomics

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES

(2 courses; 6 quarter units)

- SCI 100 Survey of Bioscience
SCI 100A Survey of Bioscience Lab (1.5 quarter units)
(Prerequisite: SCI 100 or 161 for science majors)

AREA G: MODERN LANGUAGE

(2 courses; 9 quarter units)

See general catalog for list of courses

AREA A-G: GENERAL EDUCATION

(1 course; 4.5 quarter units)

See General Catalog for list of courses

Preparation for the Major

(8 courses; 36 quarter units)

- COH 100 Personal Health
COH 150 Healthcare Terminology
ACC 201 Financial Accounting Fundamentals
ACC 202 Managerial Accounting Fundamentals
(Prerequisite: ACC 201)
- COH 310 Culture and Health
COH 315 Introduction to Epidemiology
COH 320 Chronic and Communicable Disease
COH 321 Health Behavior

Requirements for the Major

(17 courses; 76.5 quarter units)

- HSC 300 Legal/Ethical Issues & Hlth Profs
(Prerequisites: HSC 310, HSC 400, NSG 322, HSC 330, GER 321)
- HSC 310 Issues & Trends in Healthcare
COM 344 Organizational Communication
(Prerequisites: ENG 101 and COM 100, COM 103, or 220)
- HSC 400 Mgt for Health Professionals
(Prerequisite: HSC 310)
- HCA 401 Intro to HA HR Management
(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)
- HCA 402 Intro to HA QA Management
(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)
- HCA 403 Intro to Health Economics
(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)
- HCA 405 Basic HA Budgeting & Finance

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	<i>(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)</i>
HCA 406	Intro to HA Planning/Marketing <i>(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)</i>
HSC 410	Informatics for Hlth Profs <i>(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)</i>
LED 410 or MGT 422	Leading in Diverse Groups and Teams Team Building, Interpersonal Dynamics & Empowerment
HSC 420	Allied Health Research <i>(Prerequisites: HSC 310, HSC 400, NSG 322, HSC 330, GER 310, 310, HSC 300)</i>
HCA 425	Healthcare Politics & Policy <i>(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)</i>
HSC 430	Case and Outcomes Management <i>(Prerequisites: NSG 322 or MTH 210, HSC 310, HSC 400, HSC 330, GER 310, HSC 300, HSC 410, HSC 430)</i>
HCA 450	Global Health Systems <i>(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)</i>
HCA 494A	Healthcare Internship <i>(Prerequisites: HSC 300, 310, 400, HCA 401, 402, 403, 405, 406, and application for admission)</i>
HCA 494B	Healthcare Capstone Project <i>(Prerequisite: HCA 494A)</i>

Course Descriptions

COH 150: Healthcare Terminology

Presentation of healthcare service terminology and word forms. Includes language describing health and disease. Emphasizes development of medical vocabulary employing the building of terms for application in understanding and analysis of medical records.

HCA 401: Intro to HA HR Management

(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)
Concepts of human resources in healthcare organizations, such as training, motivation and direction. Elements of employee selection, compensation, financial incentives, work standards, and leadership principles in healthcare organization considered.

HCA 402: Intro to HA QA Management

(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)
Introduction to continuous quality improvement in healthcare. Includes evaluation and risk management methods. Introduces outcome measurement and case management fundamentals. Introduces team development, analytical statistics, and process knowledge themes.

HCA 403: Intro to Health Economics

(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)
Introduction to the application of economics to decisions regarding the amount, organization, and distribution of healthcare services. Examine the structure, organization, activities, functions, and problems of healthcare from an economic perspective. Emphasis on management problems and policy issues in healthcare with regard to allocation of scarce resources.

HCA 405: Basic HA Budgeting & Finance

(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)
Fundamentals of healthcare financial management and budgeting, including financial organization of healthcare services, sources of operating revenues, management of working capital, and allocation, control, and analysis of resources.

HCA 406: Intro to HA Planning/Marketing

(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)
Development of marketing and planning strategies in healthcare organizations. Methods for marketing plans including pricing, communication, distribution channels, and service design. Planning methods from needs assessment through program design.

HCA 425: Healthcare Politics & Policy

(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)
Consideration of healthcare policy and politics. Consideration of the role of federal, state and local government healthcare public policy impact on health services.

HCA 450: Global Health Systems

(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)
Examination of factors that impact global health systems; analysis of health care delivery systems and influential governmental, economic, social and political forces. Consideration of healthcare resource development and allocation.

HCA 494A: Healthcare Internship

(Prerequisites: HSC 300, 310, 400, HCA 401, 402, 403, 405, 406, and application for admission)
Practical application of the knowledge and skills required for a healthcare administration professional in a healthcare agency. Students will be assigned to agencies according to their interests and the availability of an approved internship site. Two month requirement.

HCA 494B: Healthcare Capstone Project

(Prerequisite: HCA 494A)
A summative, integrative experience drawing student curricular and related experiences together. A student initiated written project is required addressing a significant health promotion challenge. The completed written project may be presented orally.

Business Course Descriptions

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 at least nine BBA preparation and upper-division core courses before starting this capstone course.

BUS 491: Internship Project

(Prerequisites: 31.5 quarter units in business or business related courses and a 2.5 GPA)
Internship Project is a supervised work experience for those students who have identified an employer offering an internship opportunity. It is designed to provide qualified applicants with practical experience, enable students to assess various career choices, advance in their careers, and apply concepts and ideas in a real-world setting. Normally, 90 hours on-the-job are needed to qualify for 4.5 quarter units. The course is scheduled for each student individually, for two academic months, but can be extended for up to six months. International students are subject to special restrictions and should consult their international student admissions advisor. Grading is H, S, or U only.

BUS 500A: Intermediate Algebra

An introduction to quantitative methods for business graduate students with no previous exposure to the subject, it covers topics including algebraic operations, equations, graphs and functions, exponential and logarithmic functions, and an introduction to linear programming. No credit is awarded.

BUS 500B: Statistics

An introduction to statistics for business graduate students with no previous exposure to the subject. It covers topics that include arranging data, constructing a frequency distribution, measures of central tendency, measures of variability, and probability distribution. No credit is awarded.

BUS 500C: Macro and Microeconomics

An introduction to economics for business graduate students with no previous exposure to the subject, it covers topics including microeconomics, macroeconomics, and an introduction to management. No credit is awarded.

BUS 691: Internship Project

(Prerequisites: 13.5 quarter units in graduate business course, and 3.0 GPA)

Internship Project is a supervised work experience for those students who have identified an employer offering an internship opportunity. It is designed to provide qualified applicants with practical experience, enable students to assess various career choices, advance in their careers, and apply concepts and ideas in a real world setting. Normally, 90 hours on-the-job are needed to qualify for 4.5 quarter units. Course is scheduled for each student individually, for two academic months, but can be extended for up to six months. International students are subject to special restrictions and should consult their international student admissions advisor. Grading is H, S, or U only.

■ MASTER OF ARTS IN ACCOMPLISHED COLLABORATIVE LEADERSHIP

(710-726)

*Faculty Advisors: Rae Adams • (858) 642-8352 • radams@nu.edu
Sidney R. Castle • (858) 642-8363 • scastle@nu.edu*

This program is designed for teachers who wish to become National Board Certified and who also want to develop the leadership skills necessary to work collaboratively with school administrators to effect meaningful school change. An accomplished school leader is a teacher with National Board Certification who may assume a collaborative leadership role by leading the school through serving on school committees, acting as club sponsors, or team coaches, and may work with administrators as a change agent within the school. This program combines the MAT NBCT courses and the MAT 650 series courses that were developed using textbooks from Dr. Doug Reeves' Leadership and Learning Center (LLC) in Denver, Colorado. At the conclusion of the program, in addition to receiving a master of arts degree, candidates have an opportunity to submit their portfolios and take the exam required for the National Board for Professional Teaching Standards certification process.

Program Outcomes

By the end of the Master of Arts in Accomplished Collaborative Leadership program, students are expected to be able to:

- demonstrate an understanding of the principles of effective educational accountability;
- demonstrate ability to analyze implicit, and explicit, educational accountability systems;
- apply principles of effective accountability in educational settings;
- engage with colleagues in developing new educational accountability systems; and
- provide constructive feedback and suggestions for improving existing educational accountability systems.

Degree Requirements

(10 courses; 45 quarter units)

To receive a Master of Arts in Accomplished Collaborative Leadership, students must complete 45 quarter units of graduate

work. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate level work completed, as it applies to this degree and if the units were not used in earning another advanced degree.

Core Requirements

(10 courses; 45 quarter units)

MAT 651	Assessing Educational Leaders
MAT 652	Leadership Accountability
MAT 653	Motivational Leadership
MAT 654	Seminar in Social Issues
MAT 655	Leadership Impact Seminar
NBC 680	Quality Teaching and Learning
NBC 681	Membership in Learning Communities
NBC 682	Videotape Analysis
NBC 683	Student Work and Assessments
NBC 639	Leadership Portfolio

■ MASTER OF ARTS IN DIGITAL JOURNALISM

(710-508)

Faculty Advisor: Sara-Ellen Amster • (714) 429-5311 • samster@nu.edu

The goal of the Master of Arts in Digital Journalism is to prepare students to become high-functioning news and feature writers and specialty reporters as well as skilled editors/producers in a competitive multimedia environment. The program, to be taught entirely online, will link journalists internationally with each other, and train backpack and video journalist "one-man bands" who are hotly in demand in the new media marketplace. The changing nature of 21st century journalism will require professionals who are ready to answer the call for better-qualified news people in the 24-hour information-on demand cycle. Increasingly, the question of who is a journalist has been replaced by who does journalism? Students will be armed with theoretical and practical approaches to help them and their news organizations, both traditional and non-traditional, meet the world's voracious appetite for clear, accessible, and relevant knowledge—"news you can use"—to help consumers make better decisions and lead more informed lives.

With the program, National University adds its voice to the debate over what journalism is and needs to become. The program will marry non-traditional, multimedia skills with longtime foundations, legal underpinnings and ethics of traditional journalistic practice. Near the end of this 13-month program, students will be matched with mentors in the businesses they aspire to enter. Along the way, they will create a portfolio of digital clips to help them gain employment.

The degree requires that students are able to write in English at an advanced level and also be flexible enough to learn the latest technological skills that reporters and editors need to survive. Students must already possess a bachelor of arts degree. They must prove basic competency in certain digital skills or take a series of tutorials in a class known as Essential Digital Competencies or JRN 501 as a satisfactory-unsatisfactory companion to their other studies. If a student's writing skills need improvement, he or she may be required to enroll in a remedial writing class before continuing in the program. Applicants for whom English is a second language are encouraged to take the Accuplacer English as a second language test.

The opening course, Multimedia Journalism, will serve as gateway to the program, which also will offer such innovative classes as computer-assisted reporting, the business of journalism, producing the online publication, specialty reporting and international reporting. Admitted students must prequalify for Video Journalism by taking a series of tutorials, but JRN 501 may be waived by the instructor based on sufficient evidence of professional-level work. Consultation with the Advisor is required. The Essential Digital

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Competencies course can be taken alongside the program for a grade of satisfactory/unsatisfactory as a student pursues the degree but must be taken prior to video journalism, JRN 610.

Graduates will acquire a host of intellectual, managerial and journalistic skills including:

- an understanding of the business of journalism;
- the ability to form original multimedia journalistic projects about public issues, events and individuals;
- the knowledge to engage in public journalism by conducting polling, interviewing, and interactive audience research;
- the training to develop, implement and evaluate appropriate strategies of investigative journalism using the Web for both research and presentation; and
- professional instruction in the foundations of shoe-leather journalism, as well as story-generation and reportage.

Program Outcomes

By the end of the program, students will be able to:

- lead and participate in the planning, production and execution of multimedia story packages;
- explain how the division of labor has changed in the new, integrated newsroom;
- generate and format material for print, podcast, tv, and the web.
- find solutions to the problems of contemporary journalism while employing ethical and legal principles;
- conduct independent investigations into matters of public importance;
- create and manage interactive online publications;
- build sophisticated online projects that include images, text and audio; and
- evaluate in-depth journalistic stories by conducting post-mortem debriefings about the handling of coverage.

Degree Requirements

(14 courses, 63 quarter units)

To receive a Master of Arts in Digital Journalism students must complete at least 58.5 quarter units of graduate work, of which a minimum of 45 quarter units must be taken in residence at National University. Students can transfer up to 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 and the Faculty Advisor determines the course content is applicable to the program. Students wishing to transfer credits into the program should contact the program faculty advisor. Refer to the section in the graduate admission requirements for additional specific information regarding application and evaluation. The capstone in this program will be developed individually with the advisor and may include an internship in a student's home community or one arranged through National University's student newspaper.

Prerequisite for the Program

(1 course; 4.5 quarter units)

JRN 501 Essential Digital Competencies
(does not grant graduate level credit)

Core Requirements

(13 courses; 58.5 quarter units)

JRN 600 Multimedia Journalism
JRN 605 Advanced Feature Writing
JRN 610 Video Journalism
(Prerequisite: JRN 501 or waiver approved by Faculty Advisor)

JRN 615 International Journalism

JRN 620 Producing Online Publications
JRN 630 Advanced Editing
JRN 640 The Business of Journalism
JRN 650 Computer-Assisted Reporting
JRN 655 Seminar in Law
JRN 656 Seminar in Ethics
JRN 660 Specialty Reporting
JRN 670 Enterprise Reporting
JRN 680 Capstone Project
(Prerequisites: Minimum of 10 core JRN classes completed or approval of Faculty Advisor)

Course Descriptions

JRN 501: Essential Digital Competencies

Guides students through online tutorials and DVD training in four basic areas of journalism: digital video editing, desktop publishing, image/photo editing, and videography. Students complete online tutorials or DVD training in each area in which they lack basic proficiency.

JRN 600: Multimedia Journalism

Transforms a journalist into a multimedia powerhouse who can produce news, features, and associated products for a variety of audiences. Students gain familiarity with the demands of each medium, create news stories for print, audio, video, and online media platforms, and learn to move fluidly from one medium to another.

JRN 605: Advanced Feature Writing

Provides guided practice in short- and long-form feature writing for print and online media, as well as critical experience in composing feature scripts for radio, television, podcasts, slideshows, and Web video.

JRN 610: Video Journalism

(Prerequisite: JRN 501: Essential Digital Competencies)

Provides a thorough knowledge of video use in journalistic communication without a TV station's truck, studio, or edit bay. It teaches students to work as video journalists and communicate video news stories using a small digital camera and a laptop computer.

JRN 615: International Journalism

Examines what international reporting has become and what lies ahead. It explains theories of international politics and how they relate to different types of reporting, while offering students practical advice on how to function as a foreign correspondent in the new hyper-technological universe.

JRN 620: Producing the Online Publication

Provides students guided practice in every stage of the print, broadcast, and online production processes, with emphasis on the convergent and increasingly grassroots generalist media.

JRN 630: Advanced Editing

Provides students guided practice in every stage of editing from the top edit, to the line edit, to proofreading. It offers ample opportunities for practice working in print, broadcast, and online media.

JRN 640: The Business of Journalism

Examines the changing nature of the journalism business, covering the evolution of different business models, from monopoly newspapers to the current financial anarchy of the digital world. It analyzes changing social models for the distribution of information, and weighs how news is increasingly being transmuted into data.

JRN 650: Computer-Assisted Reporting

Provides skills necessary for journalists to accomplish more sophisticated, analytical work involving database management, GIS mapping, statistical analysis, and the development of Web

applications. Computer-assisted reporting (CAR) is an emergent branch of investigative and watchdog journalism. CAR allows journalists to utilize various computer tools for improved news reporting.

JRN 655: Seminar in Law

Examines the constitutional, philosophical, and legal bases of free speech and what it means in daily life. The course considers the debate over words that threaten people in power, and how the powerful have tried to control the press.

JRN 656: Seminar in Ethics

Investigates the moral decision-making processes behind journalistic choices, and the principles on which these decisions are based. It examines not only what a journalist has a right to do but what is right to do. Students consider cases of ethical breaches, and discuss how to uphold sound standards during reporting.

JRN 660: Specialty Reporting

Takes students past the foundational skills of beat reporting to the more challenging field of specialty reporting, in which a journalist becomes an expert in a particular area and builds a body of work around it. Offers an overview of the most common types of specialties in journalism today.

JRN 670: Enterprise Reporting

Defines and explores the concept of enterprise, a core component of journalism. News stories cover crimes, meetings, and other one-time events, but enterprise reporters and editors do the bigger-picture work of identifying trends, connecting the dots, investigating inconsistencies, analyzing personalities, and asking the important questions.

JRN 680: Capstone Project

Reinforces the knowledge and skills gained in other courses by working in real-world media outlets. Students work with the program lead faculty in advance of the course to identify their area of interest and develop a proposal for either a journalism internship or a project. Grading is by H, S, or U only.

■ MASTER OF ARTS IN SOCIAL TRANSFORMATION AND COMMUNITY DEVELOPMENT

(710-509)

Faculty Advisor: Maureen O'Hara • (858) 642-8464 • mohara@nu.edu

This trans-disciplinary program covers a range of social and community change models that address individual and community development in a global context. Through reading, discussion, experiential activities, case study, and fieldwork, students will develop skills in planning and change facilitation.

For aspiring change agents and consultants working in international social transformation and community development projects. The target population includes current, and future, leaders involved with social transformation and community development initiatives. For example, the MA in Social Transformation and Community Development may interest freelance specialists consulting for projects in developing countries, desk officers working with non-governmental organizations (NGO) such as OXFAM, CARE, and others, varied professionals who want to become consultants, civil servants with international organizations, change agents from the private sector, organizational and/or community leaders, expatriates on international assignments, and students who plan careers in social transformation and community development.

Graduates of the Master of Arts in Social Transformation and Community Development will apply graduate level analytical and critical thinking, and use primary source literature research to evaluate social transformation and community development projects

and proposals. They will be expected to demonstrate graduate level presentation and writing skills to communicate effectively to a variety of professional settings. They will develop holistic and systems views of relevant literature and research in the profession and be able to make appropriate decisions in field applications. They will demonstrate high ethical principles and practice, be open to feedback and able to learn from it, and show in their actions and communications a commitment to expanding access, building community, supporting collaborative community service, and empowerment of responsible citizens in an interdependent, pluralistic, global community.

Program Outcomes

Upon completion of the program students will be able to:

- evaluate and apply the scholarly and professional literature and research from the social transformation and community development professions, including the roles of educators, political leaders, non-profit administrators, and corporate executives, consultants, and change agents;
- compare and contrast case examples to articulate and evaluate the strengths and weaknesses of ecological dynamics of human communities, carrying capacity, access to basic resources, health and well being, and quality of life;
- evaluate, compare, and apply research on social transformation and community development, such as quality of life and social indicators, demographic trends, and the success/failure of initiatives;
- describe the origins and contemporary implications of cultural differences effecting individual identity formation, community development and social transformation, and translate intervention methods into diverse cultural contexts;
- critically analyze social transformation and community development cases and practices from within systemic, holistic, and sustainable perspectives;
- evaluate the global and local relevance of various social transformation and development models and methods;
- recognize and manage their own conduct within the dynamics of power, politics, and resources in social transformation and community development contexts;
- plan, design, and evaluate an effective and sustainable social transformation and community development initiatives; and
- effectively evaluate and appropriately apply methods for social transformation and community development initiatives including some of the following: planning, analyzing organizational culture, reconciling stakeholder values, building social networks, innovation diffusion, effective communication, adaptive leadership, managing knowledge, problem solving, and technology transfer.

Degree Requirements

To be awarded the MA in Social Transformation and Community Development students must complete at least 54 quarter units of graduate work. A total of 9 quarter units of graduate credit may be granted for equivalent graduate level coursework completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students must complete a field work project involving community development or social transformation. Students will identify a suitable project as part of SCD 620 and SCD 699.

Core Requirements

(11 courses; 49.5 quarter units)

SCD 600	Global Development
SCD 610	Human Environments
SCD 620	Applied Field Research
SCD 630	Culture and Change
SCD 640	Social Change Models

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SCD 650	Communicating Innovations
SCD 660	International Consulting
SCD 670	Power and Resources
SCD 680	Planning and Evaluation
SCD 690	Strategies for Consulting
SCD 699	Integrative Seminar*

(Prerequisites: SCD 600, 620, 640, 680, 690 and one graduate level elective)

**This is a two-month course and it is recommended (though not mandatory) that students take this at the end of their program.*

Program Elective

(1 course; 4.5 quarter units)

Choose one graduate level elective from the following list:

LED 602	Developing and Implementing Groups and Teams
LED 604	Change and Adaptation within Organizations
LED 605	Negotiation, Bargaining, and Conflict Resolution
HUB 601A	Organizational Behavior
HUB 601D	Creative Leadership
HUB 650	Foundations of Behavioral Research
HUB 660	Organizational Assessment
MGT 635	The Organizational Consulting Process

Course Descriptions

SCD 600: Global Development

This course explores the synchronic and diachronic context for understanding human social processes in colonialization, globalization, and the current world order. Colonial and post-colonial issues such as inequality, resource competition, ethnic and national conflict, migration, and the transition from traditional subsistence-based communities to market-driven consumerism are illustrated.

SCD 610: Human Environments

Social transformation and community development occurs within an ecological context. Development requires a holistic approach to the community, including natural resources, population dynamics, nutrition, disease, and quality of life. Social influences may include migration, urbanization, and technology. This course explores the relationships among natural environments, adaptive responses, and human societies.

SCD 620: Applied Field Research

Working with a field supervisor from an NGO, government, or corporation students conduct a social transformation or community development action research project. Students complete an agreement regarding project goals, schedule, and project evaluation methods. Project outcomes will provide material for final project in SCD 699 undergoing evaluation and feedback in an integrative seminar.

SCD 630: Culture and Change

Methods for assessing cultural competency and compare their own cultural values with those of various national and ethnic groups. Simulations will be used to illustrate the influence of stakeholder values in community development projects. Discussions focus on appropriateness and compatibility of "outside" development models and approaches to traditional communities.

SCD 640: Social Change Models

Economic, political, environmental, and social change theories and models will be compared and evaluated for their appropriateness and adaptive potential in specific development situations. Cases from regional, national, corporate, and community development will be analyzed. The influence of power, resource allocation, and international development organizations will be discussed.

SCD 650: Communicating Innovations

Social and technical innovation diffusion strategies analyzed with

illustrations from international community development. Methods for involving stakeholders in innovation diffusion, discussed. Issues such as communication networks, adoption dynamics, resistance, and innovation processes are used to analyze relevant community development cases. Scenario planning methods are used to create options for future community actions.

SCD 660: International Consulting

Course covers relationships between NGOs, businesses, government and civil society agencies within the contexts of globalization and social aspirations in developing societies. Accountability, advocacy, management, and leadership in consultative processes will be covered. Common reasons for failure of development efforts in poor countries and emerging new skills and "best practices" are addressed.

SCD 670: Power and Resources

Importance of power in community development will be discussed. Cases of resource allocation and stakeholder competition will be analyzed. Students will learn methods for identifying potential conflicts and strategies for reconciling competing individuals, groups, and organizations in development projects. Understanding expectations of stakeholders in community development will be a focus.

SCD 680: Planning and Evaluation

Methods and processes for planning and managing development projects are discussed. Students develop a project plan, including effective use of resources, staff, schedules, development goals. Relationships with funding sources and strategies for creating self-sufficiency in the community are analyzed. Students apply models and processes for evaluating social transformation and community development.

SCD 690: Strategies for Consulting

Focus on perspectives and skills for advising and providing assistance. Models for change consulting, including appropriate ways to provide assistance in change and development initiatives. Simulations of community development situations are used to analyze change and development issues and problems. Needs assessment, resistance to change, conflict, and effective communication.

SCD 699: Integrative Seminar*

(Prerequisites: SCD 600, 620, 640, 680, 690 and one graduate level elective.)

Capstone course for the degree. Applied research projects and papers from SCD 620 for constructive discussion and feedback. Content of previous courses integrated in a seminar format. Appropriate topics and issues related to social transformation and community development analyzed. Students discuss how they will apply knowledge and skills learned in the program in their future professional experiences. Grading is H, S, or U only. Students who do not complete the applied research project within the two-month period may, at the instructor's discretion, receive a grade of "I" (Incomplete). The maximum time frame for completion is six months after the official end date.

**This is a two-month course and it is recommended (though not mandatory) that students take this at the end of their program.*

■ MASTER OF SCIENCE IN CLINICAL REGULATORY AFFAIRS

(720-504)

Faculty Advisor: Patric Schiltz • (858) 309-3476 • pschiltz@nu.edu

The Master of Science in Clinical Regulatory Affairs provides a comprehensive program of graduate study in the field of clinical trials and the federal regulations associated with this endeavor. The program will be based on didactic lectures, case studies, and

comprehensive texts and articles associated with federal government regulations and clinical trial research monitoring and coordinating. This program will allow the student to have a comprehensive knowledge of the field, to develop and implement appropriate protocols and documents, understand data management, and become certified in the clinical trial research industry.

The target market for this program is multifold:

- Those students with a bachelor's degree in a science field and wish to obtain an advance degree which will lead them to a career in regulatory affairs.
- Those students who are already in the field of regulatory affairs but do not have the credentials to further advance their careers.
- Those students who wish to move within their companies to a regulatory affairs position.

All of the above candidates will have greater opportunities in the healthcare field and will have marked improvement in their career salaries.

Program Outcomes

Upon completion, the candidates will be able to:

- understand the federal regulations in the approval process of a new drug, medical device, or biologic;
- have a fundamental knowledge of human rights obligations, adverse events, clinical trial monitoring, and data collection;
- understand good clinical and manufacturing process;
- develop and implement standard operating procedures, clinical data collection forms, electronic records, clinical trial protocols, and federal regulatory forms;
- develop and implement a methodology for a clinical trial with supportive data management and data analysis;
- design and implement an investigational device exemption;
- design and implement an investigational new drug application;
- file for pre market approval, new drug approval, or biologic license approval;
- develop compliance documents and quality assurance and quality control documentation;
- prepare for an FDA meeting;
- understand evidence based data and data management;
- coordinate and monitor clinical trials;
- understand and comply with FDA audits; and
- be proficient in statistical analysis of clinical results.

Background Checks

Clinical agencies utilized by the School of Health and Human Services may require criminal background and/or drug screening prior to acceptance of the student into the clinical facilities. Students who do not pass the criminal background check and/or drug test may be unable to attend the clinical course and therefore may be unable to complete the program of study. Any fee or cost associated with background checks and/or drug testing is the responsibility of the student.

Degree Requirements

(11 courses 49.5 quarter units)

MRA 600	Introduction to Regulatory Affairs
MRA 601	Clinical Documentation
MRA 602	Human Subjects in Clinical Trials
HCA 609A	Healthcare Law, Policy, Politics and Ethics
HTM 605	Healthcare Information Technologies
HCA 605	Evidence Based Healthcare
MRA 603	Medical Device and Pharmaceutical Regulations
MRA 604	Coordinating and Monitoring Clinical Research
MRA 605	Analytical Methods for Regulatory Affairs
MRA 606	FDA Regulations and Submissions

MRA 610A Research Capstone Project in Regulatory Affairs
or
MRA 610B Regulatory Affairs Internship

Course Descriptions

HCA 605: Evidence Based Healthcare

This course is designed to give the student a fundamental understanding of evidence based healthcare and its impact on clinical trials. Emphasis will be placed on qualitative and quantitative measurements of evidence including cohort studies, healthcare technologies, outcome measurements randomized and non randomized studies, data sets, and trial outcomes.

HCA 609A: Healthcare Law, Policy, Politics and Ethics

An examination of current healthcare public policy and politics in the United States. Studies the role of federal, state, and county government in the development of healthcare public policy and its impact upon healthcare facilities. An analysis of current legal issues that affect healthcare providers, administrators and other healthcare personnel. Reviews contract law as it relates to healthcare facilities.

MRA 600: Introduction to Regulatory Affairs

This course is designed to present an introduction to the regulations and documents necessary for FDA approval of a new medical device or pharmaceutical product. The student will be introduced to federal regulations (CFR), human subject regulations, clinical trials, and evidence based documents, clinical protocols, data management, clinical trial data, investigational review board, and submissions of drug and device approval documents. An introduction to clinical and manufacturing process and standard operating procedure documentation will also be included.

MRA 601: Clinical Documentation

This course will focus on the laws and regulations, documentations, and process imposed by the Federal government, especially the Food and Drug Administration, related to pharmaceutical and medical device approval and the clinical trials associated with the approval process. Emphasis is placed on designing and implementing appropriate clinical trial protocol documents as well as all forms associated with the clinical trials used for evidence based documentation of the trial(s). Statistical justification will also be introduced for use as to methodology and analysis of the trial.

MRA 602: Human Subjects in Clinical Trials

This course is designed to give the student the fundamental knowledge in the protection of human subjects in a clinical trial. The course will emphasize federal, state, and local regulations in protecting the health and welfare of human subjects in a clinical trial. Proper documentation, HIPAA regulations, IRBs, international codes of conduct, Declaration of Helsinki, Informed Consent, adverse events CFRs, and all other pertinent documents and codes will be covered.

MRA 603: Medical Device and Pharmaceutical Regulations

This course will focus on the laws and regulations, documentations, and process imposed by the Federal government, especially the Food and Drug Administration, related to pharmaceutical and medical device approval. The course will provide students with detailed knowledge and practical application as it applies to appropriate documentation and process of approval for pharmaceutical and medical devices. The students will understand the nomenclature of the regulatory agencies; have a thorough knowledge of the code of Federal Regulations as it applies to medical devices and pharmaceutical products.

MRA 604: Coordinating and Monitoring Clinical Research

This course is designed to give the student comprehensive knowledge in coordinating and monitoring clinical trials and clinical trials research. Emphasis is placed on understanding regulations, good clinical practice, an overview of research, standard operating

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procedure, data documentation, preparing and working with subjects, monitoring clinical trials, and study closure.

MRA 605: Analytical Methods for Regulatory Affairs

This course will give the student the fundamental knowledge of statistical concepts and analytical methods as applied to biomedical science and clinical trials. It will emphasize basic concepts of methodology and experimental design, quantitative analysis of data, and statistical significance. A case study approach will be used to cover the basic designs of clinical trials with emphasis on appropriate methodologies, endpoint variables, control groups, blinded studies, eligibility criteria, and placebo control. The course will cover statistical analysis including probabilities and variables. Students will be required to design and implement a full protocol for a fictitious drug or medical device elucidating the data for approval.

MRA 606: FDA Regulations and Submissions

This course will give the student the fundamental knowledge of FDA regulations as they apply to medical devices and pharmaceutical products and the documentation needed for such approval. The code of Federal Regulations will be utilized with emphasis on CFR 21, FDA compliance, ICH guidelines for international harmonization and Good Clinical Practice (GCP), investigator study files, FDA audits, and Adverse Event reporting.

MRA 610A: Research Capstone Project in Regulatory Affairs

A two-month course that meets on a once a week basis, this course is designed to have the student develop and implement a research document that integrates all facets of a clinical trial including regulations, documentation, clinical evidence, data management, statistical analysis of the data and other principles taught throughout the entire program. Grading is by S or U only. Course is eligible for an In Progress (IP) grade.

MRA 610B: Regulatory Affairs Internship

This course is designed to give the student a “hands on” real world experience working in a clinical trial environment. The student will acquire fundamental knowledge in evidence based clinical data, statistical analysis and documentation of clinical results. The student will be required to write a critical evaluation of the clinical trial, a complete analysis of methodology, clinical forms, FDA regulations and data management. Grading is by S or U only. Course is eligible for an In Progress (IP) grade.

● Graduate Level Certificate in Bereavement Studies

(770-000-731)

Faculty Advisor: Christina Zampitella • (858) 642-8398 • czampitella@nu.edu

Program Description

Bereavement permeates all areas of life. The way one understands oneself and one's world is completely shattered, requiring multiple transitions within multiple systems in which one is embedded. Sometimes these transitions and the way one reconstructs the world becomes complicated, resulting in grief responses that interfere with meaning-making and integration of the loss. Therefore, those in a helping role who understand the integrative nature of loss are in need. This bereavement certificate aims at educating learners from all walks of life in the area of death, loss, and bereavement. The graduate of this program may sit for the Certification in Thanatology (death studies), which results in an individual's credential as a Certified Thanatologist. Those with this specialization can work in areas such as palliative and hospice care, geriatric facilities, post death services, spiritual counseling, hospitals, mental health, consultation, community health, educational settings, and rehabilitation centers, to name just a few. Others may wish to take individual courses for continuing education units without having to complete the entire certificate program.

Requirements for the Certificate

(8 courses; 36 quarter units)

BER 600	Intro to Bereavement Studies
BER 601	Treatment of Bereavement
BER 602	Culture and Bereavement
BER 603	Bereavement Throughout Life
BER 604	Dying Patient and the Family
BER 605	Bereavement and Spirituality
BER 606	Bereavement in the Workplace
BER 699	Integrated Seminar

Course Descriptions

BER 600: Intro to Bereavement Studies

Provides an introduction to basic bereavement concepts and theories. This introductory course is the prerequisite for the certificate program. Topics examined include the history of bereavement, normal bereavement responses, disenfranchised losses, and major bereavement theories. Personal experiences with loss will be explored.

BER 601: Treatment of Bereavement

(Prerequisite: BER 600)

Provides skill development in assessment and treatment for complicated and uncomplicated bereavement. Topics include identification of complicated bereavement responses, anniversary reactions, attachment theories and coping styles, and risk factors leading to abnormal bereavement. Treatment options, including complementary practices, are explored. Learners will be able to develop an integrative treatment plan.

BER 602: Culture and Bereavement

(Prerequisite: BER 600)

Examines the expression of bereavement within diverse cultures. Explores acceptable and abnormal bereavement responses within the cultural context, identification of culturally informed bereavement interventions, and psychosocial aspects of bereavement. Learners will explore personal cultural beliefs related to loss and an experiential component via exposure to culturally diverse bereavement rituals.

BER 603: Bereavement throughout Life

(Prerequisite: BER 600)

Examines the dynamics of bereavement for individuals across the lifespan including children, adolescents, adults, and geriatric populations. Topics include developmentally appropriate bereavement responses, gender differences in expression of bereavement, and age appropriate interventions. Learners will demonstrate learning through collaborative projects, virtual discussions, and application of material via written work.

BER 604: Dying Patient and the Family

(Prerequisite: BER 600)

Examines the unique nature of anticipated death and dynamics between the dying patient and the family. The dying process is explored from biological, psychological, social, and spiritual perspectives. Healthcare systems involved with death are also explored. Learners will acquire knowledge to support the dying patient and the family.

BER 605: Bereavement and Spirituality

(Prerequisite: BER 600)

Exposes learners to different religious and spiritual beliefs related to death and dying. Topics include exposure to religious and spiritual systems, meaning-making, bereavement rituals, and near death experiences. Learners will develop a bereavement ritual while exploring personal religious and spiritual beliefs in regard to loss.

BER 606: Bereavement in the Workplace

(Prerequisite: BER 600)

Introduces learners to the unique nature of loss within the workplace, including death of a colleague, bereavement overload of health providers, retirement, death and the media, and related treatment interventions within workplace systems. Learners will develop an interdisciplinary treatment plan for application within the workplace.

BER 699: Integrated Seminar

(Prerequisites: BER 600 and four courses in the Bereavement Certificate Program)

Major research paper in a topic of Bereavement Studies (collaboratively designed by the learner and instructor). This is a two-month course.

EXTENDED LEARNING (REVISED)

HEALTH & HUMAN SERVICES CERTIFICATE

HEALTH COACHING CERTIFICATE PROGRAM

(811-880)

Program Information: (858) 642-8600 • extlearning@nu.edu

This six-course program will expose individuals currently working in a wide array of fields to the current trends and practices of Health Coaching. It is designed to benefit anyone seeking to extend and improve their ability to coach patients through lifestyle and health changes. Each course is one month long and is taught online by subject matter experts. Students who successfully complete all course requirements will receive four (4.0) Continuing Education Units (CEUs) per completed course. Students who complete all six courses will also receive a certificate in Health Coaching from National University.

The certificate consists of the following six courses:
(6 courses; 24 CEUs)

IHX 1810X	Self as Coach
IHX 1835X	Social and Emotional Intelligences in Health Coaching
IHX 1800X	Introduction to Complementary Health Practices
IHX 1815X	Fundamentals of Health Coaching
IHX 1820X	The Coaching Relationship
IHX 1830X	Advanced Health Coaching Seminar

HEALTH & HUMAN SERVICES COURSES

ONLINE HEALTH CONTINUING EDUCATION COURSES

Program Information: (858) 642-8600 • extlearning@nu.edu

The Center for Integrative Health and the Division of Extended Learning offer continuing education courses in integrated treatments and practice for nurses and other health professionals. These self-paced courses were developed by experts in the field and each is run online for four weeks. The courses introduce students to current trends in the field of integrative health and allow them to earn the contact hours required to maintain active licensure. In addition, students will be awarded National University CEUs.

IHX 1801X	Spirituality and Health; 4 contact hours
IHX 1802X	Ayurvedic Medicine; 5 contact hours
IHX 1803X	Bodywork Healing Therapies; 3 contact hours
IHX 1804X	Traditional Chinese Medicine; 5 contact hours
IHX 1805X	Cultural Competence in Healthcare; 4 contact hours

All courses hold the following accreditations:

- American Nurses Credentialing Center
- ALLEGRA Learning Solutions, LLC is accredited as a provider of continuing education in nursing by the American Nurses Credentialing Center's Commission on Accreditation.
- Accreditation refers to recognition of continuing nursing education only and does not imply Commission on Accreditation approval or endorsement of any commercial product.
- California Board of Registered Nurses
- Provider approved by the California Board of Registered Nursing, Provider #CEP 14693, for the stated number of contact hours.
- California Board of Behavioral Sciences
- California Board of Behavioral Sciences Provider #PCE 1564. Course meets the qualifications for the stated hours of continuing education credit for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences.

Course Descriptions

IHX 1801X: Spirituality and Health

\$295

This course explores the forms and expressions of spirituality; discusses culture and its relationship to spirituality; examines the relationship between spirituality and aging; explains spiritual interests within the healthcare system; describes the role of spiritual care providers in administering spiritual care; and describes the relationship between spirituality and health conditions, therapeutic interventions, and healing environments.

IHX 1802X: Ayurvedic Medicine

\$295

This course provides the healthcare professional with an overview of Ayurvedic medicine. The principles of Ayurvedic medicine, causes of disharmonies and diseases, diagnostic methods, and treatment methods will be explored. Specific elements of an Ayurvedic lifestyle will also be discussed.

IHX 1803X: Bodywork Healing Therapies

\$295

This is an introductory course for healthcare professionals who want an overview and understanding of bodywork healing therapies. This course will describe somatic and musculoskeletal therapies, Eastern, meridian-based, and point therapies, energy-based therapies, emotional bodywork, and manipulative therapies.

IHX 1804X: Traditional Chinese Medicine

\$295

This course provides the healthcare professional with an overview of Traditional Chinese Medicine. The basic concepts of qi, yin and yang, and the five elements will be explained. The role of the basic substances and the meridian system in health will be explored. Causes of disharmony, types of examinations, and the most common treatment methods will also be discussed.

IHX 1805X: Cultural Competence in Healthcare

\$295

The goal of this course is to provide healthcare professionals with an overview of specific cultural characteristics of major cultural groups in the United States; explore the relationship between language, culture, and healthcare; identify health beliefs and healthcare systems; describe cultural competence; and identify specific culturally competent practices.

Convenient Locations

SAN DIEGO COUNTY

**VN National University System
Administrative Headquarters**
11355 North Torrey Pines Road
La Jolla, CA 92037-1013
(858) 642-8000

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

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

VP Spectrum Business Park Campus
9388 Lightwave Avenue
San Diego, CA 92123-1426
(858) 541-7700

VK Technology & Health Sciences Center
3678 Aero Court
San Diego, CA 92123-1788
(858) 309-3400

VJ South Bay Campus
660 Bay Boulevard, Suite 110
Chula Vista, CA 91910-5200
(619) 563-7400

VO La Mesa Campus
7787 Alvarado Road
La Mesa, CA 91941-3643
(619) 337-7500

NB Carlsbad Campus
705 Palomar Airport Road, Suite 150
Carlsbad, CA 92009-1029
(760) 268-1500

NR Rancho Bernardo Campus
16875 West Bernardo Drive,
Suite 150
San Diego, CA 92127-1675
(858) 521-3900

MILITARY LEARNING CENTERS

V2 Marine Corps Air Station Miramar
Building 5305
San Diego, CA 92145
(619) 563-7355

V3 Naval Air Station North Island
Building 650
San Diego, CA 92135-7024
(619) 563-7478

V5 Naval Base San Diego
Building 151
San Diego, CA 92136-5000
(619) 563-7474

V6 Fleet AntiSubmarine Warfare Training
Building 7
San Diego, CA 92147-5090
(619) 563-7488

VF Naval Base Coronado
Building 650
San Diego, CA 92135-7024
(619) 563-7478

VM Marine Corps Recruit Depot
Building 111
San Diego, CA 92140-5000
(619) 563-7482

VV Marine Corps Base Camp Pendleton
Building 1331
Camp Pendleton, CA 92055-5020
(760) 268-1533

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

MILITARY ADMISSIONS OFFICES

**V8 Naval Submarine Base
Admissions Office**
140 Sylvester Road, Building 140
San Diego, CA 92106-3521
(619) 563-7490

V4 Naval Hospital Admissions Office
Building 26, Room 3B9BS
San Diego, CA 92134-5000
(619) 563-7470

**GL Naval Base Bremerton
Admissions Office**
2255 Cole Avenue
Building 853, Room 106
Bremerton, WA 98314
(360) 476-8428

SAN BERNARDINO COUNTY

OS San Bernardino Campus
804 East Brier Drive
San Bernardino, CA 92408-2815
(909) 806-3300

OT Ontario Campus
3800 E Concourse, Suite 150
Ontario, CA 91764-5904
(909) 919-7600

LOS ANGELES COUNTY

LA Los Angeles Campus
5245 Pacific Concourse Drive
Suite 100
Los Angeles, CA 90045-6905
(310) 662-2000

LS Sherman Oaks Campus
14724 Ventura Boulevard, Suite 801
Sherman Oaks, CA 91403-3501
(818) 817-2460

VENTURA COUNTY

CV Camarillo Campus
761 East Daily Drive, Suite 120
Camarillo, CA 93010-0767
(805) 437-3000

ORANGE COUNTY

OB Orange Campus
765 The City Drive South, Suite 207
Orange, CA 92868-4942
(714) 429-5300

OP Costa Mesa Campus
3390 Harbor Boulevard
Costa Mesa, CA 92626-1502
(714) 429-5100

KERN COUNTY

FK Bakersfield Campus
4560 California Avenue, Suite 300
Bakersfield, CA 93309-1150
(661) 864-2360

FRESNO COUNTY

FS Fresno Campus
20 River Park Place West
Fresno, CA 93720-1551
(559) 256-4900

SANTA CLARA COUNTY

JS San Jose Campus
3031 Tisch Way, 100 Plaza East
San Jose, CA 95128-2541
(408) 236-1100

SAN JOAQUIN COUNTY

SQ Stockton Campus
3520 Brookside Road
Stockton, CA 95219-2319
(209) 475-1400

SACRAMENTO COUNTY

ST Sacramento Campus
9320 Tech Center Drive
Sacramento, CA 95826-2558
(916) 855-4100

SHASTA COUNTY

SR Redding Campus
2195 Larkspur Lane, Suite 200
Redding, CA 96002-0629
(530) 226-4000

NEVADA

GN Henderson, Nevada Campus
2850 West Horizon Ridge Parkway,
Suite 301
Henderson, NV 89052-4395
(702) 531-7800

ONLINE INFORMATION CENTERS

Temecula Online Information Center
40705 Winchester Road, Suite 5
Temecula, CA 92591-5516
(951) 296-1220

West Covina Online Information Center
2498 Plaza Drive
West Covina, CA 91790
(626) 939-1600

Sacramento Online Information Center
5911 Sunrise Mall
Citrus Heights, CA 95610-6901
(916) 855-4340

Summerlin Online Information Center
10870 West Charleston Boulevard,
Suite 180
Las Vegas, NV 89135-1171
(702) 531-7850

Call Toll-free

1-800-NAT-UNIV
(628-8648)

or Current Students Call

1-866-NU-ACCESS
(682-2237)

Student Concierge Services

1-866-628-8988
scs@nu.edu

Visit Our Website

www.nu.edu

Learn About National University Online
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