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# INTRODUCTION TO NDNU

## President's Welcome

*Judith Maxwell Greig, Ph.D., Acting President  
Notre Dame de Namur University*

Welcome to Notre Dame de Namur University, a school like no other.

Founded on the principles of educational access and community service, NDNU has a rich history, a robust present, and an even brighter future.

The University, the fifth oldest in California, was founded in 1851 by the Sisters of Notre Dame, Catholic nuns from Namur, Belgium, who educated young women displaced by the French Revolution. Later, they established schools for women and children in Oregon and California at the outset of the California gold rush.

Today, as a fully-accredited master's university, we're big enough to host four separate schools – School of Arts and Humanities, School of Business and Management, School of Education and Leadership, and School of Sciences – offering 26 majors, 15 graduate degrees, seven credentials, and six certificate programs. We're also still small enough to boast a 10 to one student-teacher ratio.

The future is shaped by our Strategic Plan, which calls for even stronger ties with our regional community. NDNU has long helped to build the infrastructure of this area through our education of teachers, police officers, community servants, small business owners, therapists, and many others. We are intent on strengthening our relationships in the community and meeting area needs even more effectively.

We are also excited about the launch of the Sister Dorothy Stang Center for Social Justice and Community Engagement. Sr. Dorothy was a Sister of Notre Dame who was martyred in Brazil in February of 2005 for her work defending indigent farmers and the environment in the Amazon rain forest. She inspires us to continue the work of social justice on behalf of the poor and oppressed who live among us.

The intangibles of NDNU also leave their mark. The deer grazing at dusk on the Ralston Hall lawn . . . the quiet conversations on the Quad . . . the look in the eyes of the students who believe in community service and are actively pursuing it.

We are an intimate campus with a big heart. We are a faculty who know your name and will make time to talk with you. Within our wide-ranging academic menu we have unique and innovative concentrations such as streetwise sociology, art therapy, and musical theatre. We have a broad assortment of extracurricular activities and hands-on, on-site, co-curricular programs because we believe that the learning process exists just as legitimately outside the classroom as it does inside.

As a Catholic institution, we value developing the whole person, living in a collaborative community, and working toward a just society. We also pride ourselves on our commitment to racial, ethnic, and religious diversity. Understanding both our common human origins and our diversity promotes inclusiveness and respect for all people and their accomplishments.

Clearly there are other universities with bigger campuses, more sports, and more students. But there aren't any with the same measure of spirit, passion, and compassion as NDNU. If you take those ingredients and stir carefully with a nurturing environment, a dynamic faculty, and an energetic staff bristling with ideas, you've got the makings of a school that can enable and prepare a student for the toughest challenges of the 21st Century. That is what makes us a school like no other.

## **Mission Statement**

Founded upon the values of the Sisters of Notre Dame de Namur and rooted in the Catholic tradition, Notre Dame de Namur University serves its students and the community by providing excellent professional and liberal arts programs in which community engagement and the values of social justice and global peace are integral to the learning experience. NDNU is a diverse and inclusive learning community that challenges each member to consciously apply values and ethics in his or her personal, professional, and public life.

## **Vision Statement**

Notre Dame de Namur University will be recognized in the San Francisco Bay Area as a leader in integrating community engagement into high quality academic programs. NDNU's programs will be widely known for their innovative synthesis of liberal arts learning, professionally-oriented learning, and core values.

## **History**

Notre Dame de Namur University is the only four-year accredited university in San Mateo County. Founded by the Sisters of Notre Dame de Namur in 1851, NDNU is a private, independent, Catholic, co-educational institution. The 50-acre campus is located in the city of Belmont on the San Francisco Peninsula. The University combines a residential and commuter undergraduate program with evening programs for working adults at both undergraduate and graduate levels. NDNU currently enrolls approximately 1,500 students from 26 states and 19 foreign countries.

The Sisters of Notre Dame de Namur came to the San Francisco Bay Area from their mission schools in Oregon. While visiting the Bay Area they established an institute of higher learning, College of Notre Dame, in the city of San Jose. Chartered in 1868, it was the first college in the state of California authorized to grant the baccalaureate degree to women.

The College soon outgrew its facility in the South Bay and moved to Belmont in 1923. The College purchased Ralston Hall, the country estate of William Chapman Ralston, San Francisco financier and founder of the Bank of California. The Hall became the center of the campus and in recent years has been designated as a California Historical Landmark.

The College became fully co-educational in 1969, started offering master's degrees in 1972, and began the evening degree completion program in 1988. In 2001, the College reorganized into four schools and adopted the name to "Notre Dame de Namur University" to better reflect its structure and the mix of undergraduate, graduate, liberal arts, and professional programs offered.

Notre Dame de Namur University is currently celebrating its 157th year of service to the community. From its Gold Rush beginnings, the University has grown into a fully accredited

institution that offers a broad range of undergraduate degrees, fifth-year credential programs in education, master's degrees in business, education, psychology, English, and music, and a variety of related certificate programs.

## **Academic Freedom Statement**

It is fundamental to the health of an academic institution and ultimately to the health of a society at large that individual persons and groups of persons exercise their responsibility and freedom to search for the truth and to speak the truth as it is discovered. In a collegial community, the corporate person of the University and the persons of the faculty, staff, administration, and the student body bear mutual responsibility to exercise professional competence and to extend to one another the trust and respect which foster an environment for the exercise of academic freedom.

Specific information regarding student academic freedoms, code of student conduct, student judicial system, policy on harassment and discrimination, and student grievance procedures is contained in the Student Handbook available from the Campus Life Division. See the section on Student Rights, Freedoms, and Responsibilities.

## **Accreditation**

Notre Dame de Namur University is a fully accredited, independent Catholic, co-educational, master's university offering undergraduate and graduate, liberal arts and professional programs. Institutional Accreditation

Notre Dame de Namur University is accredited by:

Western Association of Schools and Colleges  
Senior College Commission  
985 Atlantic Avenue, Suite 100  
Alameda, CA 94501  
(510) 748-9001

Accredited and Approved Programs at NDNU

- Education credential programs are accredited by the California Commission on Teacher Credentialing
- Master's programs in the Art Therapy Psychology Department are approved by the American Art Therapy Association
- The Master of Arts in Marital and Family Therapy meets established guidelines of the California Board of Behavioral Sciences
- The Master of Arts in Clinical Psychology/MFT meets established guidelines of the California Board of Behavioral Sciences
- NDNU is authorized under Federal law to enroll nonimmigrant students

# ACADEMIC AFFAIRS DIVISION

*Richard Giardina , Ph.D., Interim Provost*

The Academic Affairs Division is responsible for all the curricular programming and related support services of the University. The academic programs are organized into two schools and three divisions, each headed by an academic dean:

- School of Business and Management
- School of Education and Leadership
- Division of Arts and Humanities
- Division of Behavioral and Social Sciences
- Division of Natural and Physical Sciences

The Academic Affairs Division also includes all the resources of the University that support students throughout their careers here: admissions, financial aid, and registrar, in addition to services listed below. All these administrative offices work collaboratively to offer students the appropriate support to achieve a high standard of academic excellence within the classroom.

## Academic Services

### Academic Advising

Each student is assigned an academic advisor who is a faculty member within the student's major field of study. Close interaction with a faculty advisor is a central feature of the NDNU experience. Academic advisors help students with program planning, direct students to University and external resources as needed, and often serve as academic and/or professional mentors.

### Academic Success Center

The Academic Success Center provides learning and support services for day, evening, accelerated, undergraduate, and graduate students to reach their academic goals while attending NDNU. The Academic Success Center uses the resources of the NDNU community of students, faculty, and staff to encourage the development of the whole person. Services include accessible, user-friendly, positive learning environments, individualized assessment of learning strengths, and individualized learning strategies based on learning strengths. There are highly trained faculty, staff, and tutors to assist students in their learning, along with study skills workshops and courses in areas like time management and goal-setting strategies, critical thinking fundamentals, test-taking and note-taking skills, and textbook reading. PASS (Program for Academic Support and Success) supports students with documented disabilities. If you have need for services, such as accommodations/modifications, please contact the Academic Success Center at 508-3670.

## **Career Center**

The Career Center provides a full range of career services, including individual career counseling, part-time and full-time job listings, job search assistance and a career resources library. The Center also offers classes that provide the opportunity for students to explore personal values and interests, assess their skills, explore job and career options, develop and execute effective job search strategies, create career portfolios and integrate classroom instruction with practical work experience through internships. See course listings in the School of Business and Management. The Career Center also sponsors events throughout the year, including a fall Internship Fair, a spring Job Fair, Kaplan Graduate School practice tests, Career Center Open House, and “Lunch with a CEO”.

## **Community-Based Learning**

In support of the University's mission to educate for social justice and global peace, the Center for Spirituality and Social Change at NDNU offers students opportunities to develop and to participate in mutually beneficial partnerships between the University and organizations in the surrounding communities. Community-based learning is a method of integrating community involvement activities into academic courses and student leadership programs. Faculty, staff, and students work in partnership with local communities so that students can reach learning objectives while participating in meaningful community activity. Guided by a committee of faculty, staff, and students, and an Advisory Board of community representatives, the Center promotes the education of students as both present and future community leaders.

## **International Student Assistance**

Academic Affairs staff assist international students with their academic, cultural, and social transition and development.

## **Library Services**

The Carl Gellert and Celia Berta Gellert Library of Notre Dame de Namur University provides materials and services that support and enhance the University's undergraduate and graduate academic programs. Access to the library is open to all faculty members, students, staff, and alums of NDNU. Librarians are available throughout the day and evening to assist with reference services.

The library owns approximately 100,000 printed volumes of books and periodicals, music scores, and sound and video recordings. In addition, approximately 10,000 periodicals are available electronically through the library's database subscriptions. Books are cataloged and shelved according to the Library of Congress classification scheme. Current and bound volumes of printed journals are located on the main floor and are shelved alphabetically by title. All of the books and recordings can be located through the library's online catalog on its website. A listing of printed and electronic journals can also be found at this site.

The Gellert Library subscribes to a number of online databases through several library consortia. Many of these databases contain the full text of journal articles. Some of these databases can be accessed remotely from home while others can be used only on campus. Please ask a reference librarian for assistance and for a list of current passwords. A complete list of databases is

available on the library's webpage. All of the computers in the library that are available to students are linked to the Internet. The library also provides wireless access to the Internet. More information on the Gellert Library and its services can be found on the library's website.

## **Office of Mission and Diversity**

The Office of Mission and Diversity is responsible for working with all constituencies of NDNU to strengthen and deepen the University's commitment to diversity, social justice, and global peace. The Director works collaboratively with the Academic Success Center, Campus Life, and faculty on projects that help link the University's mission to curricular and co-curricular projects. Under the guidance of the Provost, the Office also conducts regular campus climate surveys. These surveys are part of a longitudinal study that measures how well the University's personnel, programs, and activities support racial, ethnic, and gender diversity. The Office is located on the Quad, adjacent to the Academic Success Center.

## **Program for Academic Success and Services (PASS)**

The Program for Academic Support and Services (PASS) is dedicated to improving the educational development of students with documented disabilities and to enhancing understanding and support within the campus community. To ensure that our students receive equal access to all NDNU programs and services, PASS as required under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. For more information contact the PASS office at [pass@ndnu.edu](mailto:pass@ndnu.edu) or (650) 508-3670.

## **Tutorial Center**

As a place to study and find help, the Tutorial Center meets students' needs ranging from building basic study skills to preparing for admission to graduate schools. With the goal of helping students become independent and effective learners, the center provides friendly and free learning support services to all NDNU students. The Center is a part of the Academic Success Center, located on the Quad in Campus Center.

## **Writing Center**

Offered both as a course and as a drop-in resource, the Writing Center helps students to develop as writers, focusing on the writing process: brainstorming, clustering, outlining, free-writing, editing, and revising. The Center offers individual tutoring in grammar, research, and essay organization. The Writing Center also addresses the specific needs of international students, emphasizing revision of essays and individualized instruction in idiom, mechanics, and grammar.



# **Student Academic Conduct**

Notre Dame de Namur University expects high standards of honesty and integrity from all members of the community. The University is committed to creating an environment which facilitates the spiritual, academic, and personal development of its members. The University, therefore, has a duty to protect its educational purpose through the setting of standards of scholarship and conduct. To this end, each student is responsible for reading and complying with the "Code of Student Conduct" found in the Student Handbook (Student Rights, Freedoms, and Responsibilities).

## **Student Academic Responsibilities**

It is the responsibility of each student to:

- Know and comply with the policies and procedures, deadlines, and graduation requirements found within this Catalog;
- Monitor his/her own progress in individual courses and toward completion of the graduation requirements;
- Obtain correct information regarding academic programs and requirements;
- Know and comply with the contents of the Student Handbook (Student Rights, Freedoms, and Responsibilities), which is incorporated by reference into this Catalog.

## **Plagiarism**

Plagiarism is intellectual dishonesty and as such, a serious academic offense. For clarification and elaboration on the subject, see Code of Student Conduct in the Student Handbook.

## **Student Grievances**

Students seeking to redress an action by a member of the faculty, administration, or staff of the University should consult the Student Handbook (Student Rights, Freedoms, and Responsibilities) for detailed policies and procedures.

## **Identification Cards**

Notre Dame de Namur University I.D. cards are required of all students and are issued free of charge at the time of registration from the Public Safety Office at St. Mary's 111.

# General Academic Policies and Procedures

## Course Designations

Each course will have a unique three digit alphanumeric code followed by a four digit numeric number, course title, and number of units of credits associated with it. The three digit alphanumeric code refers to either the school or a program within a school/division (discipline):

### Department Codes

School of Business & Management	Division of Behavioral and Social Sciences
BUS Business	CPY Clinical Psychology
CAR Career Development	GER Gerontology
	GPY Art Therapy Psychology
School of Education & Leadership	HST History
EDU Education	PSC Political Science
	SOC Sociology
	PSY Psychology
Division of Arts and Humanities	
ART Art	
CUL Culture and Language	Division of Natural and Physical Sciences
DAN Dance	BIO Biology
EIS English International Students	CHE Chemistry
ENG English	CIS Computer Science
FRE French	KIN Kinesiology
IDS Interdisciplinary Studies	MTH Math
LAT Latin	NSC Natural Sciences
MTR Musical Theatre	PED Physical Education
MUS Music	PHY Physics/Earth Science
PHL Philosophy	
REL Religious Studies	
SPA Spanish	
THE Theatre Arts	

## Course Numbering System

The four digit numeric code following designates what type of credit is associated with each course. Numeric codes for courses receiving credit (academic and nonacademic) are assigned according to the following classification:

1000-1999	Undergraduate lower-division courses
2000-2999	Undergraduate upper-division courses
3000-3999	Upper-division undergraduate courses given graduate credit when taken by a graduate student with the prior approval of a graduate program director
4000-5999	Graduate courses leading to a master's degree or credential
6000-6999	Academic certificates courses for academic credit (Post baccalaureate professional growth courses)
7000-7999	Non Degree
9000-9999	Continuing Education Unit (CEU) professional growth courses non-transferable to academic degree or credential programs

## **Academic Units**

Each semester unit (credit) represents 15 hours of instruction, or the equivalent, in laboratory, field work, or independent study.

## **Quantification of a Unit of Credit**

A unit of credit at NDNU represents a total of 45 study hours, e.g., 15 hours of in-class contact and 30 hours of out-of-class preparation. A "study hour" (Carnegie hour) is defined as 50 minutes (allowing 10 minutes break/travel time per 60-minute hour).

Three-unit Accelerated courses at Notre Dame de Namur University have a maximum of 28 contact hours or in-class seat hours and so have greater out-of-class preparation expected. Accelerated courses follow a strict absence policy of no more than four in-class hours missed time per seven week term. Arriving late or leaving early is also counted toward the four hours. If a student misses more than four hours (the equivalent of one class session), the student will be assigned a failing grade for the course unless the student officially drops or withdraws from the course.

## **Continuing Education Units (CEU)**

One Continuing Education credit is awarded for each 10 hours of instruction and is graded on a Pass/Not Pass basis. These credits are a nationally recognized means of recording nonacademic credit study. CEUs earned may not be applied to, nor substituted for, degree requirements.

## **R. N. Continuing Education Credit**

Notre Dame de Namur University offers continuing education courses for registered nurses under provider number 13634. Each semester unit of regular academic courses counts for 15 hours of nursing continuing education credit. Each semester unit of NDNU continuing education courses count for 10 hours of nursing continuing education credit. A list of courses eligible for credit is available from the Registrar's Office.

## **Noncredit Study**

Noncredit study is not transcribed by the Registrar's Office.

## **Undergraduate Class Standing**

Undergraduate class standing is determined as follows:

- Freshman: 0-29 units completed.
- Sophomore: 30-59 units completed.
- Junior: 60-89 units completed.
- Senior: 90 or more units completed.

## **Privacy Rights of Students**

In accordance with the Family Educational Rights and Privacy Act (FERPA), the following information may be released without student consent:

1. Student's Name
2. Address (campus, local, and/or permanent)

3. Telephone numbers
4. Date and place of birth
5. Major field of study and classification
6. Dates of attendance, degrees, and honors received
7. Most recent previous educational institution attended
8. Weight and height of members of intercollegiate athletic teams

No additional information may be released without written consent of the student. Third parties, including parents and legal guardians, do not have access to a student's transcripts, grades, class schedules, or other records without a Third Party Authorization consent from the student. A student may prohibit the release of all information by submitting a written request to the Registrar's Office. Exceptions to release of information without consent:

1. University officials who have a legitimate educational interest in a student's records;
2. Officials of other universities who have a legitimate educational interest in a student's records; universities in which a student seeks to enroll;
3. Certain government officials acting in their legitimate functions;
4. Those persons and agencies seeking records in connection with a student's application for or receipt of financial aid;
5. Authorities acting in compliance with a judicial order or pursuant to any lawfully issued subpoena;
6. Accrediting agencies;
7. Certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs;
8. In an emergency, appropriate persons if knowledge of such information is necessary protect the health or safety of the student or other persons.

Under FERPA students have the right to:

1. Inspect and review information contained in their education records;
2. Challenge the contents of their education records;
3. Request a hearing if the outcome of the challenge is unsatisfactory;
4. Submit an explanatory statement for inclusion in the education record, if the outcome of the hearing is unsatisfactory;
5. Secure a copy of the institutional policy regarding privacy rights;
6. File complaints with the Department of Education concerning alleged failure to comply with FERPA.

Contact the Registrar's Office for further information.

## **Retention of Final Examinations**

Final exams are retained by the instructor for a period of one semester after the date of the exam. Students who desire to review a final exam evaluation should contact the instructor within that period. Exams of part-time instructors, or those who are no longer at the University, are stored in the department or school deans' offices.

## **Veterans' Affairs**

The California Bureau for Private Postsecondary and Vocational Education approves Notre Dame de Namur University degree programs. Some certificate programs, excluding continuing education, are also approved for VA benefits. Veterans who expect to receive VA educational benefits must complete application forms with the VA Coordinator at the time of registration. Contact the veterans' coordinator in the Registrar's Office at (650) 508-3517 for current information.

Monthly benefits are based on the number of units taken each semester, the scheduled meeting dates of each course taken, and the number of veteran's dependents. Information on monthly benefits may be obtained by calling (800) 827-1000. Disabled veterans are advised to contact the Vocational Rehabilitation Office in Oakland, CA at (510) 637-1128. Children of veterans qualify for benefits only if the veteran has a 100 percent service-related disability.

All applicants and recipients of Veterans' Benefits must maintain a cumulative grade point average, in a degree program, of 2.0 (C) if an undergraduate or 3.0 (B) if a graduate student. Students in articulated programs must maintain a cumulative GPA of 2.0 (C) in all undergraduate courses and a cumulative GPA of 3.0 (B) in all graduate courses during the period of articulation.

Students who fail to meet the minimum satisfactory GPA requirements will be placed on Academic Probation and notified. If a student remains on academic probation beyond two semesters, the University will report a termination of benefits to the Department of Veterans' Affairs.

The University may not continue to certify the enrollment of a veteran or eligible person whose academic progress remains below graduation requirements. In the certificate program, if a VA student fails one course, the student is placed on Academic Probation. If a VA student fails the second course, he or she will not be certified for VA benefits. Continuous enrollment is subject to University policy. The University must report the assignment of non-punitive grades (e.g., Incompletes) to the Department of Veterans' Affairs within 30 days from the date the grades are assigned. The student is required to submit corroborative evidence to substantiate his or her claim of extraordinary circumstances. This is necessary to ensure compliance with statutory restrictions on benefit programs. If, at the end of one year from the date the Incomplete was assigned, the student's records still reflect a non-punitive grade for the course, the Department of Veterans' Affairs will inform the student that the benefit payments for the course must be retroactively terminated.

## **Transcripts**

Students may obtain official transcripts of credit work at Notre Dame de Namur University from the Registrar's Office upon written request and with payment of a \$10.00 fee for each transcript requested (first copy free of charge). Please allow a minimum of five business days for processing. Official transcripts cannot be sent by fax. Transcripts of work taken at other institutions cannot be issued. The University reserves the right to withhold the records of any student not in good financial standing as defined by the University.

## **Diplomas**

Diplomas are ordered only after all grades are posted and the University has verified the completion of all academic requirements and the clearing of all financial obligations. Please allow approximately three months after verification for receipt of diploma.

Diplomas show the degree earned and the date conferred. The date posted on the diploma coincides with the last month of the semester of the completion of all requirements:

- Fall - December
- Spring - May
- Summer - August.

Undergraduate diplomas also display the major(s) and honors at graduation. Diplomas for Business Administration majors additionally list the concentration(s). Multiple majors in more than one degree do not yield two degrees; the degree is determined by the primary major.

Graduate diplomas display a maximum of two program emphases and do not indicate academic honors.

## **Certificates**

To receive a certificate earned at NDNU, students must complete an Application for NDNU Certificate form and return it to the Registrar's Office in St. Mary's Hall, Room 110. To receive the certificate in a timely manner, this form should be filed upon registering for the final class in a certificate program.

# UNDERGRADUATE INFORMATION

## Admission Requirements

Notre Dame de Namur University welcomes applications from all students regardless of religious preference, ethnicity, gender, sexual orientation, age, or financial need. Each applicant is evaluated on the basis of academic and personal achievement. Interviews are strongly encouraged and all interested students are welcome to visit the campus; please call the Office of Admission at (650) 508-3600 or (800) 263-0545 to arrange a visit or learn more about the admission process.

## Applying as a Freshman: Required Documents

1. The Common Application is NDNU's primary application. This may be submitted online with the required fee, or by printing and mailing the completed application with an approved fee waiver.
2. An official high school transcript showing, at minimum, completion of the following University preparatory courses:
  - English - four years
  - Mathematics - Algebra and Geometry
  - Foreign Language - two years of the same language
  - Laboratory Science - one year in grades 10-12
  - Social Science - two years in grades 10-12
  - University Preparatory Electives - a total of three full-year courses. This equates to one full-year course in three of the following areas: advanced mathematics, advanced foreign language, advanced laboratory science, computer science, advanced social science, or fine arts.
3. Official scores from the Scholastic Achievement Test (SAT) or the American College Test (ACT). International students may substitute the Test of English as a Foreign Language (TOEFL).
4. A letter of recommendation from a teacher or counselor.
5. Application essay (instructions appear in the application).

*Note: All documents submitted for the application file become property of NDNU and cannot be released to any individual or organization.*

*Note: If you are an International student, please refer to International student admission requirements below.*

Freshman applicants are evaluated on an individual basis according to the strength of university preparatory course work, grades in university preparatory courses, and standardized test results. The application essay, the recommendation, and extracurricular achievement are also important factors in the admission decision.

Offers of admission are contingent upon high school graduation\* and continued high performance in the senior year. Notre Dame de Namur University reserves the right to revoke

acceptance should the final transcript change admission eligibility or if any application materials are false or misrepresented. An offer of admission may also be withdrawn if a serious disciplinary infraction regarding citizenship and character misconduct occurred after the application was submitted.

*\* Students who are not high school graduates may be considered for admission with satisfactory scores on the California High School Proficiency Examination or the General Educational Development Test (GED). Home-schooled students are expected to achieve at the same academic and personal standards as other applicants.*

## **Applying as a Transfer: Required Documents**

Notre Dame de Namur University considers anyone who has previously attended a regionally accredited college or university to be a transfer applicant. (A transfer applicant may not disregard a previous college record and apply for admission as a first-time freshman.) Transfer applicants are accepted at all class levels according to the following policies:

1. Applicants transferring with fewer than 30 transferable semester units must also meet freshman admission requirements;
2. The minimum cumulative college grade point average for consideration is 2.0;
3. Applicants on probation or disqualification from the last college attended are not eligible for consideration unless the probation or disqualification occurred at least seven years prior to the intended semester of matriculation at Notre Dame de Namur University or until they have completed 12 transferable semester units or more at a subsequent institution with a GPA of a 2.0 or higher.

Transfer applicants must submit the following:

1. The Common Application is NDNU's primary admission application. This may be submitted online with the required fee, or by printing and mailing the completed application with an approved fee waiver.
2. Official transcripts from all colleges and universities attended;
3. Official high school transcript and SAT or ACT scores if the applicant has completed fewer than 30 transferable semester units;
4. A letter of recommendation, preferably from a teacher or counselor;
5. Application essay (instructions appear in the application).

Note: All documents submitted for the application file become property of NDNU and cannot be released to any individual or organization.

See our Articulation Agreements for details on how courses taken at other colleges can meet Notre Dame de Namur University requirements. These are listed on the University web site or are available from Admissions.

Note: If you are an International student, please refer to International student admission requirements below.



## **On-Campus Residence**

On-campus residence is available to full-time NDNU students. On-campus residence is required for full-time freshmen and sophomores under 22 years of age as of August 1. For more about housing and policy details, see Housing and Residence Life in the Campus Life section.

## **Second Bachelor's Degree**

Notre Dame de Namur University offers the opportunity for students to pursue a second bachelor's degree. Applicants who hold an undergraduate degree from a regionally accredited college or university with at least a 2.0 cumulative grade point average will be considered for admission to a second degree program. The SAT is not required, but students whose first language is not English must demonstrate a TOEFL score of at least 500. See the Undergraduate Academic Information section for degree requirements.

## **Professional Studies and Evening Programs**

Admission requirements to the Professional Studies and Evening Programs:

- A minimum of 45 transferable semester units. Applicants with 35 to 44 semester units may be accepted by decision of the Chair of the Professional Studies Program, with the understanding that the missing units will be completed within the first semester. Applicants with fewer than 35 units may be accepted as Professional Studies "Special Status" students with appropriate written rationale provided by the Chair.
- Applicants must be 25 years of age or older (Professional Studies majors only)
- Three years of fulltime work experience;
- The minimum cumulative college grade point average for consideration is 2.0.

Any student who meets the above requirements and seeks admission to the Professional Studies and Evening Degree Program must submit the following:

- Application with required fee. Students may also apply online through the web site at [www.ndnu.edu/apply](http://www.ndnu.edu/apply).
- Official transcripts from all colleges and universities attended
- Reference (1 recommended)
- Resume
- One page essay- "Why I am returning to finish my degree at NDNU".

*Note: All documents submitted for the application file become property of NDNU and cannot be released to any individual or organization.*

Any student who meets the above requirements and seeks admission to the Accelerated Evening Degree Program in Business Administration, Liberal Studies, or Human Services must submit the following:

- Completed Degree Completion Program application with required fee. You may also apply online through the web site at [www.ndnu.edu](http://www.ndnu.edu).
- Official transcripts from all colleges and universities attended;
- A letter of recommendation, employer preferred;
- Application essay (instructions appear in the application).

*Note: All documents submitted for the application file become property of NDNU and cannot be released to any individual or organization.*

*Note: If you are an International student, please refer to International student admission requirements below.*

## **International Students**

International student applicants must meet all the admission requirements for freshman or transfer students, respectively. If English is not the applicant's first language, a minimum score of 61 from the internet-based (500 on the paper-based version) Test of English as a Foreign Language (TOEFL), is also required for consideration.\* Students submitting a TOEFL score are not required to submit SAT or ACT scores.

*\* International students attending an NDNU approved English as a Second Language School are eligible to opt out of the TOEFL requirement if an articulated English proficiency level has been achieved. Please consult with the Office of Admission for specific agreements with partner schools. These international students will still be required to take NDNU's English as a Second Language (ESL) assessment exam prior to enrolling in classes to determine if NDNU's English for International students (EIS) coursework is appropriate.*

International University transcripts from outside the U.S., Canada, or the Philippines must be evaluated by a professional credential evaluation service. We recommend World Education Services, Inc. (WES). Please refer to their website [www.wes.org](http://www.wes.org) for an explanation of their services.

Students must also complete the International Student Certification of Finances upon acceptance into the University. This form is available from the Admission office or it can be downloaded as a printable document in PDF format from the University web site.

Admitted international students with TOEFL scores below 100 on the internet-based test must agree to take an English placement examination upon arrival at the University, and to take any English as a Second Language (ESL) course required by the English department based on the result of this examination. International students with TOEFL scores of 100 or above on the internet-based test are exempt from the ESL test, but must take the University's writing test.

Immigration Services: For international students and applicants, the Office of Enrollment processes immigration and intergovernmental documents related to enrollment at NDNU.

## **Nonmatriculated Enrollment**

Undergraduate students may enroll in classes at Notre Dame de Namur University in nonmatriculated status. A nonmatriculated student is a part-time student who is not formally admitted to the University but is permitted to enroll in undergraduate classes, up to a maximum of 30 units. After 30 units, a student must meet with an appropriate Department Chair to discuss future academic plans. These units that are earned will not apply to a degree at Notre Dame de Namur University unless and until the student is admitted. Nonmatriculated students are not eligible for financial aid.

An undergraduate student wishing to take classes in nonmatriculated status should submit an Application for Enrollment as a Nonmatriculated Student form with the required application fee to the Registrar's Office. (Students holding baccalaureate degrees are processed through Graduate Admission, regardless of whether they are taking undergraduate or graduate courses.) Permission to enroll requires evidence that any prerequisites for the selected course(s) have been met. Students on probation or disqualified at another institution are not eligible for nonmatriculated status unless the probation or disqualification occurred at least seven years prior to the intended semester of nonmatriculated enrollment.

Since units earned in nonmatriculated status do not apply to the University residency requirement, students intending to pursue a Notre Dame de Namur University undergraduate degree should, in their own best interest, apply for formal admission as soon as possible.

Applications for nonmatriculated enrollment are available from the Registrar's Office. Students with permission to enroll in nonmatriculated status may register for approved classes during Final Registration at the start of the semester, or during the Drop/Add period. Should a class become over-enrolled, priority will be given to matriculated students. Full payment of tuition or suitable arrangements must be made at the time of registration. Tuition is fully refundable if enrollment is denied due to over-enrollment.

## **Policies for Awarding Transfer Credit**

With the exception of remedial and nonacademic vocational courses, NDNU accepts credit for courses completed with grade "C" or higher at any degree-granting regionally-accredited two-year college or four-year college or university, provided they are college-level courses. (See our Articulation Agreements for details on how courses taken at other colleges can meet Notre Dame de Namur University general education and prerequisite requirements.)

Transfer unit limitations exist. Maximum allowable transfer unit totals apply as follows:

- Co-op Education/Career Development — 12 units total
- Physical Education — eight units
- ROTC — 15 units
- ESL— nine units (eligible for use as elective credit only)

We accept up to 78 semester units (117 quarter units) from lower-division courses toward the degree. We also accept credits by examination, such as AP and CLEP. All transfer undergraduates must take 30 units or more at NDNU to earn a degree from here. Articulation Agreements are available in the transfer centers at many California community colleges as well as on the NDNU website. Courses completed pass/credit may be used in fulfillment of Core Curriculum or major requirements only if the pass/credit is validated as grade "C" or higher.

## **Intersegmental General Education Transfer Curriculum (IGETC)**

Students attending a California Community College may complete the requirements in the Intersegmental General Education Transfer Curriculum (IGETC). The IGETC is not an admission requirement for Notre Dame de Namur University and does not guarantee admission.

- Students may complete the IGETC requirements for either the CSU or UC system, allowing them to transfer without the need to take additional lower-division, general education courses at Notre Dame de Namur University.
- Students may complete a portion of the IGETC requirements, and then complete any additional lower-division, general education courses after transferring to Notre Dame de Namur University.
- Students may transfer to Notre Dame de Namur University without following the IGETC or completing their lower-division and general education courses. A course-by-course evaluation will determine the need, if any, for additional lower-division general education courses.

*Note: Students completing IGETC may be required to take additional upper-division courses at NDNU to satisfy Core Curriculum Requirements (e.g., Religious Studies).*

## **Credit by Examination**

The University awards credit for other external examinations (e.g. Advanced Placement and/or International Baccalaureate). See full details in Undergraduate Policies and Procedures.

## **Military Credit**

Credit is granted for various levels of active service in the United States military as follows:

- Basic military service of more than one year = maximum of six semester units lower-division.
- Completion of Officers' Candidate School (one year) = maximum of nine semester units lower-division plus 6 semester units upper-division.

Students in any of the above categories may also be granted credit for courses taken in military schools according to the recommendations for institutions of higher education in the American Council on Education's "A Guide to the Evaluation of Educational Experiences in the Armed Services". An original Form DD214 is required for all military credit.

## **Cross-town Agreement - AFROTC at Cal Berkeley**

Air Force ROTC is offered through the Aerospace Studies department at U.C. Berkeley. Scholarships (including tuition, book allowance, and stipend) are available for qualified students.

## **R. N. Transfer Credit**

Notre Dame de Namur University offers registered nurses the opportunity to complete studies leading to a degree other than Bachelor of Science in Nursing. A two-year associate degree registered nurse is granted up to 35 semester units for course work in nursing as well as credit for transferable general education courses taken during the nursing program. A three-year diploma registered nurse is granted up to 60 semester units for the hospital nursing program as well as any transferable units in general education (not part of the nursing core courses) completed at an affiliated college or university.

# **Undergraduate Financial Aid**

The Financial Aid Office, located in Ralston Hall, serves students seeking financial assistance, and provides information to students and parents who are not familiar with the financial aid process. Annually the Financial Aid Office processes in excess of \$17 million in the form of grants, scholarships, loans, and work programs from federal, state, institutional, and private sources.

Students who have been admitted to NDNU as at least half-time students, and are U.S. citizens or U.S. permanent residents, are eligible to be considered for all types of financial assistance. Students who are considered international status may be eligible for NDNU grants or scholarships. NDNU administers financial aid in accordance with federally accepted principles and practices.

## **NDNU Financial Aid Policies**

1. All students seeking admission to the University who require financial aid are encouraged to apply for aid. Please note: low interest student loans are also considered as financial aid.
2. Students and their families are expected to bear the primary responsibility for meeting educational costs.
3. Financial aid packages combine scholarships, grants, loans, and part-time work, depending upon each student's eligibility. The total amount of financial aid offered by the University, together with all other financial aid sources, may not exceed the student's calculated financial need or, with non-need based aid such as Parent Loans, the cost of attendance.
4. To be considered for all sources of financial aid, students must enroll full-time and complete sufficient academic units each semester to graduate. (Several Federal and state financial aid programs are available to students enrolled at least half-time.)
5. Generally, students are eligible to receive financial aid for the equivalent of four years of full-time study. To maintain eligibility for NDNU financial aid, students must complete at least 12 units of passing work per semester and maintain a cumulative 2.0 grade point average (academic adjustment may be made to accommodate documented learning disabilities). Failure to do so results in being placed on financial aid probation which requires a contract with the Financial Aid Office specifying the conditions which must be met within the following semester to regain clear academic standing and eligibility for financial aid. Students in attendance for two semesters without completing 12 units of passing work and/or not maintaining a cumulative 2.0 grade point average may be denied financial aid from federal, state, and/or institutional sources until they have demonstrated their ability to make satisfactory progress.

## **Applying for Financial Aid**

1. To apply for financial aid, students are required to submit the Free Application for Federal Student Aid Financial Aid (FAFSA). The FAFSA can be filed online by going to [www. FAFSA.Ed.Gov](http://www.FAFSA.Ed.Gov).
2. Supporting documents, such as parent and student tax returns, may be requested by the Financial Aid Office after the processed FAFSA is received.
3. Financial assistance is awarded only after admission to the University.

For further information, please call (650) 508-3600 or e-mail us at [finaid@ndnu.edu](mailto:finaid@ndnu.edu).

## **Refund/Return of Title IV Funds to the Federal Government**

Financial aid recipients should be aware that all or a portion of any federal financial aid received may be required to be returned to the source in cases of complete withdrawal from the University. The order of return of financial aid funds per federal regulations is as follows:

- Federal Stafford Loans
- Federal Perkins Loans
- Federal PLUS Loans
- Federal Pell Grant
- Academic Competitiveness Grant
- SMART Grant
- Federal SEOG
- Other financial aid programs

## **Deadlines**

March 2 is the FAFSA and Cal Grant GPA Verification deadline for undergraduates to be considered for Cal Grants. March 2 is also the priority filing date for other aid programs. You should apply as early as possible for full consideration. Students who apply after the March 2 deadline are packaged with funds as available.

## **NDNU Grant and Scholarship Programs**

### **Need-Based Grants and Scholarships**

NDNU provides grants and scholarships to qualified full-time undergraduate students who may demonstrate financial need. Most scholarship awards are based on a combination of academic excellence, exceptional promise, leadership, service, athletic or artistic ability, and demonstrated need. Most may be renewed annually. Cumulative grade point average, activities, and leadership qualities are also reviewed. There is no separate financial aid application for these scholarships.

### **Merit Scholarships**

- Presidential Scholarships — are valued at \$24,000 per year and are awarded to highly meritorious entering freshmen and transfers. During the first year, the Presidential Scholars will earn an additional \$2,000 while serving as interns to the president, vice presidents, and deans.

- Provost Scholarships —are valued at \$14,000 per year and are awarded to meritorious freshmen and transfers.
- Leadership Scholarships — are valued from \$7,000 to \$9,000 per year for entering freshmen and transfers with outstanding demonstrated leadership experience.
- Emerging Artist Talent Scholarships in Art, Music, and Theatre — are valued at up to \$9,500 per year for entering freshmen and transfers demonstrating talent in art, music, theatre, musical theatre, and writing.

*Note: These scholarships will become a part of regular financial aid awards, based on students' eligibility for additional funds from NDNU and other agencies. Students will receive the value of the highest scholarship available to them. NDNU will guarantee a minimum of the value of the NDNU scholarship to those candidates selected for the award, with the understanding that students receiving outside grants and scholarships exceeding their financial need may see a reduction in this award if required under federal regulation. (This happens rarely.) It is also important to note that international students will be considered for each of these scholarships based upon their academic and artistic achievements. Specific information is available from the Office of Admission.*

## **Undergraduate Academic Information**

### **Baccalaureate Degrees**

The University offers four baccalaureate degrees:

- The Bachelor of Arts degree in Art, Art and Graphic Design, Biology, Communication, English, History, Liberal Studies, Music, Philosophy, Political Science, Psychology, Religious Studies, Sociology, and Theatre Arts;
- The Bachelor of Fine Arts degree in Art, Art and Graphic Design, and Musical Theatre.
- The Bachelor of Science degree in Biochemistry, Biology, Business Administration, Computer Science, Human Services, and Kinesiology;
- The Bachelor of Music degree.

### **Professional Studies/Evening Program**

The Professional Studies/Evening Programs at Notre Dame de Namur University are upper-division programs designed to enable career-oriented working adults to complete a Bachelor's Degree in the evening. Majors in Computer Science and Psychology are offered in the regular 15-week fall and spring semesters. Majors in Business Administration, Human Services, and Liberal Studies are offered in six 7-week terms in the fall, spring, and summer. Only students accepted into the Accelerated programs may enroll in 7-week Accelerated courses; however, Accelerated Program students may enroll concurrently in 15-week semester courses. Evening classes generally meet one night per week. Students should consult with their advisors regarding the availability and scheduling of Core Curriculum courses in the evening.

## **General Degree Requirements**

Notre Dame de Namur University has a tripartite structure for Bachelor's degree programs: the Core Curriculum segment promotes connection to the University's mission while developing essential skills, attitudes, and breadth for full participation in our diverse society; the Major segment requires students to achieve depth in a specific area; and the Electives segment provides the opportunity for exposure to other areas of interest. This structure applies to all baccalaureate degrees. Specific requirements for each category of degree follow below. Further details are found under the major.

### **Total Unit Requirement**

A total of 124 semester units is required for the bachelor's degree. These must include a minimum of 46 units in upper-division courses; at least 24 of the upper-division units must be in the major.

A single course may be used to fulfill both a Core Curriculum Requirement and a major or minor requirement. While a single course may be used to satisfy multiple requirements, no course may be counted more than once toward the 124 semester unit requirement.

A maximum of 16 units in performance and activities courses, excluding courses required in the major, may be applied toward the total unit requirement, with a limit of five units per semester. A list of performance and activities courses can be found in the Undergraduate Policies and Procedures section.

### **Major Requirement**

The academic major includes a minimum of 24 discrete units of upper-division coursework in the major discipline.

### **Minor Requirement**

An academic minor requires a minimum of 12 discrete units in the chosen area, of which 6 units must be upper division and taken in residency.

### **Majors and Minors: Discrete Unit Requirement**

Units of coursework counted toward the minimum 24 units required for a major and the minimum 12 units required for a minor cannot be used to meet the minimum unit requirements for another major or minor (i.e., the units must be discrete). For example, a double major must consist of at least 48 discrete units, a major and minor of 36 discrete units, a major and two minors of 48 discrete units.

### **Academic Residency**

A student must complete at least 30 units at Notre Dame de Namur University in at least two semesters. The last 12 units toward the degree must be done consecutively at NDNU. Transfer students must complete a minimum of 12 upper-division units in the major at NDNU. (These may be included in the 30 residency units.) Only units earned after matriculation may be applied to residency.



### **Academic Standing Requirement**

To be eligible to graduate a student must have been in clear academic standing during the last semester of study. The student also must have achieved at least a 2.0 cumulative GPA in coursework toward the degree and at least a 2.0 GPA in Major Requirements in any major included on the degree at the time that all other graduation requirements are satisfied.

### **Career Development**

The Career Development Requirement assists students in transitioning from college into successful and satisfying work. Three units of coursework in Career Development are required for all undergraduates. If a student has three or more years of full-time work experience, has a current resume and can demonstrate knowledge of successful career development, the student's Department Chair/Program Director may waive the requirement. (Note: The Career Development Requirement does not apply to Accelerated students.) Please note that waiving the career requirement does not grant units of credit. See your academic advisor no later than the start of the junior year to ascertain the number of units needed to satisfy the career requirement.

Options for meeting the requirement include:

1. Taking Career Development courses at NDNU (courses with CAR prefix).
2. Doing an internship for credit at NDNU. The following courses count toward the Career Development Requirement: ART2990; ART2635; BUS2990; BUS2991; CAR1990; CAR2990; EDU2006; ENG2990; IDS2109; PSY2149 ;PSY2309; PSY2778, PSY2779, SOC2201; SOC2205; SOC2357; SOC2365; SOC2765;THE2990, and any Teaching Assistant courses.
3. Pursuing relevant career development experiences designed in collaboration with a Department Chair/Program Director.

### **U.S. History**

Students who have not completed a United States history course with grade "C" or higher in an American high school or an American international school are required to pass one three-unit course in United States History.

### **Writing Proficiency Requirement (Applies to students admitted prior to Fall 2007)**

Students who entered NDNU prior to fall 2007 may satisfy the Writing Proficiency Requirement in a variety of ways:

- By taking and passing the Writing Proficiency Exam;
- By taking one, two, or three units of ENG2000 Writing Center or BUS2456L Journalism Lab depending upon their score on the Writing Proficiency Exam;
- By completing an upper-division expository writing course (BUS2432 Technical Writing, BUS2435 News Writing, BUS2440 Writing for the Media, EDU2206 Professional Writing, EDU2233 Grant Writing, ENG2010 Writing in the Disciplines, ENG2108 Advanced Writing, NSC2432 Writing for the Sciences).

*Note: Freshmen students who have passed a College Board Advanced Placement Examination(s) in English with a score of three or higher may earn three to six units of college credit and thereby fulfill the College Writing and/or Literature requirement. See Undergraduate Policies for Credit by Examination.*

**For students who entered NDNU in fall 2007 or later:**

Beginning in fall 2007, all new students must complete three upper-division units. These units may be completed in a variety of ways:

- By taking writing-intensive courses in the disciplines that are designated as WAC courses with a W suffix (e.g., PSY2175W Abnormal Psychology, PSY2180W History/Systems of Psychology; each course satisfies one unit of the writing requirement);
- By taking units in ENG2000 Writing Center and/or BUS2456L Journalism Lab;
- By taking one of the following upper-division courses in writing: BUS2432 Technical Writing, BUS2435 News Writing, BUS2440 Writing for the Media, EDU2206 Professional Writing, EDU2233 Grant Writing, ENG2010 Writing in the Disciplines, ENG2108 Advanced Writing, NSC2432 Writing for the Sciences.

**Writing-Intensive Courses**

Unless a writing-intensive course has a W suffix (such as PSY2175W Abnormal Psychology, PSY2108W History/Systems of Psychology), students need to enroll concurrently in ENG2000 Writing Center for one, two, or three units to meet the upper-division writing requirement.

*NOTE: Students must complete this upper-division writing requirement in addition to satisfying the lower-division requirement in College Writing. Students who entered NDNU in fall 2007 or later do not need to take the writing Proficiency Exam.*

If you have any questions, feel free to contact Marc Wolterbeek, Chair, English Department, at 508-3708 or mwolterbeek@ndny.edu.

**Specific Degree Requirements****Bachelor of Arts**

A curriculum which may require a maximum of 60 units of coursework in or out of the major department beyond the Core Curriculum Requirements. A minimum of 24 upper-division units is required in the major.

**Bachelor of Fine Arts**

A rigorous curriculum designed to prepare talented students for professional careers in the arts. The BFA in Art leads to a professional degree in art or graphic design. The BFA in Musical Theatre leads to a professional degree in musical theatre. The BFA or its equivalent is generally a prerequisite to graduate professional studies (MFA). A total of 72-78 units of work in the major is required for the BFA. Students in the program are encouraged to enroll in selected summer courses to spread the program requirements more evenly over four years.

**Bachelor of Music**

A curriculum designed to serve the needs of students who desire a stronger concentration in performance than is provided by the requirements for the BA degree in music. A minimum of 80 semester units must be taken within the field of music.

## **Bachelor of Science**

A curriculum which may require a maximum of 75 units of coursework in or out of the major department beyond the Core Curriculum Requirements. A minimum of 33 units shall be required in the major or in directly related fields, and of these at least 24 units shall be upper-division work in the major department.

## **Degrees with Multiple Majors**

While a student may be eligible for a degree with multiple majors, Notre Dame de Namur University does not award degrees of more than one type (for example, a BA and a BS) simultaneously. Students completing requirements for majors in more than one degree type must declare a primary major that dictates which degree is awarded.

## **Second Bachelor's Degrees**

Students admitted to a second bachelor's degree program must complete at least 30 units of course work toward the second bachelor's degree at Notre Dame de Namur University, taken in at least two semesters after admission. See Undergraduate Admission for admissions requirements. This NDNU course work must include a minimum of 12 upper-division units in the second major. In addition, each student must follow NDNU's Core Curriculum Requirements in effect at the time of (re)admission. These same requirements apply to students whose prior bachelor's degree was earned at NDNU. Such students must be readmitted to the University after their prior NDNU degree was awarded. The 30 units that they must complete in residence, as well as the minimum of 12 upper-division units in the second major, must be in terms subsequent to the term in which their prior NDNU degree was awarded.

## **Interdisciplinary Majors and Minors**

### **Majors**

Students may design interdisciplinary majors under the guidance of an academic advisor and by agreement of the chairs of the departments concerned. The major will involve a program flexible enough to satisfy the individual needs of the student but structured enough to insure a practical group of related courses that includes at least 24 upper-division units and a concentration in one area. The following interdisciplinary majors are examples of possible programs:

- Humanities — A broad background in the humanities and a special competence in English, Modern Languages and Cultures, Philosophy, or Religious Studies.
- Languages and Literature — Training in linguistics, literary criticism, English and foreign languages and their literatures.
- Philosophy and Religious Studies — A selection of courses from these two areas to bring focus to the intersection of faith, reason, spirituality, and ethics.
- Software Engineering and Management — Courses from Computer Science and Business appropriate to entry-level technical management.

### **Minors**

Students may design interdisciplinary minors under the guidance of an academic advisor and by agreement of the chairs of the departments concerned. The minor will involve a program flexible enough to satisfy the individual needs of the student but structured enough to insure a practical group of related courses that includes at least 12 units. Possible program areas in which

interdisciplinary minors might be developed include European Studies, Film Studies, Latin American Studies, Social Justice Studies, and Women Studies.

## **Graduation Rates**

In accordance with the federal Student Right to Know (SRTK) regulations, information regarding NDNU's graduation rate for full-time undergraduate students is available from the Registrar's Office.

## **Placement and Diagnostic Tests**

### **English as a Second Language**

International students with TOEFL scores below 100 on the internet-based test, both freshman and transfer, take an English as a Second Language Test in listening, speaking, reading, and writing. The results of this test are used to determine appropriate placement of the students in English or ESL classes.

International student applicants must meet all the admission requirements for freshman or transfer students, respectively. If English is not the applicant's first language, a minimum score of 61 from the internet-based (500 on the paper-based version) Test of English as a Foreign Language (TOEFL), is also required for consideration.\* Students submitting a TOEFL score are not required to submit SAT or ACT scores.

*\* International students attending an NDNU approved English as a Second Language School are eligible to opt out of the TOEFL requirement if an articulated English proficiency level has been achieved. Please consult with the Office Of Admission for specific agreements with partner schools. These international students will still be required to take NDNU's English as a Second Language (ESL) assessment exam prior to enrolling in classes to determine if NDNU's English for International students (EI) coursework is appropriate.*

### **Mathematics**

All students who enroll in a program of study at NDNU and who have to take a Mathematics course at NDNU as part of their program or in order to satisfy the Math Core Curriculum requirement, must take the Math Placement Test. Students are required to take the Math Placement Test in order to assure their appropriate placement in the Math classes they need to take, and ultimately to enable their success in Mathematics courses. Every undergraduate student must satisfy the Core Curriculum requirements in Mathematics, and many students have additional mathematics requirements as part of their program of study.

Since retention of mathematical concepts and procedures tends to decrease with time, placement test results will be honored for one year and transcribed college coursework will be honored for two years without retesting.

Placement tests are given during the week before classes start each semester or during the summer freshman orientation sessions. Testing times are scheduled by the Office of Admission in coordination with the Department of Mathematics and Computer Science. The placement

level needed for enrollment in each Mathematics, Statistics or Natural Science course is stated in its course description and the meanings of the various levels are described below. All Mathematics courses that satisfy Core Curriculum requirements require at least Placement Level 1. Students who do not demonstrate Placement Level 1 may enroll in MTH7003 to develop their skills.

Transfer students who have completed all Core Curriculum mathematics and all Mathematics courses required for the major in which they are enrolling do not need to take the placement test unless they will be taking further Mathematics courses at the University.

### **Description of the Mathematics Placement Tests**

The placement tests are multiple choice adaptive tests administered on a computer. The tests do not require knowledge of how to use a computer. Students should bring only their student ID number and pencils with erasers to the test; calculators are not allowed. The tests are untimed, but generally take about one hour to complete.

There are four levels of testing and placement:

#### **Level 1 Arithmetic and Basic Algebra Skills**

Students passing at this level demonstrate understanding of basic arithmetic skills and concepts: operations with whole numbers, integers, fractions, decimals, percents, and ratios; as well as applications and word problems involving measurement, percent, average, and proportional reasoning. At the Level 1 students also demonstrate understanding of some basic algebra skills and concepts, but not enough to reach Level 2.

Courses with a Level 1 prerequisite: MTH1012, MTH1105, MTH1111, PHY1001.

#### **Level 2 Elementary Algebra**

Students passing at this level demonstrate understanding of elementary algebra skills and concepts: roots, radicals and exponents; order of operations; scientific notation; substitution for variables; solving simple equations; word problems; solution sets of linear inequalities; multiplication and factoring of simple polynomials; solution of factorable quadratic equations and systems of linear equations; simplification of rational expressions; graphing points and lines.

Courses with a Level 2 prerequisite: BIO2108, CHE1101, CHE1202, CHE1204, MTH1214, MTH2502, PHY1109.

#### **Level 3 College Algebra**

Students passing at this level demonstrate understanding of Intermediate and College Algebra skills and concepts: factoring polynomials and expanding products of polynomials; simplification of rational algebraic expressions; solving linear, quadratic, polynomial, exponential, logarithmic, and rational equations as well as those containing absolute value and radicals; solving linear, quadratic, and rational inequalities and inequalities involving absolute value; equations of lines and regions; graphing equations, domain and range; simplifying expressions with exponents and radicals; exponential and logarithmic functions and their graphs and properties; word problems and applications.

Courses with a Level 3 prerequisite: BUS1232 (Day), BUS2224 (Day), MTH1216, MTH1322, MTH2606.

Level 4 Trigonometry/Precalculus

Students passing at this level demonstrate understanding of Trigonometry and Precalculus skills and concepts: definition of a function; combinations of functions; composition of functions and inverse functions; definitions, graphs, and applications of trigonometric functions (e.g. sine, cosine, tangent) and their inverses; equations and graphs of conic sections: ellipse, circle, parabola, and hyperbola; sequences, series and sigma notation; systems of equations and matrices; complex numbers; factorials, permutations, and combinations.

Courses with a Level 4 prerequisite: CIS1130, MTH1320, MTH2419, MTH2522, PHY1003.

### **Reviewing for the Math Placement Test**

Students are encouraged to get a sense of the style and substance of the questions on the placement exam by looking at sample questions. For a short set of sample questions and a general description of the test, please visit the Tutorial Center web site at [tutorialcenter.ndnu.edu](http://tutorialcenter.ndnu.edu) and read the student guide. At that web site, students can also link to other institutions' web sites for more sample questions. Most arithmetic review books are suitable to review for the Arithmetic Test, while any Elementary Algebra book at the level of the first high school algebra year should be suitable as preparation for the Elementary Algebra Test. For the College Math Test, students should review their textbooks from Algebra II, Trigonometry, or Precalculus. Specific recommendations regarding review texts are available at the Tutorial Center web site.

### **Modern Language**

Modern Language Placement Tests are offered to any student wishing to continue his/her study of French or Spanish.

### **Music**

Each applicant to the music program (BA, BFA, and BM) must complete a diagnostic test of musicianship skills in the areas of theory, ear training, and vocal and keyboard sight-reading. Results of these diagnostic tests will be used in planning the student's total music program.

## **Undergraduate Policies and Procedures**

### **General Policies**

#### **Registration**

Information and instructions concerning registration are distributed by the Registrar's Office. For continuing students, Advance Registration for courses takes place in the preceding semester. A student who advance registers must pay tuition or make payment arrangements with the Business Office by a specified date. If payment or arrangements are not made by the specified date, the Advance Registration is canceled, and the student must make arrangements for payment and re-register at Final Registration. After Advance Registration, students must call their advisors for an advising appointment.

Final Registration (for new students and continuing students who do not advance register) takes place immediately preceding the opening of classes each semester. Failure to comply with the procedures specified by the Registrar for registration, changes in course registrations (Drop/Add), or withdrawal from a course may result in denial of credit and a failing grade.

Class Schedules for Summer and Fall semesters are usually available in late March, and for Spring semester in late October, on the Web at [www.ndnu.edu/academics/class-schedules](http://www.ndnu.edu/academics/class-schedules).

### **Academic Unit Load**

Full-time students normally carry 12-18 units each semester. Students on F1 visas, intercollegiate athletes, and students receiving financial aid must carry a minimum of 12 units each semester. During Summer Session, the maximum academic load is the equivalent of one unit per week of the session, or a cumulative maximum of 14 units for the entire Summer Session. Accelerated Evening Degree students may carry a maximum of six units per term or 11 units per semester.

### **Academic Overload**

Enrollment in more than 18 units per semester during the Fall and Spring semesters constitutes an academic overload and also incurs additional tuition charges. See item 5 below for the overload policy during the Summer Session. The following regulations apply to overload:

1. A student may enroll in a maximum of 18 units. To enroll in more than 18 units (up to a maximum of 21 units), a student must receive permission from his or her academic advisor.
2. All units for which a student registers, including physical education, athletics, music, theatre arts, laboratory assistantship, teaching assistantship, Independent Study, and units which are added during the Drop/Add period, are included in the total unit count.
3. A student whose academic advisor does not approve an overload may petition the Academic Standards Committee. Petition forms are available at the Registrar's Office.
4. A student requesting more than three units overload must petition the Academic Standards Committee. Petition forms are available at the Registrar's Office.
5. Academic Overload during the Summer Session is defined as enrollment in excess of the equivalent of one unit for each week of the session or more than 14 units for the entire summer, regardless of cumulative GPA.

### **Independent Study**

Independent Study is individual study or research under the direction of an instructor. Independent Study is open only to matriculated students and is generally available only for upper-division work. Independent Study may be taken under either optional or required circumstances.

Optional Independent Study includes circumstances such as:

1. The student wishes to pursue individual, creative research at the institution or in the field;
2. The student wishes to investigate new career opportunities;
3. The transfer student enters with one or two units remaining in a requirement and wishes to complete the requirement through Independent Study.

Required Independent Study includes circumstances such as:

1. Independent Study is required as part of a program;
2. A required course is not offered again in another format during the time remaining before the student would normally graduate;
3. A program is discontinued and the student still needs a required course.

In addition to a registration or add form, a separate Independent Study Contract, available from the Registrar's Office, must be completed for each Independent Study course. Final approval of Independent Study credits rest with the Dean of each school. Students register for the Independent Study through the normal registration procedures. The contract must be presented at the time of registration and must be completed by the Add deadline of the semester or term in which the Independent Study is to be undertaken.

A maximum of nine units of Independent Study may be included in a student's total degree program.

### **Upper-Division Courses**

A student may not enroll in upper-division courses until the second semester of the sophomore year (i.e., after completing 45 units), without special permission from his or her academic advisor.

### **Performance/Activity Courses**

Two restrictions apply to Performance/Activity courses:

1. Students are restricted to a maximum of five units in Performance/Activity courses per semester;
2. A maximum of 16 units in Performance/Activity courses may be applied to the bachelor's degree. Units in the major (courses on the list below that are required for a given major) are not subject to the above restrictions.

The following courses are considered as Performance/Activity courses:

- Performing Arts: MUS1050, MUS1070, MUS2050, MUS2060, MUS2070, THE1065, THE1070, THE1075, THE1076, THE2165, THE2170, THE2175, THE2176;
- Physical Education: All PED courses;
- Publications: BUS1456, BUS2456, ENG2008;
- Teaching/ Laboratory Assistant: (any course ending in) 1994, 2994.

### **Articulated Degree Programs**

Notre Dame de Namur University offers articulation agreements between undergraduate and graduate degree programs in fields where graduate study is compatible with an undergraduate degree program. Students admitted into an articulated program may apply six NDNU graduate-level units toward requirements for both the bachelor's and master's programs, thereby reducing the time required to earn the master's degree and the fees associated with it. Articulated programs are available in the areas of study listed below:



### Undergraduate Degree Programs

Business

English

Human Services

Liberal Studies

Psychology

Sociology: Animals in Human  
Society Public Administration  
(MPA)

Sociology: Community and Criminal  
Justice Public Administration (MPA)

### Graduate Degree Programs

Business Administration (MBA)

Science in Management (MSM)

Public Administration (MPA)

English

Clinical Psychology

Business Administration (MBA)

Management Science (MSM)

Public Administration (MPA)

Credential Program and/or Education (MA)

Business Administration (MBA)

Science in Management (MSM)

Public Administration (MPA)

Clinical Psychology

Art Therapy

Special Education (credential and master's)

Public Administration (MPA)

Public Administration (MPA)

For further information on eligibility and admission to an articulated program contact both your advisor and relevant Director of the Master's Program.

## **Dropping/Adding Courses (Including Course Withdrawal)**

### **Semester-length Courses**

#### **Add Period**

A student may add a semester-length course with the permission of the instructor prior to the third meeting of the class. A special add period that extends through the end of the 10th week of the semester applies to enrollment in the Writing Center (ENG1000, ENG2000).

#### **Drop Period**

No record of enrollment in a course dropped within the drop period will appear on a student's transcript. The deadline for dropping a semester-length course is Tuesday of the fourth week of the semester. For certain math courses and for PHL1200, PHL2300, the drop period extends through Friday of the eighth week of the semester.

**Withdrawal Period**

After the drop deadline, a student may withdraw from a semester-length course up to the Wednesday of the tenth week of the semester. No withdrawals will be accepted after that day. Such withdrawal requires the approval of the Student Financing Office, the instructor of the course, the student's academic advisor, the Coordinator of Immigrations Services in the case of international students, and the Registrar. Withdrawal from a course after the drop period will be reflected by a "Withdrawal" (W) on the student's transcript. Withdrawal forms are available from the Student Financing Office.

**Accelerated Evening Degree Courses****Add Period**

Accelerated Evening Degree courses can only be added, with the permission of the instructor, prior to the second meeting of the class.

**Drop Period**

No record of enrollment in a course dropped within the drop period will appear on a student's transcript. The deadline for dropping an Accelerated Evening Degree course is Tuesday of the third week of the accelerated term.

**Withdrawal Period**

A request for withdrawal from an Accelerated Evening Degree course after the end of the drop period must be approved the Student Financing Office, the student's instructor, academic advisor, and by the Registrar. If a request for withdrawal from a course after the drop period is approved, it will be reflected by a "Withdrawal" (W) on the student's transcript. Withdrawal forms are available from the Student Financing Office.

**Summer Session Courses****Add Period**

With the instructor's approval, a student may add a summer session course that is scheduled to meet three or more times at any time prior to the third class meeting. Registration in workshops or courses that are scheduled to meet less than three times must be completed prior to the first class meeting.

**Drop Period**

No record of enrollment in a course dropped within the drop period will appear on a student's transcript. A student may drop a summer session course that is scheduled to meet three or more times at any time prior to the third class meeting. A student wishing to drop a course or workshop scheduled to meet fewer than three times must do so prior to the first meeting of the class or workshop.

**Withdrawal Period**

After the drop deadline, a student may withdraw from a Summer session course up to but not including the last class of the semester. Such withdrawal requires the approval of the Student Financing Office, the instructor of the course, the student's academic advisor and the Registrar. Withdrawal from a course after the drop period, will be reflected by a "Withdrawal" (W) on the student's transcript. Withdrawal forms are available in the Student Financing Office.

## **Military Withdrawal**

If a student is called to active military duty after the Drop/Add period, he/she is entitled to a military withdrawal and a full refund of tuition and fees. Servicemen and women should provide copies of their military orders to the Registrar.

## **Repeat Policy**

Students may repeat courses in which "C", "D", or "F" grades were received. Grades for all attempts appear on the transcript, but only the highest grade is computed in the GPA, and credit is earned only for the highest grade. Independent Study may not be used to repeat a course. Courses other than those described above may not be repeated for credit.

Should a Notre Dame de Namur University student earn a grade of "F" in a course at Notre Dame de Namur University and then subsequently repeat the course and earn a "C" or higher grade at a fully accredited institution, the grade earned outside of the University will be admitted to the student's record at the University. This applies only to a student who has been placed on academic warning, probation, or disqualified status at Notre Dame de Namur University and has repeated a course for the purpose of raising his or her grade point average.

## **Declaration or Change of Major or Minor**

Any new declarations of majors, minors, or concentrations, or changes in majors, minors, or concentrations must be requested on a "Declaration or Change of Major/Minor" form available from the Registrar's Office.

Students normally indicate a major ("Major 1" or "primary" major) at the time of entry to Notre Dame de Namur University. Those who are undecided are classified as "undeclared". Students who enter as undeclared are expected to declare a major by the end of their sophomore year.

To declare a second major ("Major 2" or "secondary" major) a student should submit a completed "Declaration or Change of Major/Minor" form to the Registrar's Office.

## **Grading System**

### **Grade Scale**

Notre Dame de Namur University determines the graduate student's progress by assessing the academic and professional behavior of the student by means of letter grades. The grade point average is computed on a four-point system:

### **Grade Points Per Unit**

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

**Grades Not Used in Computing the Grade Point Average:**

AF	Non-Attendance	NP	Not Pass
AU	Audit	P	Pass (equivalent grade "C" or higher)
I	Incomplete	W	Withdrawal
IP	In Progress		

All grades except Incomplete ("I") and In Progress ("IP") are considered final when assigned by an instructor at the end of a semester. An instructor may request a "change of grade" when a computational or procedural error occurred in the original assignment of a grade, but a grade may not be changed as a result of re-evaluation of a student's work or submission of additional work. Grade changes for computational or procedural errors are accepted within the semester following the close of the semester for which the grade is to be changed. Grades may be accessed online after they have been submitted by instructors.

**Grade Appeal**

Students may request a review and appeal of their grade to the instructor, including material marked by class assignments within ten (10) working days following posting of grades. Review is taken to include, but is not limited to, inspections of the final examination and any written materials that influence the grade. It should be understood that a reviewed grade may be raised or lowered. The instructor shall ordinarily issue their decision regarding the student's grade within ten (10) working days of the start of the next semester. If the student believes that the results of the review are not satisfactory, s/he may appeal in writing to the Department Chair/Program Director within ten (10) working days of receipt of the review. The Department Chair/Program Director will review the case, including a written statement from the instructor within ten (10) working days of receipt of the student's appeal.

If the case is not resolved to the student's satisfaction at this point in the process, s/he may request that the Department Chair/Program Director refer the matter to the Dean for final resolution. For this matter to be considered the request must be received within ten (10) working days following the communication of findings by the Department Chair/Program Director to the student. The Dean may, in the case of graduate students, choose to form a committee of disinterested members to consider these statements together with such papers and examinations contributing to the questioned grade and provide a recommendation to the instructor. The decision of the Dean shall ordinarily be issued within ten (10) working days and is final. This procedure does not apply when a grade is being appealed because of alleged Academic Misconduct (Section V.A.).

**Grade Reports**

Students may access grades online after they are submitted by instructors. Grades are not released over the telephone because the caller cannot be properly identified as required by FERPA (Family Educational Rights and Privacy Act).

**Pass/Not Pass Grades**

With the permission of the major advisor, a student with a 2.0 cumulative GPA or above may take one elective course each semester on a "Pass/Not pass" option. This grading option may not be applied to courses that are taken to fulfill Core Curriculum or major or minor requirements

and no more than 24 units of "Pass/Not Pass" coursework may be applied toward a degree. Students must indicate at the time of registration the course to be taken on a "Pass/Not Pass" basis, and the grading option may not be changed after the Add deadline.

### **In Progress Grade**

In the case of the Research Thesis Course, an IP for "In Progress" is automatically assigned at the end of the semester of registration and the research must be completed within twelve months after that date. Failure to complete the Research within the twelve month time frame will result in a NP (Not Pass) grade for the course, and the course must be repeated at full tuition. An exception is when, at the discretion of the research advisor, the student is considered to be very near completion (weeks, not months), the student will be allowed to register and pay for one or two units. If the thesis is still not complete at the end of the extended period, the full three-unit course must be repeated.

### **Incomplete Grades**

An "Incomplete" may be given to a student who has maintained satisfactory attendance and work throughout most of a course, including Independent Study, but due to extraordinary circumstances is unable to complete the required work by the end of the semester/session in which the course was taken. The Incomplete grade is to be replaced by a final grade within a period not to exceed one calendar year from the date on which the Incomplete was assigned, unless the instructor specifies a lesser time period. There will be no extension granted for clearing the Incomplete beyond this specified time period. Once the Incomplete has been changed to a terminal letter grade, no grade changes are accepted. Either the instructor or the student may initiate a grade of Incomplete. The "Request for an Incomplete Grade" form is available from the Registrar's Office. On this form, the instructor specifies the work to be completed, the deadline for completion, and the default grade.

An Incomplete grade will be recorded only if the form is completely filled out, signed by the student, the instructor, and the appropriate School Dean, and submitted to the Registrar no later than the due date for instructors' regular grade sheets. It is the student's responsibility to verify with the instructor whether she/he will be available to complete the evaluation of the course within the specified time period, to maintain contact with the instructor, to complete the coursework, and to verify that the instructor submitted a final grade to the Registrar's Office. If the coursework specified on the Incomplete Grade form is not completed in accordance with the above policy, the grade will be converted to the default grade. Students will not be allowed to graduate with an "Incomplete" on the transcript.

### **Grade Changes**

Grades once entered on a student's transcript are final. No grade other than an Incomplete may be changed to reflect submission of additional work by a student. No grade may be changed as a result of an instructor's reevaluation of a student's work.

If a clerical error has been made that can be documented, an instructor may submit a petition for a grade change within one semester of the issuance of the grade to the Registrar's Office. Full supporting documentation must accompany the petition, including instructor signature. Grade

changes must be reported by the instructor on a "Change of Grade" form available from the Registrar's Office.

See the paragraph in the Student Handbook on Evaluation of Academic Performance within the section Student Rights, Freedoms, and Responsibilities.

## **Credit by Examination**

Up to 30 semester units of credit by examination may be applied to the Notre Dame de Namur University undergraduate degree. Units earned by examination, other than Course Challenge Examinations, may not be used in satisfying the 30-unit Notre Dame de Namur University residency requirement. However, credits earned by examination are not considered as interrupting the residency requirement. During the residency period, up to six units earned through Course Challenge Examinations may be applied to residency.

## **Advanced Placement (AP) Policies**

### **Advanced Placement Exam Scores**

Scores of 3, 4, or 5 provide elective credit in the subject area and will satisfy Core Curriculum requirements as appropriate. Refer to the accompanying chart.

### **International Baccalaureate Exam Scores**

Scores of 5, 6, or 7 on standard level exams will provide three units elective credit in the subject area and will satisfy Core Curriculum requirements, as appropriate to the subject area.

Scores of 5, 6, or 7 on higher level exams will provide six units of elective credit in the subject area and will satisfy Core Curriculum requirements, as appropriate to the subject area. Advanced placement in major courses will be awarded.

### **International Baccalaureate Diploma**

Completion of the International Baccalaureate Diploma places the student in the sophomore year automatically, awarding specific course by course credit.

### **Middle College or Running Start Programs**

These are programs providing high school students credit for community college courses taken for credit toward high school graduation, and credit toward the college degree. Credits for community college courses taken in high school, for which a grade of "C" or higher is earned, will be awarded on a course-by-course basis for classes that would normally transfer credit to NDNU. Refer to articulation agreements for local community colleges for those taking courses there.

### **Course Challenge Examinations**

A course challenge is an attempt by a student to obtain credit for a course by demonstrating competence in its subject matter through testing or other appropriate means. An exam for a challenged course, for example, would be comparable to the final exam administered at the end of the regularly scheduled course. Except for courses requiring laboratories and failed courses for which an "F" or "NP (No Pass)" was posted, any regularly offered course (either for Core

Curriculum, the major, the minor, or for elective credit) may be challenged with the approval of the student's major advisor and the department chair or program director in the discipline in which the course is to be challenged. To challenge a course, a student must be in continuing status (currently enrolled or on an official leave of absence) at NDNU. A challenge may be attempted only once for any given course.

The department chair is responsible for the academic quality of the challenge. To pass a course by challenge, a grade of "B" or higher is required; the grade is posted to the transcript along with the unit value of the course and an annotation that grade and credit were earned through the challenge process. A course which is not successfully challenged will be recorded as a grade of "NP" (Not Pass) on the transcript.

A student desiring to challenge a course should obtain an "Application to Challenge an Undergraduate Course" form from the Registrar's Office. The completed and approved form must be submitted at least two weeks before the anticipated examination date. A per unit fee of \$100 will be charged for each challenge. An unsuccessful challenge does not result in refund of the challenge fee.

### **College Level Examination Program (CLEP)**

NDNU grants CLEP credit only for examinations passed at the 50th percentile or higher. Credit is granted for total scores only; successful subscores within an exam are not granted partial credit. Credit is not granted for scores from foreign language exams taken by native speakers of the language being tested. Credit for CLEP exams may not duplicate credit granted for classes previously or subsequently completed at NDNU or elsewhere. CLEP credit is recorded on the Notre Dame de Namur University transcript as units passed, without an evaluative grade. See the Registrar's Office for information on credit for specific CLEP exams.

### **For CLEP General Examinations**

Qualifying scores on the English Composition with Essay, Humanities, and Social Science General Examinations are each granted six lower-division semester units. There are two editions of the English Composition Examination; Notre Dame de Namur University accepts only the results from the edition that requires an essay. Qualifying scores on the Science and Mathematics General Examinations are each granted three lower-division semester units. Credit for General Examinations may be applied to appropriate Notre Dame de Namur University Core Curriculum requirements.

### **For CLEP Subject Examinations**

Subject examinations passed at the 50th percentile or above qualify for either three or six semester units of credit; the amount of credit awarded depends upon whether the exam was designed to test one or two semesters of study in the subject area. Generally the credit granted is lower division, though scores from an exam testing advanced subject matter may qualify for upper division credit. Scores from Subject Examinations that offer an optional essay are only eligible for Notre Dame de Namur University credit if the essay component has been completed. Departments reserve the right to review such essays before determining whether credit will be awarded. Credit for Subject Exams may be applied to Notre Dame de Namur University Core

Curriculum requirements and, with departmental approval, may be applied to lower division prerequisites in the major.

## **Transfer Work After Matriculation**

After beginning coursework at Notre Dame de Namur University, students should receive prior approval from their academic advisor for any coursework to be undertaken at other colleges and universities. The same policies governing the transfer of academic credit prior to matriculation (see Policies for Awarding Transfer Credit) apply to the transfer of courses taken after matriculation at Notre Dame de Namur University. Upon completion of non-NDNU coursework, students should request that an official transcript be forwarded to the Registrar's Office. The unit value of transferable work, not the grade awarded for that work, will appear on the Notre Dame de Namur University transcript. See also Academic Residency.

## **Auditing a Course**

With permission of the instructor, anyone may audit undergraduate courses at Notre Dame de Namur University. Neither a grade nor credit is awarded for a course taken on an audit basis, and the decision to take a course as an auditor or for credit cannot be changed after the add deadline for the course. Audited courses are transcribed as such only for matriculated students. The extent of participation of an auditor is at the discretion of the instructor. Auditors receive a course syllabus, but may not necessarily receive copies of all course materials. The audit fee per unit is 50% of the otherwise applicable tuition rate.

## **Clear Academic Standing**

A cumulative grade point average of 2.0 or above constitutes clear academic standing. Students who do not maintain clear academic standing are subject to the provisions of Academic Warning, Probation, and Disqualification, as specified below.

## **Academic Warning, Probation, and Disqualification**

The following steps are taken in succession by the University when a student's GPA falls below the minimum for clear academic standing.

### **Academic Warning**

The first time a student's cumulative Notre Dame de Namur University GPA falls below 2.0 in a program of 12 or more units of graded courses for full-time students, or an accumulated total of 12 units for part-time students, the student is placed on Academic Warning and is informed that during the next semester substantial progress toward restoring a 2.0 average must be made. A student receiving a notice of Academic Warning may not carry more than 15 units, may not hold elective or appointed office, and may not participate in intercollegiate athletics unless eligible at the beginning of the season of participation. The Academic Warning is not transcribed.

### **Academic Probation**

If, at the end of the semester in which a student has been placed on Academic Warning, the student's cumulative GPA remains below 2.0, the student is placed on Academic Probation if there is the possibility of returning to clear academic standing (2.0 or better cumulative GPA) after an additional semester of work. If, however, the GPA is so deficient that the student cannot



return to clear academic standing after an additional semester, the student is disqualified. A student will be placed on Academic Probation for one semester only (or for an accumulated total of 12 units for part-time students) and, if at the end of that semester the cumulative GPA is not 2.0 or better, the student is disqualified. A student placed on Academic Probation is subject to the same restrictions listed above for Academic Warning. Academic Probation is noted on the student's transcript.

### **Appeal**

Under certain circumstances, a student on academic probation who believes that he or she cannot return to a cumulative 2.0 grade point average through coursework completed during the semester on probation may petition for an additional semester of probationary status. Such a petition is made to the Undergraduate Academic Standards Committee, and requires the recommendation of the student's Academic Advisor as well as documentation of extraordinary circumstances (i.e., illness, accident, or other circumstances beyond the student's control) contributing to the student's current academic status. This petition must be submitted before the close of the semester on Academic Probation. If the petition is granted, the student is given one additional semester in which to raise the cumulative GPA to 2.0. If not granted, the student will be disqualified under the provisions for Academic Disqualification.

### **Academic Disqualification**

A student is disqualified if one or more of the following situations apply:

1. If special conditions of admittance, as outlined in the acceptance letter, are not met;
2. If, after being placed on Academic Warning, the cumulative GPA is so deficient that the student cannot return to clear academic standing after an additional semester;
3. If, at the end of the semester on Academic Probation, the cumulative GPA remains below 2.0;
4. If, after clearing Academic Probation, the student's cumulative GPA falls below 2.0 as a result of grades earned in any of the following four semesters of his or her enrollment.

A student who is disqualified may not register for courses.

### **Reinstatement After Disqualification**

A disqualified student may be reinstated when his or her cumulative GPA, when calculated for this purpose only by including transferable and/or non-matriculant NDNU coursework completed since disqualification, reaches 2.0 or above. The student may resume studies at NDNU by supplying an official transcript of this post-disqualification coursework and a written request for reinstatement to the Registrar's Office. A student who is reinstated under this policy returns in probationary status and will have two semesters of full-time enrollment or 24 cumulative units of part-time enrollment to attain a cumulative Notre Dame de Namur University GPA of at least 2.0. A student who fails to do so will again be disqualified, this time without possibility of reinstatement.

### **Eligibility for Participation in Intercollegiate Athletics**

The privilege of participation in Intercollegiate Athletics is accompanied by the responsibility for satisfactory academic performance and behavior.

To be eligible for any intercollegiate competition, a student must:

1. Have a minimum 2.0 cumulative NDNU grade point average;
2. Make satisfactory progress toward a degree;
3. Be enrolled in a minimum of 12 units (full-time status) at the time of participation, or if the participation takes place between terms, have been enrolled in 12 units in the term immediately preceding the date of participation;
4. Exemplify and abide by the NDNU Code of Student Conduct as stated in the Student Handbook;
5. Abide by NCAA and conference regulations.

Failure to comply with any of these requirements will result in students being ineligible to participate in intercollegiate athletics. The Director of Athletics receives the listing of students on academic warning and probation and is responsible for enforcing eligibility requirements with the assistance of individual coaches. Each coach is responsible for notifying his/her players of ineligibility. Each player is responsible for notifying his/her coach of any information he/she has which may affect eligibility.

## **General Undergraduate Attendance Policy**

Students are required to attend all classes and laboratory sessions; they are held accountable for all assignments in each course, whether or not the assignments were announced during an absence. Faculty are responsible for clearly outlining their attendance policy on their syllabus presented on the first day of class.

While attendance in class is essential to a student's academic success and all students must accept their responsibility to be in class, it is recognized that there are some situations which necessitate absence from class.

Students are excused from class for the following reasons:

1. Medical emergency with supporting documentation from a medical professional
2. Observed religious holidays
3. Family emergency
4. Jury duty
5. Participation in the following NDNU sanctioned activities:
  - a) intercollegiate athletic events (practice not included),
  - b) theatre productions (rehearsals not included),
  - c) professional or leadership conferences, and
  - d) required field trips.

Students planning to take performance or discussion based classes must be particularly careful, and may find that absences for the above designated activities preclude taking such classes.

At the beginning of the semester a student is responsible for finding out what the likely conflicts will be between these specified activities and the class schedule and then discussing them with the instructor during the first two weeks of class.

A student who will be absent from class for participation in the above designated sanctioned activities is required to notify the instructor at least one class meeting prior to each absence with a signed Notice of Absence form provided by the sponsoring department. The student is responsible for obtaining lecture notes and for making up course assignments, quizzes, or examinations within an agreed upon amount of time. It is expected that the instructor and student will come to a reasonable agreement which allows the student to complete the requirements, particularly in the instance of an infrequently offered required class.

### **Attendance Policy for Evening Students**

The nature of the Accelerated program requires a more stringent absence policy, since even one absence may significantly impact achievement of course learning objectives. A student who misses more than one class or its equivalent of four hours will be assigned a failing grade for the course, unless the student officially drops or withdraws from the course. It is the responsibility of the student to initiate the drop or withdrawal. See the Refund Policy for conditions under which some portion of the charges for the course may be reversed.

### **Leave of Absence/Official Withdrawal**

Upon completion of a Leave of Absence/ Withdrawal form, students may be absent from the University for two calendar years (four semesters and two summers) on an official Leave of Absence. Forms are available from academic advisors or the Registrar's Office.

### **Reactivation:**

All undergraduate students with an approved Leave of Absence, no matter how many outstanding units, return to the university under their original catalog of record.

All undergraduate students with 15 or fewer remaining units toward their degree are reactivated under their original catalog of record (at the discretion of the advisor).

### **Readmitted:**

All undergraduate students absent more than two years with more than 15 units remaining toward their degree are readmitted by the Office of Admissions under the new catalog.

All undergraduate students who have been absent and return wishing to change their major are readmitted by the Office of Admissions.

Students intending to officially withdraw from the University must complete a Withdrawal form. Forms are available from the Registrar's Office. "Official Withdrawal" will appear on the transcript.

### **Catalog of Graduation**

Students remaining in continuous registered attendance at Notre Dame de Namur University may elect to meet the graduation requirements in effect either at the time of entering the University or at the time of graduation from the University. If, however, the University determines that changes are essential for certification requirements or competency in the academic or professional discipline, those changes in the graduation requirements shall be mandatory for all students, including students enrolled at that time. Continuous registered attendance for this

purpose includes periods during which students have been granted an official Leave of Absence by the University.

## **Clearance for Graduation**

Students nearing completion of their undergraduate studies (90 earned units) should request an Undergraduate Graduation Application from their academic advisor. Completion of this form will initiate a process which includes: (1) a Graduation Audit, prepared by the Registrar's Office; (2) a meeting with the Academic Advisor to review the audit; and (3) receiving information about Commencement, graduation activities, and diploma ordering.

The deadlines for filing the Undergraduate Graduation Application are: October 1 for May and August candidates; March 1 for December candidates.

Students normally must complete all degree work and meet all University graduation requirements prior to participating in Commencement. However, students who have six or fewer units to complete after May (confirmed by the Graduation Audit from the Registrar's Office) can request permission to "walk" in Commencement; students with more than six units remaining to be completed are not eligible to participate in Commencement. The six units include any outstanding credit: current Incomplete grades (even if the default grade is passing), credit by examination (Course Challenge or CLEP), or transfer work from other institutions. The form to request permission to "walk" is available from the Registrar's Office and must be accompanied by proof of advance registration in the remaining course(s).

Degree requirements outstanding after participation ("walking") in Commencement must be completed by December 31 of the year of the ceremony. This includes any courses not successfully completed in the final semester (e.g., "F," "I," "IP," and "W" grades). If the December 31 deadline is not met, students are required to petition the Academic Standards Committee for an extension. The petition must propose a detailed plan, approved by the student's academic advisor, describing how and when the remaining requirements are to be completed.

The graduation date posted on the transcript and on the diploma coincides with the end of the last day of the semester/session in which all degree requirements have been satisfied: Fall - December; Spring - May; Summer - August. The graduation ceremony for all candidates, regardless of the semester of completion, is held in May.

To be eligible to participate in commencement ceremonies, a student must meet the Academic Standing Requirement (2.0 cumulative GPA and 2.0 GPA in Major Requirements) as of the end of the previous semester. (For May graduation, calculation is based on grades through the previous Fall.)

## **Academic Honors**

**Dean's List** - To be included on the full-time student Dean's list, an undergraduate student must have attained a semester GPA of 3.5 or higher in a program of 12 units or more of graded courses in the previous semester. The full-time student Dean's List is compiled at the conclusion of each Fall and Spring semester.

**Dean's Honors** - To be eligible for the part-time student Dean's Honors, an undergraduate student must have attained a cumulative GPA of 3.75 or higher in a program of an accumulated total of 12 units or more of graded courses over one academic year (Fall, Spring, Summer). Students who were full-time in Fall or Spring are excluded from the part-time student Dean's Honors. The part-time student Dean's Honors is published approximately one month after final grades are due for Summer.

Students on either the Dean's List or on the part-time Dean's Honors list receive a letter of recognition and a certificate.

A student with an Incomplete ("I") grade in any of the 12 or more units on which the Dean's List/part-time Honors calculation is based is ineligible. Once compiled, the Dean's List/part-time Honors is not revised to accommodate subsequent resolution of Incomplete grades or other grade changes. In courses where performance required for a final grade necessarily extends beyond the end of the semester (e.g., research and internship courses), assignment of an In Progress ("IP") grade does not affect Dean's List/part-time Honors eligibility.

**Honor Societies** - Notre Dame de Namur University offers membership in the following Honor Societies: Alpha Mu Gamma, Kappa Gamma Pi, Delta Epsilon Sigma, Psi Chi, and Sigma Beta Delta. See Organizations, Activities, and Events for descriptions.

**Honors at Graduation** - Academic honors are awarded based on the cumulative NDNU grade point average only. To be eligible for academic honors, students must have satisfied a minimum of 46 letter graded upper-division units at NDNU.

- Cum Laude: 3.50 - 3.64
- Magna Cum Laude: 3.65 - 3.79
- Summa Cum Laude: 3.80 - 4.00

**Undergraduate Commencement Speaker** - A representative of each graduating class is selected to address the graduates at Commencement. Selection is made by a committee comprised of faculty, staff, and students. The criteria for eligibility are: a minimum GPA at NDNU of 3.7, a minimum of 46 letter graded upper-division units earned at Notre Dame de Namur University (at the time of completion), and outstanding writing and speaking skills.

# GRADUATE INFORMATION

## Graduate Admission

The Graduate Admission Office processes applications for all graduate programs, including master's, credential, and certificate programs.

## Admission Requirements

### Minimum Requirements

Admission requirements for all graduate programs include a bachelor's degree from a regionally accredited institution and a cumulative grade point average of 2.5. However it is recommended that you also visit program specific web pages to learn more about additional requirements or varying minimum requirements. For most master's and credential programs, grades in prerequisite/foundation courses must be C- or higher and two recommendations are required. The Graduate Record Examination (GRE) is not an institutional requirement for entrance into NDNU graduate programs. Meeting minimum requirements does not guarantee admission.

### Program-specific Requirements

Admission requirements vary by program. Certain graduate programs may require an initial interview and/or test scores. See the relevant Catalog sections for program-specific requirements.

### International Students

International students whose first language is not English are required to submit test scores from the Test of English as a Foreign Language (TOEFL)\* to be considered for admission. A minimum 550 (paper-based total), a minimum 213 (computer-based total) or 80 (internet-based total) is required.

*\* International students attending an NDNU approved English as a Second Language School are eligible to opt out of the TOEFL requirement if an articulated English proficiency level has been achieved. Please consult with the Office of Admission for specific agreements with partner schools. These international students will be required to take NDNU's English as a Second Language (ESL) assessment exam prior to enrolling in classes to determine if NDNU's English for International students (EI) coursework is appropriate.*

International university transcripts must be evaluated by a professional credential evaluation service. We recommend World Education Services, Inc. (WES). Please refer to their website [www.wes.org](http://www.wes.org) for an explanation of their services.

International students must also complete the International Student Financial Statement of Personal or Family Support, as part of the application process. This form is available from the Admission office and is downloadable through the NDNU web site. (Click [here](#)) This link points to an outdated document!! to download it as a printable document in Acrobat Reader PDF format.)

## **Immigration Services**

For international students and applicants, the Office of Admission processes admission applications. The International Student Office manages immigration and intergovernmental documents related to enrollment at NDNU.

## **Bridge Program for International Students**

Students who have completed three-year bachelor's degree programs at a foreign academic institution of higher learning qualify for conditional admission to graduate study at Notre Dame de Namur University (NDNU) by completing the Bridge Program. Because applicants to masters programs must have completed 124 undergraduate semester units, the post-baccalaureate Bridge Program will allow masters' applicants to complete additional undergraduate semester units to meet the masters' admission 124 undergraduate semester unit requirement. Based on the equivalent number of undergraduate semester hours previously completed, students admitted to this program are required to complete 1-30 units of undergraduate study at NDNU.

- This program of full-time study does not result in a second bachelor's degree. Entrance to any of the Bridge Programs will require the same minimum general admission, program-specific, and any international admittance requirements as outlined in the catalog for acceptance into a graduate program.
- Student is admitted to the Bridge Program and conditionally admitted to the master's degree program, contingent upon successful completion of all bridge coursework with an earned 3.0 GPA.
- No graduate units may be taken prior to the successful completion of all undergraduate coursework.
- Depending upon the number of units needed to fulfill the 124 semester unit requirement, up to 12 units will consist of undergraduate upper division in some or all of the following four curriculum areas (no more than three units taken in any one); a) Writing and Communication; b) Mathematics or Statistics; c) History and Sociology; d) Computer applications and/or literacy; e) Visual Arts. The remaining units would consist of undergraduate upper division courses that are designed to meet program prerequisites. All courses must be pre-approved by the program chair/director.
- The advisor of the Bridge Program is the graduate department chair or program director in collaboration with the Undergraduate division and department chairs.

## **Application Procedure**

### **For Master's and Credential programs:**

#### **Application and Fee**

Online option: Fill out the application for graduate admission online, and then mail in supplementary forms, such as recommendations. The \$60 nonrefundable application fee is paid online.

Traditional method: Fill out the application forms from Graduate Admission or print the forms from the web (Acrobat Reader required) and mail them in. Include the \$60 nonrefundable application fee with your application.

## **Transcripts**

Have one official transcript sent to Graduate Admission from each college or university attended. One transcript must show a bachelor's degree granted from a regionally accredited institution.

## **Prerequisites**

If you feel you have already completed prerequisites for Master's, Credential, and Certificate programs, please download a pdf version of the Application to Apply Courses to NDNU's Prerequisites. Please complete this form and forward it to the Graduate Admissions Office for inclusion with your graduate admissions application material.

## **Recommendations**

Please refer to specific program requirements. Most programs require two recommendations be sent to Graduate Admissions. Forms are available from Graduate Admissions or you may download a pdf version of the personal reference form. These forms are to be completed by persons who are best able to judge your academic and professional qualifications and are to be included with letters of recommendation. If possible, recommendations should be from professors in your major academic department. Applicants who have not been in school for some time should ask professional colleagues or administrators for references.

## **For Graduate Certificate programs:**

### **Application and Fee**

Fill out the application form available from Graduate Admission or print the application for graduate admission online from the web and mail it in. Include the \$60 nonrefundable application fee with your application. This link should point to the same application as above (this link here is dead and there is no separate app for certificates.)

## **Transcript**

Send official transcripts from each college or university attended to Graduate Admission Office. Transcripts must show proof of bachelor's degree from a regionally accredited institution. Note: All official documents submitted for admission consideration become property of the institution and cannot be returned or copied for distribution.

## **Submission and Acceptance Schedule**

Acceptances are issued on a rolling basis. To facilitate the process, we encourage applicants to complete their application file well before the following dates

### **Domestic Students**

August 1	Fall Admission
December 1	Spring Admission
April 1	Summer Admission

### **International Students**

July 1	Fall Admission
December 1	Spring Admission
April 1	Summer Admission



## **Admission Status**

Students may be admitted to a graduate program with any of the following statuses:

### **Full Admission**

May be offered to a student who has met all admission requirements.

### **Conditional Admission**

Students who have not met the formal admission requirements but whose accomplishments have convinced the University Graduate Admissions Committee and their major departments that they have potential for success as advanced degree candidates, will be considered for conditional admission. For conditional admission, graduate admission committees will make a holistic judgment on the applicant's potential for success in the graduate program, and for contributing to the mission of the program. For specific conditions please contact your academic advisor of your program of interest.

## **Term of Admission**

Admission is offered for a specific year and term. Admitted students are eligible to defer their enrollment by contacting the Graduate Admissions Office. Enrollment can be deferred to a term within one year from the year and term of admission. If an applicant is accepted by NDNU, but does not register for that year and term or request a deferral, his/her admission may be cancelled. If a student does not enroll and complete courses within that year, we will dispose of his/her admission file. Admission file documents are retained for one year only.

## **Unclassified Graduate Status**

For admission to Unclassified Graduate status, a student must hold a baccalaureate degree from a regionally accredited four-year college or university or have the equivalent of a United States bachelor's degree. Admission to the Unclassified Graduate status does not constitute admission to a graduate program. Admission to and duration of Unclassified Graduate standing shall be determined by appropriate University authorities for those students not pursuing a degree. A maximum of six units taken in Unclassified Graduate status is allowed for students applying to a masters degree program. Those applying to a credential program may enroll in up to nine units as an unclassified student.

Students are not eligible for financial aid as an unclassified student. Degree and credential program students interested in financial aid must complete and submit a FAFSA- prior to the drop deadline for that term. For further information contact the Office of Student Financing at [finaid@ndnu.edu](mailto:finaid@ndnu.edu) or (650) 508-3600.

## **Graduate Financial Aid**

The mission of the Financial Aid Office is to work with students to help make studying at NDNU affordable. The Financial Aid Office, located on the second floor of Ralston Hall, offers both financial assistance and referrals to other resources. Prospective students are encouraged to seek specialized scholarships in their disciplines; many community, professional, and fraternal organizations also offer scholarships. For financial aid purposes, students are considered to be

full-time graduate student when enrolled in nine units. Students are eligible for loan programs when enrolled on at least a half-time (4.5 units) basis.

If you plan to utilize federal, state, or NDNU financial aid in financing your graduate degree or credential, please complete the Free Application for Federal Student Aid (FAFSA). This is the application required for calculating financial need. Please call us for an application or go to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Graduate students are standardly eligible for Stafford loans and Grad PLUS loans.

For further information, please call (650) 508-3600 or e-mail us at [finaid@ndnu.edu](mailto:finaid@ndnu.edu).

## **Graduate General Regulations**

In addition to the General Academic Policies and Procedures, the following policies apply to graduate students and graduate programs.

### **Time Limits**

#### **Master's Degrees**

All degree work must be completed within seven years from the beginning of the term of admission to the master's program, unless state licensure requirements are more restrictive. Additionally, any units of credit used to satisfy unit requirements within a master's degree program, whether earned at NDNU or transferred from another accredited institution, must have been earned within the seven-year period prior to the date on which the master's degree is to be awarded.

#### **Graduate Certificates**

All certificate work must be completed within five years from the beginning of the term of admission to the certificate program.

#### **Credentials**

The University does not set time limits on credential work, but students are subject to any state requirements that may apply.

### **Transfer Credit**

A maximum of six semester units of graduate credit towards a 30-45 unit master's program or nine semester units of graduate credit towards a 50-53 unit master's program may be transferred from other accredited institutions at the discretion of the department chair/program director/advisor. Only three of those semester units may be from graduate extension courses, and the student must earn a 3.0 or higher in the course. No continuing education or workshop units may be transferred. Units for research courses and research projects are not transferable. Transferred units must have been earned within the seven-year period prior to the date on which the NDNU master's degree is awarded.

A student who wishes to take a course at another accredited institution after the student has been accepted to a graduate program at Notre Dame de Namur University must have the course

approved in writing by his/her department chair/program director/advisor before registering. The green transfer course form must be completed before the course is taken. All transferred units must be within the seven-year limit of the master's degree. A student cannot clear Probationary status through transfer units. (See also Academic Probation, below.) Career experience cannot be substituted for graduate coursework.

## **Concurrent Master's Degrees**

A graduate student may not simultaneously pursue two master's degrees. However, the School of Education offers students the possibility of enrolling concurrently in some masters and credential programs. Contact Dr. Kim Tolley, Program Director, (650) 508-3464, ktolley@ndnu.edu, for additional information regarding this opportunity. The School of Education in conjunction with the School of Business and the School of Arts and Sciences also offers students the possibility of enrolling concurrently in some credential programs while pursuing a master's degree outside the School of Education. For more information, please contact the Graduate Admissions Office at (650) 508-3600 or grad.admit@ndnu.edu.

## **Second Master's Degrees**

A student wishing to pursue a second master's degree may transfer a maximum of six units from external master's level work into a 30-45 unit program, or nine units into a 50-53 unit program. The transferability must be deemed appropriate and is at the discretion of the department chair or program director. Research courses and research projects are not transferable. The transferred units must have been earned within the seven-year period prior to the date on which the NDNU master's degree is to be awarded.

## **Challenge of Courses**

Courses that are part of a master's or credential program's core courses cannot be challenged by examination. A student may, however, challenge (one time) a prerequisite/foundation course after discussing the reasons for the challenge with the department chair or program director and completing the appropriate challenge form obtained from the Registrar's Office. The student pays \$100 per unit before taking the challenge exam. If a student does not pass the challenge with a 3.0 (B) or better, he or she must take the full course at NDNU or elsewhere. Only successful results of challenge exams are recorded on the transcript.

## **Independent Study**

Independent Study will be permitted only in special circumstances as outlined in the Policy and Procedures for Independent Study summarized below.

Independent Study is individual study or research under the direction of an instructor. It is open only to matriculated students and is generally available only for upper-division and graduate work. The maximum number of units of Independent Study in a graduate degree program is six. In cases involving a combination of transfer and independent study units, no more than six units in either category may be granted nor more than nine units in combination.

Final approval of Independent study credit rests with the Dean of each school. The contract must be presented at the time of registration and must be completed by the Add deadline of the semester or term in which the Independent Study is to be undertaken.

Independent Study may be taken under either optional or required circumstances:

**Optional Circumstances:**

1. The student wishes to pursue individual, creative research at the institution or in the field;
2. The student wishes to investigate new career opportunities;
3. The student has one or two units remaining in a requirement and wishes to complete the requirement through Independent Study.

**Required Circumstances:**

1. Independent Study is required as part of a program;
2. A required course is not offered again before the student would normally graduate;
3. A program is discontinued and student still needs a required course.

**Procedure**

Two forms are required to register for Independent Study:

1. A properly completed Registration Form;
2. A separate Independent Study Contract with all required signatures, including the School Dean. The contract must be completed by the Add deadline of the semester or term in which the Independent Study is to be undertaken.

It is the student's responsibility to have all sections of both forms completed before submitting them to the Registrar's Office.

**Registration**

Information and instructions concerning registration are distributed by the Registrar's Office. Students must arrange for an advising appointment with their program advisor.

For continuing students, Advance Registration for courses takes place in the preceding semester. A student who advance registers must pay tuition or make payment arrangements with the Business Office by a specified date. If payment or arrangements are not made, the Advance Registration is canceled, and the student must make arrangements for payment and re-register at Final Registration.

Final Registration (for new students and continuing students who do not advance register) takes place immediately preceding the opening of classes each semester. Failure to comply with the procedures specified by the Registrar for registration, changes in course registrations (Drop/Add), or withdrawal from a course may result in denial of credit and a failing grade.

**Dropping and Adding Courses**

A graduate student may not add a class after the class has met for three hours without the signature of both the advisor and the course instructor. A student's acceptance into a class at this late date is at the discretion of the instructor. In order to add the course, the student needs to (1)

pick up the Drop/Add form from the Registrar's Office, (2) obtain the instructor's signature, (3) obtain the advisor's signature, and (4) return the signed form to the Registrar's Office. The instructor's signature must be provided before the advisor signs off.

## **Withdrawal from a Course**

A graduate student may request a withdrawal from a class following the drop deadline up to but not including the last class by submitting a withdrawal form or a letter to the Registrar stating the circumstances of the withdrawal; a "W" will appear on the transcript. A student will receive an "AF" for a course from which there has not been an official withdrawal. Discontinuance of attendance does not constitute a withdrawal.

## **Leave of Absence**

Upon completion of a Leave of Absence/ Withdrawal form, students may be absent from the University for two calendar years (four semesters and two summers) on an official Leave of Absence. Forms are available from academic advisors or the Registrar's Office.

Graduate students will be re-activated if they are within the seven year limit.

Graduate students need to be re-admitted if the seven year limit has passed .

Students intending to officially withdraw from the University must complete a Withdrawal form. Forms are available from the Registrar's Office. "Official Withdrawal" will appear on the transcript.

## **Official Withdrawal from NDNU**

A student who wishes to withdraw officially from the University must submit a withdrawal form or letter to the Registrar's Office stating the existing circumstances.

## **Grading and Reporting**

Notre Dame de Namur University determines the graduate student's progress by assessing the academic and professional behavior of the student by means of letter grades. The grade point average is computed on a four-point system:

### **Grade Points Per Unit**

A+ 4.0	B+ 3.3	C+ 2.3**	D+ 1.3*****	F 0.0*****
A 4.0	B 3.0	C 2.0***	D 1.0*****	
A- 3.7	B- 2.7*	C- 1.7*****	D- 0.7*****	

\* Requires a B+ in another class of equal unit value.

\*\* Requires an A- in another class of equal unit value.

\*\*\* Requires an A in another class of equal unit value.

\*\*\*\*\* Not acceptable.

**Grades Not Used in Computing the Grade Point Average:**

AF	Non-Attendance	NP	Not Pass
AU	Audit	P	Pass (equivalent grade "C" or higher)
I	Incomplete	W	Withdrawal
IP	In Progress		

All grades except Incomplete ("I") and In Progress ("IP") are considered final when assigned by an instructor at the end of a semester. An instructor may request a "change of grade" when a computational or procedural error occurred in the original assignment of a grade, but a grade may not be changed as a result of re-evaluation of a student's work or submission of additional work. Grade changes for computational or procedural errors are accepted within the semester following the close of the semester for which the grade is to be changed. Grades may be accessed online after they have been submitted by instructors.

**Grade Appeal**

Students may request a review and appeal of their grade to the instructor, including material marked by class assignments within ten (10) working days following posting of grades. Review is taken to include, but is not limited to, inspections of the final examination and any written materials that influence the grade. It should be understood that a reviewed grade may be raised or lowered. The instructor shall ordinarily issue their decision regarding the student's grade within ten (10) working days of the start of the next semester. If the student believes that the results of the review are not satisfactory, s/he may appeal in writing to the Department Chair/Program Director within ten (10) working days of receipt of the review. The Department Chair/Program Director will review the case, including a written statement from the instructor within ten (10) working days of receipt of the student's appeal.

If the case is not resolved to the student's satisfaction at this point in the process, s/he may request that the Department Chair/Program Director refer the matter to the Dean for final resolution. For this matter to be considered the request must be received within ten (10) working days following the communication of findings by the Department Chair/Program Director to the student. The Dean may, in the case of graduate students, choose to form a committee of disinterested members to consider these statements together with such papers and examinations contributing to the questioned grade and provide a recommendation to the instructor. The decision of the Dean shall ordinarily be issued within ten (10) working days and is final. This procedure does not apply when a grade is being appealed because of alleged Academic Misconduct (Section V.A.).

**Grade Reports**

Students may access grades online after they are submitted by instructors. Grades are not released over the telephone because the caller cannot be properly identified as required by FERPA (Family Educational Rights and Privacy Act).

**In Progress Grade**

In the case of the Research Thesis Course, an IP for "In Progress" is automatically assigned at the end of the semester of registration and the research must be completed within twelve months after that date. Failure to complete the Research within the twelve month time frame will result

in a NP (Not Pass) grade for the course, and the course must be repeated at full tuition. An exception is when, at the discretion of the research advisor, the student is considered to be very near completion (weeks, not months), the student will be allowed to register and pay for one or two units. If the thesis is still not complete at the end of the extended period, the full three-unit course must be repeated.

### **Incomplete Grades**

An "Incomplete" may be given to a student who has maintained satisfactory attendance and work throughout most of a course, including Independent Study, but due to extraordinary circumstances is unable to complete the required work by the end of the semester/session in which the course was taken. The Incomplete grade is to be replaced by a final grade within a period not to exceed one calendar year from the date on which the Incomplete was assigned, unless the instructor specifies a lesser time period. There will be no extension granted for clearing the Incomplete beyond this specified time period. Once the Incomplete has been changed to a terminal letter grade, no grade changes are accepted. Either the instructor or the student may initiate a grade of Incomplete. The "Request for an Incomplete Grade" form is available from the Registrar's Office. On this form, the instructor specifies the work to be completed, the deadline for completion, and the default grade.

An Incomplete grade will be recorded only if the form is completely filled out, signed by the student, the instructor, and the appropriate School Dean, and submitted to the Registrar no later than the due date for instructors' regular grade sheets. It is the student's responsibility to verify with the instructor whether she/he will be available to complete the evaluation of the course within the specified time period, to maintain contact with the instructor, to complete the coursework, and to verify that the instructor submitted a final grade to the Registrar's Office. If the coursework specified on the Incomplete Grade form is not completed in accordance with the above policy, the grade will be converted to the default grade. Students will not be allowed to graduate with an "Incomplete" on the transcript.

### **Repeat Policy**

A student must maintain a 3.0 cumulative GPA in graduate courses in order to remain in good standing. A course with less than a grade of "C" (2.0) must be repeated. Check with advisor or program director regarding grading standards/criteria in your department/program. With the exception of research courses, all courses taken to improve the GPA may be repeated only once. All grades, whether repeated or not, will appear on the student's transcript, but only the higher grade will be used to compute the GPA. Courses which are transferred into a graduate program or courses with a prefix of 6000 are not computed in the cumulative GPA.

### **Auditing Courses**

Regularly enrolled students may, with permission of the instructor and the program director, enroll as auditors in certain classes. There is no reduced tuition rate for graduate level auditors. Classes which are audited are not taken for academic credit, and may not be changed to credit after the Drop/Add deadline. The extent of participation of an auditor is determined by the instructor.

## **Graduate Credit for Seniors**

Notre Dame de Namur University undergraduate students in their last semester and within six units of completing a baccalaureate degree may complete a petition from the Registrar to take up to six units of graduate coursework. The student must have a cumulative grade point average of 3.5 or better. This graduate coursework may not be applied to the baccalaureate degree unless there is an articulation agreement. Graduate standing and acceptance into a credential, certificate, or master's degree program must be attained before such units can be applied to a graduate program. Acceptance of such units is at the discretion of the appropriate department chair or program director.

## **Articulated Programs**

Notre Dame de Namur University offers articulation agreements between undergraduate and graduate degree programs in fields where graduate study is compatible with an undergraduate degree program. For information, see Undergraduate Policies and Procedures.

## **Graduate Teaching Assistantship**

A teaching assistant is a student who has demonstrated scholarship, leadership, and competency within a graduate program, and is selected to serve as an assistant to the instructor of a graduate course. The student must have a GPA of 3.8 in graduate study and be advanced to candidacy. A Teaching Assistantship is noted on the transcript, except if it is part of the degree program as in the MA-English program.

## **Changing from One Graduate Program to Another**

A student who wishes to transfer from the credential program to any master's degree program or from one master's program to another must submit a new application. New references may be required. The Graduate Admission Office may not require resubmission of all documents — check with that office for details. The student will receive a notice of acceptance or rejection into the new program.

## **Program Termination**

When enrollment in a program becomes too low or the University decides to phase out a program, a student may be redirected to another program, asked to complete courses as they are offered at NDNU, transfer in courses from another accredited institution, or finally, to transfer to another accredited institution.

## **Catalog of Graduation**

Students are bound by requirements in effect as of their term of admission. Students remaining in continuous registered attendance at NDNU may elect to meet graduation requirements in effect either at their term of admission or at the time of graduation. If the University determines that changes in requirements are essential for certification or competency in the academic or professional discipline, those changes in program requirements shall be mandatory for all students whose degrees have not yet been awarded.



## **Advancement to Candidacy**

1. Advancement to candidacy is a traditional step in a master's degree program designed to evaluate the student's progress and to determine the student's capability and suitability to complete the requirements for the degree.
2. Advancement to candidacy depends upon the student's attaining a minimum 3.0 GPA in the first fifteen semester units of coursework taken for graduate credit and meeting any other requirements specified by the particular program. Other requirements include, but are not limited to, satisfactory completion of prerequisite/foundation courses, English as a Second Language (ESL) courses, program-specified evaluative reviews and examinations and proof of professional suitability. The Registrar's Office automatically evaluates students when they reach fifteen units. The decision to advance a student to candidacy is made with input from the appropriate program director.
3. Acceptance into a graduate program does not automatically qualify a student for candidacy for the degree.

## **Completion of Requirements for the Master's Degree**

1. The degree is awarded upon the satisfactory completion of all requirements for the particular program including a cumulative GPA of 3.0 for all work done in the program.
2. It is the student's responsibility to file a Master's Degree Graduation Application (available from the Registrar's Office) no later than deadlines published in the Academic Calendar on line.
3. May and August candidates should file by the previous October 1.
4. December candidates should file their application for graduation by the previous March 1.
5. Graduate School advisors and School Deans review the record of an applicant for the degree, sign the application, and approve the awarding of the degree.
6. In those master's programs in which a graduate thesis/research project is required, two copies of the document are required and are forwarded to the School Dean: one is Catalogued in the NDNU Library and the other is distributed to the student's department. A reader fee must be paid to the Business Office at the time the Thesis is submitted.
7. Transcripts and diplomas are not issued until all accounts and records are cleared to the satisfaction of the Business Office.

## **Participation in Graduation**

Students who have finished all their degree requirements in the previous Summer session, Fall semester, or are finishing in the current Spring semester may take part in graduation ceremonies. Exceptions to this policy are as follows:

A. Master's students may petition to participate in Commencement if they meet the following conditions:

1. They have three or fewer units remaining to complete their program;
2. These three units are not required Research units;
3. The remaining units will be completed in the Fall session following graduation.

B. Credential students may petition to participate in Commencement if they meet the following conditions:

1. They have six or fewer units in statutory requirement classes remaining to complete their program;
2. The remaining units will be completed in the Fall session following graduation.

## **Graduate Commencement Speaker**

A representative of each graduating class is selected to address the graduates at Commencement. Selection is made by a committee comprised of faculty, staff, and students. The criteria for eligibility are: a minimum GPA in all university work attempted (at Notre Dame de Namur University and other institutions) of 3.9; a maximum of six transfer credits from other institutions; expected completion of all work before the graduation ceremonies; and outstanding writing and speaking skills.

## **Satisfactory Performance**

Only those applicants who show promise of success and fitness will be admitted to a graduate degree program. Once admitted, students whose performance in a graduate degree curriculum is judged to be unsatisfactory may be required to complete a remedial course of action, engage in a forced Leave of Absence, or Withdraw at the sole discretion of the University.

## **Academic Probation**

Any student accepted on academic probation who fails to make a cumulative GPA of 3.0 or better in the first six semester units must contact his or her advisor or program director regarding policies on clearing probation. Licensure policies may vary.

Any student who fails to achieve a cumulative GPA of 3.0 or better in work taken for graduate credit at the end of a semester will be placed on first-time academic probation. The student must meet with his/her advisor or program director to devise a plan to regain clear academic standing.

Any student on academic probation who subsequently fails to achieve a cumulative GPA of 3.0 or better in work taken for credit will be placed on second academic probation. (Check with advisor or program director. Licensure policies may prohibit a second term of academic probation.)

Any student on second academic probation who subsequently, in any semester, fails to achieve a cumulative GPA of 3.0 or better in work taken for graduate credit will be disqualified.

No graduate degree will be conferred upon a student whose cumulative GPA is below 3.0 in work taken for graduate credit after completing the units required in the program. A student may petition in writing to add six or fewer additional units in the following semester to regain clear standing. Failure to petition within 30 calendar days after grades are posted results in disqualification.

A student on probation may not transfer units to clear probation; clearance from probation must be achieved through coursework done at Notre Dame de Namur University.

## **Disqualification**

Any one of the following conditions justifies disqualification from the Notre Dame de Namur University graduate programs:

1. Evidence of academic failure in any semester;
2. Failure to regain clear standing after a period of academic probation. See Academic Probation above;
3. Failure to meet the standards set for candidacy;
4. Failure to complete a master's degree program within seven years;
5. Failure to complete a certificate program within five years;
6. Failure to meet professional standards required by the specific degree, credential, or certificate program;
7. Violation of the written Code of Student Conduct found in the University's Student Handbook;
8. Failure to satisfy financial obligations to the University at the end of the semester.

The Deans, in consultation with appropriate University officials, may issue notices of disqualification to students for any of the reasons listed above. Students who have been disqualified may not enroll in graduate courses at NDNU.

# UNDERGRADUATE CORE CURRICULUM

*Dr. Vincent Fitzgerald, Director, (650)508-3769, [vfitzgerald@ndnu.edu](mailto:vfitzgerald@ndnu.edu)*

The Common Core Requirements, Breadth Requirements, and Core Competency Requirements are collectively referred to as the University **Core Curriculum Requirements**.

## IDS Course Descriptions

### Summary

<b>Common Core Requirements</b>	<b>Units</b>
IDS1100 First Year Experience	4
Writing and Literature	6-8*
World History	6
Modern Language (for BA, BFA, BM)	6
or	
Culture and Language (for BS)	6
Religion and Spirituality	6
<i>* Transfer students may fulfill this requirement with two three-unit transfer courses.</i>	

<b>Breadth Requirements</b>	<b>Units</b>
Mathematics	3
Visual and Performing Arts	3
Philosophy and Values	3
Social and Behavioral Sciences	6
Natural Science	3

### Core Competency Requirements

Core Competency Requirements generally do not add units to a student's program. Rather, they are intended to be satisfied in the course of satisfying other requirements by choosing courses that meet multiple goals. The exception to this standard is the upper-division writing requirement, which requires three units of additional coursework.. The expectation is that NDNU will broaden the options for meeting this requirement to include coursework within the major that has an embedded writing component.

	<b>Units</b>
Cultural Diversity	6
Upper-Division Writing Proficiency	3
Oral Communication*	3*
Information/Discipline-Specific Technology*	3*
Library Research Methods and Techniques*	1*

\* Asterisked requirements are tracked by the advisor and will not be part of the graduation audit performed by the Registrar's Office.

## **Outcomes One Can Expect from Engagement in the Core Curriculum**

The Core Curriculum is designed to introduce all students to the core values of Notre Dame de Namur University and to how these values are linked to the educational pursuit. These values include development of the whole person, working in a collaborative community, and promotion of social justice.

The Common Core requirements encompass experiences shared by all students. Within this core, the First Year Experience is an interdisciplinary team-taught course that introduces students to the Mission of the University and its core values and competencies. Instruction takes place both inside the classroom and beyond the classroom in community-based projects. The Breadth Requirements provide students with a broader understanding of diverse disciplines, while further strengthening such competencies as written and oral communication, critical thinking, portfolio development, and community-based learning, first introduced in the core courses. The Core Competency Requirements enhance and integrate students' abilities to research, write, and speak about both discipline-specific and interdisciplinary topics as they engage with the world around them.

A range of options is offered to meet many of the expected Core Curriculum outcomes. Students track their progress toward these outcomes with guidance from their academic advisors.

## **Common Core Requirements**

### **First Year Experience**

The First Year Experience is an interdisciplinary course that introduces traditional-aged students to the Mission of the University and its core values and competencies. Students explore their identities as members of local, national, and global multicultural communities through critical reflection and experiential learning activities. Readings are selected to challenge students' intellectual visions and interests. Reflection and written and oral communication skills are emphasized. Leadership and collaboration skills are developed, while enrichment activities correlate residence hall and other campus events with the academic program. The undergraduate academic portfolio is implemented to document students' continuing development of core competencies and values. See below for details on fulfilling this requirement.

### **Writing and Literature**

Through the Writing and Literature Requirement, students strengthen their skills in expository prose writing and critical thinking as they analyze fictional narratives and other types of writing, review the fundamentals of grammar and mechanics, study basic rhetorical strategies, and practice research and documentation methodologies. Concurrently, students increase their understanding and appreciation of the language, style, and themes of important authors in World literature. Ethnic and international writers provide a global and multicultural perspective. See below for details on fulfilling this requirement.

## **World History**

Action in our contemporary world requires, more than ever before, a truly global perspective. World history classes introduce students to the genesis and development of our increasingly globalized world. Courses in history are designed to introduce students to the major persons, ideas, and movements that have shaped the modern western world. Students will grow in their understanding of the context and development of ideas and institutions and in their critical awareness of the sources and interpretation of historical knowledge. It is hoped that this requirement will contribute to an appreciation for the interconnectedness of peoples and cultures over time as well as of the interdependency of modern nations. See below for details on fulfilling this requirement.

## **Modern Language**

Courses in a modern language develop communication skills in a language other than English and emphasize listening, reading, speaking, and writing. The language is studied as an essential component of a distinct cultural heritage so that students become familiar with the history, customs, and artistic expressions of the areas of the world where that language is spoken. Advanced courses develop skills for specific purposes such as business and community service. See below for details on fulfilling this requirement.

## **Culture and Language (for BS students only)**

Courses in this requirement provide a basic knowledge and understanding of the heritage of non-English speaking cultures, including their historical evolution, institutions, peoples, customs, current sociopolitical conditions, literature, art, and music. Students become acquainted with the language of the heritage area studies, including core concepts specific to social interactions and survival level vocabulary and grammar. See below for details on fulfilling this requirement.

## **Religion and Spirituality**

Through Religion and Spirituality, students begin to comprehend the spiritual dimensions of life as integral to individual, social, and ecological realities. They have the opportunity to explore elements of Christian spirituality, ethics, traditions, scripture, and liturgy. They also learn to appreciate the variety and richness of spiritual/religious beliefs and practices throughout the world. See below for details on fulfilling this requirement.

# **Breadth Requirements**

## **Mathematics**

Students gain an appreciation for the usefulness of mathematics in their everyday lives and careers and expand their sense of the place of mathematics in society. They develop and broaden their ability to:

- translate simple questions about how the world works into mathematical language;
- reason with mathematical ideas;
- translate the mathematical conclusions back into the situation that is being studied and draw conclusions appropriate to that situation.

See below for details on fulfilling this requirement.

### **Visual and Performing Arts**

In Visual and Performing Arts courses students are exposed to a range of aesthetic and critical experiences and encouraged to develop and employ their creative energies. In some courses students improve their personal skills for seeing or hearing, or for creating or performing. Other courses develop an understanding and appreciation of artistic styles, historical developments, and analytical methods. All courses introduce the vocabulary needed to read, write, and talk about the visual and performing arts with the objective of enabling students to identify the elements that constitute an aesthetic experience and to judge the merits of a work of art. See below for details on fulfilling this requirement.

### **Philosophy and Values**

Philosophy courses assist students in examining fundamental claims about life and the universe from an objective point of view and allow them to develop critical thinking skills. See below for details on fulfilling this requirement.

### **Social and Behavioral Sciences**

The study of sociology and psychology enables students to identify and to analyze how social systems influence the behavior of groups or individuals. Knowledge of the complexity of human behavior equips students to understand the integrative function of the human mind and to live intelligently in our complex society. Political science and economics courses introduce students to ideological and economic forces that shape the structure of society. Study of other societies and cultures and analysis of the complex interactions of people of diverse beliefs, attitudes, and behaviors leads to a greater understanding of and compassion for the human family. See below for details on fulfilling this requirement.

### **Natural Science**

Students of science gain an understanding of the principles, processes, and concepts that are the basic tenets of the sciences. Focusing on problem-solving and on methods of organizing ideas and testing of information, they develop an appreciation for scientific thinking. Students acquire a sense of the historical context in which the sciences developed. They begin to evaluate the impact of science and technology on the natural, political, and social environments and thus are equipped to respond to scientific issues in society. In the field and laboratory, students have experience with data collection and analysis, experimental design, and the development of observational skills. Students are encouraged to take a laboratory course. See below for details on fulfilling this requirement.

## **Core Competency Requirements**

### **Cultural Diversity [CDiv]**

Courses designated as CDiv are those courses that are fundamentally concerned with exploring the contemporary or historical experiences of underrepresented or marginalized peoples. These courses give voice to world cultures whose origins lie outside the western tradition, such as Asia, Africa, the Middle East, and Latin America. Courses that treat the experience of ethnic minority populations in the United States, as well as topical courses on gender, sexuality, ethnicity, contemporary poverty, and minority religions may also be granted the CDiv designation. See below for details on fulfilling this requirement.

### **Upper-Division Writing Proficiency**

This requirement is designed to assure that students demonstrate the ability to communicate clearly in writing at a level that meets the University's standard. See below for details on fulfilling this requirement.

### **Oral Communication**

Students develop their abilities to speak in front of groups comfortably and competently. They are exposed to basic presentation issues including how they present both their material and themselves to an audience. In particular, students develop their ability to speak about their academic work. See below for details on fulfilling this requirement.

### **Information/Discipline-Specific Technology**

Through this requirement, students come to understand broadly the uses of information technology. Students are also exposed to and use information technology and/or other discipline-specific technology and apply it to their chosen discipline. See below for details on fulfilling this requirement.

### **Library Research Methods and Techniques**

Students refine their library research skills and apply them to a research project or paper. See below for details on fulfilling this requirement.

## **Fulfilling the Requirements**

### **Fulfilling the Common Core Requirements:**

#### **First Year Experience (4 units)**

Freshmen satisfy this requirement by taking IDS1100 The First Year Experience. Transfer students with 30 units or more and nontraditional age students need not satisfy this requirement.

#### **Writing and Literature (6-8 units)**

Students entering as freshmen may fulfill this requirement by taking and passing ENG1032 and ENG1040. Transfer students with 30 units or more and nontraditional age students may substitute for ENG1032 an equivalent course in freshman composition from another institution. Such students may also substitute for ENG1040 an equivalent literature course from another institution or three units of literature courses from the following list: ENG1040, ENG1041, ENG2142, ENG2144, ENG2148, ENG2152, ENG2200, ENG2201, ENG2214, ENG2216, ENG2218, ENG2220, ENG2222, ENG2224, ENG2232, ENG2236, ENG2240, ENG2244, ENG2400, ENG2403, ENG2408, ENG2412, ENG2600, ENG2604, ENG2624, ENG2632, ENG2656, ENG2887.

*Note: Freshmen students who have passed a College Board Advanced Placement Examination(s) in English with a score of three or higher may earn three to six units of college credit and thereby fulfill all or part of the Writing and Literature Requirement. See Undergraduate Policies, Credit by Examination.*

*Note: In addition to the Writing and Literature Requirement, all students must also satisfy the Writing Proficiency Requirement.*



**World History (6 units)**

Students entering as freshmen fulfill this requirement by taking and passing HY007A and HY007B. Incoming transfer students (30 or more transferable units), as well as freshmen who have satisfied the equivalent of Section A or B (below) through transferable work, may fulfill this requirement by satisfying the Section A and Section B requirements below.

SECTION A: Three of the six units required must be in World History. To fulfill this section of the requirement students may take any course from the following list:

HST1000, HST2000	World History
HST1010, HST2010	World History
HST2100	History of Western Culture
HST2110	History of Political and Social Thought
HST2120	Modern Western Thought
HST2130	Sex and Myth in History
HST2410	Modern Times

SECTION B: The remaining three units of the requirement may be fulfilled by any three-unit History course [prefix HST] at NDNU.

**Modern Language (6 units)**

At entrance, students are tested and placed at a skill level commensurate with prior experience in the language. All BA, BFA, and BM students must take two semesters of the same Modern Language unless eligible for exemption (see below).

Students in the first or second year of language study at Notre Dame de Namur University are required to take six units. Students may choose any courses from this list:

FRE1001, FRE1008	Basic Practical French
FRE1016, FRE1024	Intermediate Conversation
FRE1024, FRE2116	Intermediate Conversation and Pronunciation in Cultural Context
SPA1001, SPA1008	Introduction to Spanish
SPA1016, SPA1024	Intermediate Spanish

Two semesters (with a minimum of six semester units) of the same language from another institution will satisfy the Modern Language requirement.

**Culture and Language (6 units)**

BS students may choose from the following options:

1. Two semesters of the same Modern Language
2. Two Culture and Language courses (prefix CUL)
3. One semester of Modern Language and one course from the following list:
  - CUL2300 European Cinema
  - CUL2308 International Cinema
  - FRE2140 Women in French Literature
  - HST2200 History, Culture, and Language of France I
  - HST2210 History, Culture, and Language of France II

- HST2430 Islam and the West
- PSC2130 Latin American Area Studies
- PSC2140 African Area Studies
- PSC2150 Asian Area Studies
- PSC2160 Middle East Area Studies

Any Culture and Language course (prefix CUL) will fulfill this requirement. See Culture and Language listings for course descriptions.

*Note: Students who take these courses to fulfill their Culture and Language requirement may not use the same courses to fulfill their Cultural Diversity requirement.*

### **Exemption from Modern Language or Culture and Language Requirement**

Students who demonstrate oral and written language competency by meeting one of the following criteria are exempt from the Modern Language (BA, BM, BFA) or the Culture and Language (BS) requirement. To demonstrate competency a student may:

- Be a native speaker of a language other than English and provide an official transcript showing attendance at school in the native language.
- Pass an NDNU foreign language placement examination with a proficiency score of three or pass an equivalent exam at a corresponding level. (Exam must be approved in advance by the Chair of the Modern Languages Department. For non-European languages, this usually involves passing a test sent from the Center for Applied Linguistics in Washington, DC and administered at NDNU.)
- Complete the third year level of a foreign language in high school with grades "C" or higher (high school transcript required.)
- Score 600 or higher on a College Board Achievement Test in foreign language.)
- Pass a College Board Advanced Placement Examination in a foreign language with a score of three or higher.)
- Pass a CLEP examination in a foreign language at the 50th percentile or higher. (See the Registrar's Office for information on credit for specific CLEP exams.)

### **Religion and Spirituality (6 units)**

The requirement may be fulfilled by taking six units from:

- Courses in religious studies (prefix REL); or
- ART2225 Art History: Medieval
- ART2230 Art History: Art and Religion of the Far East
- BUS2416 The Holocaust
- HST2430 Islam and the West
- PSY2725 Death and Dying

See Religious Studies listings for course descriptions.

## **Fulfilling the Breadth Requirements:**

### **Mathematics (3 units)**

Any Mathematics course (prefix MTH) will meet this requirement except MTH1012. All courses that fulfill the requirement assume mathematics placement at Level 1 (see Mathematics Placement Test).

### **Visual and Performing Arts (3 units)**

Any course from the following list meets this requirement. Students may also take advanced courses if prerequisites have been met.

ART1001	Drawing
ART1010	Drawing with Illustrator
ART1018	Life Drawing
ART1101	Design: Two-Dimensional
ART1109	Design: Color
ART1118	3-D Design
ART1127	Advanced Design
ART1201	Art History Survey
ART2201	Art History: Modern Art
ART2205	Art History: Art of the Americas [CDiv]
ART2210	Art History: Art in Business and Industry
ART2215	Art History: Contemporary Art Since 1945
ART2220	Postmodern World in Art
ART2225	Art History: Medieval
ART2230	Art History: Art and Religion of the Far East [CDiv]
ART2301	Representational Painting
ART2305	Projects in Painting
ART2310	Outdoor Painting
ART2401	Media Graphics: Graphic Design
ART2405	Media Graphics: Layout and Typography
ART2410	Media Graphics: Production Techniques
ART2415	Elements of Web Design
ART2501	Printmaking: Etching
ART2505	Printmaking: Multimedia Workshop
ART2601	Techniques and Materials
ART2605	Art Education Concepts
ART2615	Sculpture
ART2625	Photography
ART2635	Gallery Techniques
CUL2308	Intercultural Cinema
IDS1024, IDS2024	Bay Area Cultural Events [CDiv]
MUS1050, MUS2050	Opera Workshop
MUS1060, MUS2060	Campus-Community Chorus
MUS1070, 2070	Orchestra
MUS1100	Exploring Music at the Keyboard
MUS1150, 2150	Computer Applications in Music

MUS1320, 2320	World Music [CDiv]
MUS1505, MUS2505	Composing and Improvising
MUS1600, MUS1605, MUS1610, MUS2600, MUS2605, MUS2610	Individual Instruction
MUS2305	Survey of Music in Western Civilization
MUS2067	Music Education Concepts
THE1000	Introduction to the Theatre
THE1005, THE2105	Introduction to Oral Interpretation of Literature
THE1013, THE2153	Theatre and Drama in the Schools
THE1015	Beginning Acting
THE1055, THE2155	Scenic Design and Model Building
THE1059, THE2159	Introduction to Arts Management
THE2100	Intermediate Acting
THE2115	Advanced Acting
THE2135	Development of Drama and Theatre to 1600
THE2140	Development of Drama and Theatre from 1600 to 1800
THE2145	Development of Drama and Theatre from 1800 to the Present
THE2151	Children's Theatre
THE2157	Acting for the Camera

\* Three semesters of the same instrument or voice within a four-semester sequence. In the case of MUS1405, MUS1725, MUS2405, or MUS2725; one or more semesters may be replaced with MUS1600, MUS1605, MUS1745, or MUS2745.

\*\* BM students may not use this course for credit in this category.

### **Philosophy and Values (3 units)**

Any course in philosophy (prefix PHL) will fulfill this requirement with the exception of PHL1300, PHL1305, PHL2300, PHL2305. See Philosophy listings for course descriptions.

### **Social and Behavioral Sciences (6 units)**

Students may choose any two courses among:

BUS1100	Macroeconomics
BUS1108	Microeconomics
BUS2108	Comparative Economic Systems
BUS2116	Economic Development of Less Developed Countries [CDiv]
HST2110	History of Political Science
HST2120	Modern Western Thought
HST2220	Nazi Germany
HST2230	Europe Since World War II
HST2300	American History: 1607-1877
HST2310	American History: 1877-Present
HST2320	Modern America: 1932-Present
HST2330	History and Politics of Civil Rights
HST2340	America's Ethnic History
HST2350	California History
HST2400	Novels as History

HST2410	Modern Times
HST2420	History and Politics in Films
HST2430	Islam and the West
PHL2210	Political and Social Philosophy
PHL2405	Philosophy of Mind

Any course offered by the Political Science department (prefix PSC) will fulfill this requirement. See Political Science listings for course descriptions.

Any course offered by the Psychology department (prefix PSY) will fulfill this requirement. See Psychology listings for course descriptions.

Any course offered by the Sociology department (prefix SOC) will fulfill this requirement. See Sociology listings for course descriptions.

### **Natural Science (3 units)**

Students may choose any course from this list:

BIO1104	Human Biology
BIO1465, BIO2465	Natural Sciences Seminar
BIO2124	Forensic Science
CHE1101	Introductory Chemistry
NSC1012, NSC2012	Introduction to Nutrition
PHY1001	Physical Geology
PHY1008, PHY2008	Physical Geography
PHY1114	Astronomy

## **Fulfilling the Core Competency Requirements:**

### **Cultural Diversity [CDiv] (6 units)**

All students are required to take six units in Cultural Diversity. An appreciation of cultural diversity is an important aspect of NDNU's social justice mission and CDiv courses are concerned with exploring cultural difference in a mindful effort to advance this aspect of our mission. Cultural diversity is integral to CDiv courses and cultural diversity content is presented throughout the course. Therefore, the number of CDiv units awarded for any course will equal the total number of units of that course (for example, any three unit CDiv course will be worth three CDiv units). Cultural Diversity courses may be used also to fulfill other Core Curriculum requirements (except Culture and Language) or requirements within the major. (Students in BS programs may not use Culture and Language courses to fulfill both the Culture and Language requirement and the Cultural Diversity requirement). Courses fulfilling this requirement carry the notation [CDiv] after their title. Check the course descriptions in this Catalog and the listings in each semester's class schedule.

This is an approved list of Cultural Diversity courses:

ART2205	Art History: Art of the Americas
ART2230	Art and Religion of the Far East
BUS2024	Comparative International Management

BUS2040	Women in Management
BUS2116	Economic Development of Less-Developed Countries
BUS2124	International Economics
BUS2416	The Holocaust
CUL2200	Mexico: Politics, Culture, and Language
CUL2208	Central America: Politics, Culture, and Language
CUL2216	Andean Nations: Politics, Culture, and Language
CUL2224	Indigenous Cultures of Latin America
CUL2232	Latino/Hispanic Experience in the USA
CUL2240	Mexican American Literature, Language, and Film
CUL2316	Cultural Heritage and Language of China
CUL2232	Latino/Hispanic Experience in the USA
CUL2248	Culture and Language of Latin America through Film
CUL2250	Literature of Latin America
CUL2308	Intercultural Cinema
CUL2400	African Cinema, Culture, and Language
CUL2500	Service Learning
EDU2248	Managing Cultural Diversity
EDU2257	Women's Health Issues
ENG2222	American Literary Movements: Harlem Renaissance
ENG2268	Great American Writers: Morrison
ENG2600	Women's Literature
ENG2604	African-American Literature
ENG2608	Asian-American Literature
ENG2612	Latino Literature
ENG2616	Native American Literature
ENG2632	Comparative Literature
ENG2636	Mythology
ENG2650	Modern Poetry
ENG2652	Modern Fiction: Comparative Approach
ENG2887	Special Topics
FRE2140	Women in French Literature
HST1000, HST1010, HST2000, HST2010	World History
HST2020	World History
HST2330	History and Politics of the Civil Rights Movement in the United States
HST2340	America's Ethnic History
HST2430	Islam and the West
IDS1024, IDS2024	Bay Area Cultural Events
IDS1030, IDS2030	Peace and Social Justice: Bay Area Events
MUS1320, MUS2320	World Music
NSC1001, NSC2001	Science and Technology in Developing Countries
NSC1003, NSC2003	Revolutionary Women and Minorities in Science
NSC1018, NSC2018	Nutrition and Health in Developing Countries
PHL2410	Women and Philosophy

PSC2120	World Geography
PSC2130	Latin American Area Studies
PSC2140	African Area Studies
PSC2150	Asian Area Studies
PSC2160	Middle East Area Studies
PSC2161	Model Arab League
PSC2330	Gender and the Law
PSY2409	Building Community through Diversity
PSY2717	Women, Shakespeare, and Psychoanalysis
REL2250	Religions of the World
REL2425	Liberation Theologies
REL2430	Developments in Gender and Sexuality in Christianity
REL2605	Women's Spirituality
REL2620	Way of the Earth
SOC1009, SOC2009	Cultural Anthropology
SOC1501, SOC2501	The Inner City: The Good, the Bad, and the Ugly
SOC1502, SOC2502	Exploring the Inner World of the Inner City
SOC1503, SOC2503	Lifestyles of the Poor and Infamous
SOC1504, SOC2504	The Promise of the Inner City
SOC2301	The Family
SOC2401	Race and Ethnicity in Cross-cultural Perspective
SOC2417	Interpersonal/Intercultural Communication
SOC2433	Cross-cultures and Subcultures
SOC2519	Streetwise Sociology
SOC2527	Urban Sociology
SOC2625	Animals, People, and the Environment
SOC2692	Animals, People, and the Environment - Fieldworkt
SOC2725	Social Problems
SOC2757	Society Through Film
SPA2108	Advanced Spanish: La herencia cultural de latinoamerica
SPA2124	Spanish for a Bilingual World: Community Services and Business

### **Oral Communication (3)**

One of these units may be satisfied by completion of IDS1100 First Year Experience. Guided by the advisor, the student will additionally choose either a general oral communication class course or a course within the major that has a focus on oral communication (preferred).

### **Information/Discipline-Specific Technology (3)**

Guided by the advisor, the student will satisfy these units by choosing courses within the major that develop technology skills or through freestanding modules, as may be appropriate and available.

### **Library Research Methods and Techniques (1)**

This unit may be satisfied by completion of the First Year Experience. Guided by the advisor, the student may additionally or alternately (transfers) choose courses within the major that embed these skills.

## Core Courses

Within the undergraduate core curriculum, there are a number of interdisciplinary classes that all students take during their course of study. These core courses are designed to link the curriculum/co-curriculum to the values and mission of the University. Many of the courses in the core curriculum are team-taught, providing an interdisciplinary approach to the readings, lectures, and class discussions. Class assignments involve students in community-based learning that links the academic material with social action. In the core curriculum, students develop competencies in writing, oral communication, computer skills, quantitative analysis, and critical thinking.

### **IDS1000 Week of Welcome (0)**

Introduction to the academic and social environment at Notre Dame de Namur University. WOW provides freshmen information about academics, academic and personal support programs, and resources to ensure a successful college transition. Pass/Fail only.

### **IDS1003 Learning Strategies and Applications (2)**

This course will equip students with the tools that will enable them to become efficient and independent learners. Through readings, discussions, and activities, students are introduced to various study skills and strategies that they can immediately apply to the courses they take. Topics include goal setting, memory principles, time management, note taking, test taking, reading, writing, utilizing learning support services, stress management, etc. Units apply toward graduation, but not Core Curriculum requirements. Required for conditionally and master admitted students.

### **IDS1024 Bay Area Cultural Events [CDiv] (1-3)**

This course is an interdisciplinary introduction to Bay Area cultural events in music, theatre, and literature, including events from diverse cultural sources. Three units fulfill Core Curriculum Visual and Performing Arts requirement.

### **IDS1100 First Year Experience (4)**

The First Year Experience is an interdisciplinary course that introduces traditional-aged students to the Mission of the University and its core values and competencies. Students explore their identities as members of local, national, and global multicultural communities through critical reflection and experiential learning activities. Readings are selected to challenge students' intellectual visions and interests. Reflection and written and oral communication skills are emphasized. Leadership and collaboration skills are developed, while enrichment activities correlate residence hall and other campus events with the academic program. The undergraduate academic portfolio is implemented to document students' continuing development of core competencies and values.

### **IDS2024 Bay Area Cultural Events [CDiv] (1-3)**

This course is an interdisciplinary introduction to Bay Area cultural events in music, theatre, and literature, including events from diverse cultural sources. Three units fulfill Core Curriculum Visual and Performing Arts requirement. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.



**IDS2109 Web Design Project (3)**

This is the capstone course of the Web Design interdisciplinary minor, weaving together web design theory and practice. Students develop a web site incorporating concepts introduced in ART2415, BUS2424, and CIS2009. The course is project-based and a team approach is encouraged.

**IDS7001 Learning Strategies: Application to Coursework (3)**

This course equips students with the tools necessary to enable them to become independent learners. The strategies and study skills allow students to immediately apply what they learn to their courses. The course includes, but is not limited to, setting goals, time management, memory, note taking, and reading and writing strategies and study skills. Units do not apply toward graduation but do count for financial aid purposes. Required for conditionally and master admitted students.

# SCHOOL OF BUSINESS AND MANAGEMENT

*Thomas Hannen, Ph.D., Dean*

*Office of the Dean: (650) 508-3726*

The School of Business and Management (SBM) has a rich heritage of innovation, achievement, and promotion of diversity grounded in a commitment to academic excellence with the aim of developing professional competences in our students. NDNU has long been recognized as an educational leader empowering students to become lifelong learners and contributors to their professions and communities. SBM degree programs mirrors the fast pace and global reach of today's business environment with courses that address innovations in the fields of business, communications, public administration and technology. Our students work closely with talented faculty with diverse backgrounds and extensive industry experiences to promote new ways of thinking so students are able to develop the knowledge and skills needed to be successful. The focus here is all about helping students gain the critical skills and knowledge necessary in developing their abilities to see opportunities and to take advantage of them to grow personally, socially, and professionally.

## Programs

### Undergraduate Majors

Bachelor of Science: Business  
Administration Concentrations:

- Economics
- Finance
- International Business
- Management
- Marketing
- Small Business

Bachelor of Arts: Communication

Business Administration: Intensive  
Program Concentrations:

- Finance
- Management

Career Development

### Master's Degrees

Master of Business Administration, MBA  
Concentrations:

- Finance
- Human Resource Management
- Marketing

Master of Public Administration, MPA  
Concentrations:

- Human Resource Management
- Public Affairs Administration

Master of Science in Management, MSM

# Business Administration – Traditional Day

*Dr. Sujata Verma , Program Director, (650) 508-3675, sverma@ndnu.edu*

The Bachelor of Science in Business Administration program for traditional day students provides students with a strong foundation in the business environment as they prepare for careers in business as well as advanced study. The major in business administration offers a rich curriculum grounded in ethical values built on a foundation of knowledge of business and management sciences and application of learning internships. Students are advised throughout their time here by faculty mentors in the selection of classes, student clubs, and internship opportunities in order to explore different career paths. The School of Business and Management approaches education as a team effort with our faculty and staff working with students to prepare them to excel in their chosen professional business and management occupations after graduation. Specialized concentrations are offered in: Economics, Finance, International Business, Management, Marketing, and Small Business.

Undergraduate Business Administration programs have an articulation agreement with graduate programs in the School of Business and Management. Qualified students are able to apply in advance of the last semester of undergraduate work to enroll in up to six units of selected graduate courses that fulfill undergraduate major requirements while also counting towards the master's degree.

## Bachelor of Science: Business Administration

The undergraduate degree program requires 124 semester units of course credit (core major, electives, general education); with the day business program consisting of 60 units of Core Major courses comprised of lower division, upper division, and BUS electives of a student's first concentration.

Core Major		Units
BUS1000	American Business: Foundations and Practice	3
BUS1008	Building Business Values	3
BUS1100	Macroeconomics	3
BUS1108	Microeconomics	3
BUS1216	Accounting Procedures	3
BUS1224	Financial Accounting	3
BUS1232	Managerial Accounting	3
MTH1214	College Algebra	3
MTH2502	Statistics	3
BUS2000	Management Principles and Organizational Behavior	3
BUS2008	Legal Environment of Business	3
BUS2216	Business Analysis Using Spreadsheets	3
BUS2224	Financial Management I	3
BUS2300	Marketing Principles	3
BUS2980	Business Policy (Capstone)	3

BUS2990	Internship	3
BUS----	Concentration (Upper-division electives in the major)	12
		<b>60</b>
		<b>Units</b>
<b>Core Curriculum + Electives</b>		<b>64</b>
<b>Total Unit Requirement</b>		<b>124</b>

### **Areas of Concentration**

Students will select one specialized area of courses as their concentration. Additional concentrations can be obtained by completing twelve (12) discrete upper-division units of upper-division electives from courses in the major. Concentration(s) available for selection are:

#### **Economics**

BUS2100	Managerial Economics
BUS2108	Comparative Capitalist Systems
BUS2116	Economic Development Of Less Developed Countries
BUS2124	International Economics
BUS2240	Money, Markets, & Financial Institutions
BUS2248	International Finance

#### **Management**

BUS2012	Business Leadership
BUS2016	Change & Conflict Management
BUS2024	Comparative International Management
BUS2032	Managerial Planning/Decision-Making
BUS2040	Women In Management
BUS2048	Human Resource Management
BUS2336	Market Mapping Management
BUS2340	Entrepreneurial Mgmt/Mktg

#### **Finance**

BUS2202	Intermediate Accounting I
BUS2204	Intermediate Accounting II
BUS2232	Financial Management II
BUS2240	Money, Markets, & Financial Institutions
BUS2244	Corporate Governance
BUS2248	International Finance
BUS2348	Finance & Marketing for a Developmental Stage Venture

**Marketing**

BUS2304	Marketing Analysis & Research
BUS2316	Consumer Behavior
BUS2328	Service Marketing
BUS2332	International Marketing
BUS2336	Market Mapping Management
BUS2340	Entrepreneurial Mgmt/Mktg
BUS2364	Advertising

**International Business**

BUS2024	Comparative International Management
BUS2124	International Economics
BUS2116	Economic Development Of Less Developed Countries
BUS2248	International Finance
BUS2332	International Marketing

**Small Business**

BUS2012	Business Leadership
BUS2048	Human Resource Management
BUS2100	Managerial Economics
BUS2304	Marketing Analysis & Research
BUS2336	Market Mapping Management
BUS2340	Entrepreneurial Mgmt/Mktg
BUS2348	Finance & Marketing for a Developmental Stage Venture

**General Concentration**

Any 12 units of electives approved by the advisor.

**Minor: Business Administration**

Minors offer students in other Schools an opportunity to explore aspects of business and management sciences without the full commitment of completing the major. The minor in Business Administration comprises 15 units and is available to any undergraduate student in the university.

<b>Minor Requirements (minimum 15 units required)</b>		<b>Units</b>
BUS1000	American Business: Foundations and Practices	3
BUS1100	Macroeconomics	3
BUS1216	Accounting Procedures	3
BUS2000	Management Principles and Organizational Behavior	3
BUS2300	Marketing Principles	3

**Minor: Accounting**

Coursework in accounting is highly valued by business employers. Having a minor in accounting will allow the students to gain the additional accounting knowledge and have it reflected on their degree. Further, students who complete their undergraduate degree in Business Administration

and this Accounting minor will have met the necessary academic requirements needed to take the professional Certified Public Accounting (CPA) examination.

<b>Minor Requirements (minimum 15 units required)</b>		<b>Units</b>
BUS2202	Intermediate Accounting I	3
BUS2204	Intermediate Accounting II	3
BUS2210	Federal Income Taxation	3
BUS2212	Cost Accounting	3
BUS2214	Advanced Accounting	3

## **Business Administration – Professional Studies Program (Evening)**

*Barbara Caulley, Chair, (650) 508-3684, [bcaulley@ndnu.edu](mailto:bcaulley@ndnu.edu)*

The Professional Studies Program facilitates obtaining a degree in Bachelor of Science in Business Administration by offering a range of primarily upper division courses for working professionals who wish to complete their college degree within their respective majors and areas of concentration. The intensive program is open to adult students who are 25 years of age or older; three years of full-time work or volunteer experience; and have a minimum of 45 transferable semester units. This degree completion program is offered in an accelerated format with most courses spanning four-hour class one night or weekend over a seven week period. Coursework incorporates hands-on projects, practical knowledge that is applicable to everyday work challenges, and group interactions with fellow classmates. Our degree completion program students have access to all of our outstanding student support services including tutoring, career development services, and more.

Undergraduate Business Administration programs have an articulation agreement with graduate programs in the School of Business and Management. Qualified students are able to apply in advance of the last semester of undergraduate work to enroll in up to six units of selected graduate courses that fulfill undergraduate major requirements while also counting towards the master's degree.

### **Bachelor of Science: Business Administration**

The undergraduate degree program requires 124 semester units of course credit (core major, electives, general education); with the professional evening business degree completion program consisting of 51 units of Core Major courses comprised of lower division, upper division, and BUS electives of a student's first concentration.

<b>Core Major</b>		<b>Units</b>
BUS1100	Macroeconomics	3
BUS1108	Microeconomics	3
BUS1224	Financial Accounting	3
BUS1232	Managerial Accounting	3
MTH2502	Statistics	3

PHL2330	Ethics and Professional Responsibility	3
BUS2000	Management Principles and Organizational Behavior	3
BUS2008	Legal Environment of Business	3
BUS2200	Business Cycle Accounting Concepts	3
BUS2224	Financial Management I	3
BUS2300	Marketing Principles	3
BUS2600	Operations and Information Technology Systems	3
BUS2980	Business Policy (Capstone)	3
BUS----	Concentration (Upper-division electives in the major)	12
		<b>51</b>
		<b>Units</b>
<b>Core Curriculum + Electives</b>		<b>73</b>
<b>Total Unit Requirement</b>		<b>124</b>

## Areas of Concentration

Students will select one specialized area of courses as their concentration. Additional concentrations can be obtained by completing twelve (12) discrete upper-division units of upper-division electives from courses in the major. Concentration(s) available for selection are:

### Finance

BUS2232	Financial Management II	
BUS2240	Money, Markets, & Financial Inst	
BUS2244	Corporate Governance	
BUS2248	International Finance	
BUS2348	Finance & Marketing for Developmental Stage Venture	Management
BUS2012	Business Leadership	
BUS2016	Change & Conflict Management	
BUS2024	Comparative International Management	
BUS2032	Managerial Planning/Decision-Making	
BUS2040	Women In Management	
BUS2048	Human Resource Management	
BUS2340	Entrepreneurial Mgmt/Mktg	

### General Concentration

Any 12 units of electives approved by the advisor.

## Career Development

*Carrie McKnight, Director, (650) 508-3667, cmcknight@ndnu.edu*

Career Services provides students and alumni career development resources including advising, career planning classes, job listings, on-campus recruiting, and internship opportunities. Closely linked to our distinguished alumni community and the thriving corporate environment surrounding the University's campus, Career Services has the connections and resources to assist

with planning for career goals. Students and alumni are encouraged to explore their career options by meeting with a counselor on an individual basis. A career counseling session might include self-assessment, career or job research, goal setting strategies, or resume writing. Whether you are a junior seeking an internship, a graduating senior, or alum in the workforce seeking better options to get ahead, NDNU's Career Services can help you launch your career.

For undergraduate students there is a university requirement of three units Career Development. Consult with your advisor as some programs fulfill this requirement with departmental internship courses (note: this requirement is waived for Professional Evening Studies program students).

## **Career Development Courses**

### **CAR1000 Career Process and Decision Making (1)**

Students explore careers, occupations, and the career decision-making process. Course includes self-assessment and occupational research.

### **CAR1016 Scholarships (0.5)**

Students learn research strategies and techniques to locate and obtain financial resources to support educational goals. Students learn key criteria for competitive applications, how to design powerful personal statements, and how to target both merit and financial need-based funding sources. Interactive class.

### **CAR1986 Special Topics in Career Development (1-3)**

Students explore current issues in the workplace and/or career planning topics. May be repeated for credit.

### **CAR1990 Career Development Internship (1-3)**

Students participate in internships that provide opportunity to gain career-related work experience. Internships are available in a variety of career areas including business, community service, government, and the arts. Students work 50 hours per semester for each unit. Prerequisites: by permission of program director.

### **CAR2000 Career Planning and Job Search (3)**

Students explore and assess career values, occupational interests, skills, personality style, and work preferences. Students learn and practice job search strategies and tools, including career research, resumes, interviewing, networking, self-marketing, and goal-setting. Interactive class.

### **CAR2008 Career Portfolio (1)**

Through portfolio development, students gain self-awareness and assess accumulated learning from their academic courses, work experience, and extracurricular activities. This process and the resulting portfolio help students to identify and obtain satisfying jobs and careers.

### **CAR2016 Etiquette for the College Graduate (0.5)**

Students learn the key elements of workplace etiquette and gain knowledge to apply basic professional skills to the world of work. Included in this course is a formal business etiquette luncheon.



**CAR2986 Special Topics in Career Development (1-3)**

Students explore current issues in the workplace and/or career planning topics. May be repeated for credit.

**CAR2990 Career Development Internship (1-3)**

Students participate in internships that provide opportunity to gain career-related work experience. Internships are available in a variety of career areas including business, community service, government, and the arts. Students work 50 hours per semester for each unit.

Prerequisites: senior status and by permission of program director.

**CAR2999 Independent Study in Career Development (1-3)**

Provides an opportunity for independent study under the direction of an instructor. See Undergraduate Policies and Procedures on Independent Study.

## Communication

*Dr. Judy Buller, Program Director, (650) 508-3734, [jbuller@ndnu.edu](mailto:jbuller@ndnu.edu)*

The Bachelor of Arts in Communication program provides with students hands-on experiences in journalism with an understanding of the social and cultural impact of media. NDNU students are well prepared for positions in a vast range of fields such as journalism, public relations, corporate communication, and marketing. A strong internship program provides opportunities for practical application and access to job opportunities. The Argonaut is our award-winning newspaper and website that gives students an opportunity to dive into the process of news production from writing and editing to layout and advertising sales. Students in other majors are also able to obtain a Minor in Communication.

Undergraduate Communication majors have available to them an articulation agreement with graduate programs in the School of Business and Management. Qualified students are able to apply in advance of the last semester of undergraduate work to enroll in up to six units of selected graduate courses that fulfill undergraduate major requirements while also counting towards the master's degree.

### Bachelor of Arts: Communication

The undergraduate degree program requires 124 semester units of course credit (core major, electives, general education); with the communication program consisting of 48 units of Core Major courses comprised of lower division and upper division BUS.

Core Major		Units
ART2401	Media Graphics	3
or		
ART2625	Photography	
BUS1000	American Business: Foundations and Practice	3
BUS1400	Introduction to Communication	3
BUS1408	Oral Communication	3
BUS1440	Writing for the Media	3

BUS2300	Marketing Principles	3
BUS2400	Corporate Communication	3
BUS2408	Media, Politics, and Society	3
BUS2424	Web Communication	3
BUS2428	Communication Technology	3
BUS2432	Technical Writing	3
BUS2448	Video Production	3
BUS2981	Senior Seminar	3
BUS2990	Internship	6
BUS----	Elective within the major	3
		<b>48</b>

**Core Curriculum + Electives**  
**Total Unit Requirement**

**Units**  
**76**  
**124**

## **Minor: Communication**

Minors offer students in other Schools an opportunity to explore aspects of communication without the full commitment of completing the major. The minor in Communication comprises 15 units and is available to any undergraduate student in the university.

### **Minor Requirements (minimum 15 units required)**

BUS1400	Introduction to Communication	3
BUS1408/2420	Oral Communication	3
A minimum of three courses chosen from the following:		9
BUS2440	Writing for the Media	
BUS2400	Corporate Communication	
BUS2408	Media, Politics, and Society	
BUS2416	The Holocaust	
BUS2424	Web Communication	
BUS2435	News Writing	
BUS2448	Video Production	
BUS2456L	Journalism Lab - The Argonaut	
BUS2500	Public Relations	

# Master of Business Administration

*Henry Roth, Program Director, (650) 508-3721, hroth@ndnu.edu*

The Master of Business Administration (MBA) degree program at NDNU is distinctive because it offers our students a scholarly environment where we focus on fostering innovation, leadership competencies, and global business skills needed in today's world. Students in the MBA program will develop a thorough understanding of social and political factors in addition to standard business, management, and human resource management principles. While our MBA students acquire content knowledge through courses, the program is also structured to encourage the development of professional skills recognized as essential in today's business environment, including interpersonal communication, critical decision making, global business management, and leadership. The objectives of this MBA program are met by combining theory with practice in order to explore the evolving nature of technology, global impacts, systems thinking, problem solving, ethics, and social responsibility of organizations in an interdisciplinary approach to help students understand the practice of management today.

The MBA offers an articulated agreement with NDNU's undergraduate Business Administration students. Qualified undergraduate students are able to apply in advance of their last semester to enroll in up to six units of selected graduate courses that fulfill undergraduate major requirements while also counting towards the master's degree.

## Admission Information

Fully admitted students will need to meet the following requirements:

- A four year bachelor's degree from an accredited institution
- A cumulative grade point average of 2.5 or better
- Two academic and/or professional recommendations
- Work experience preferred
- A personal interview with the Program Director may be required
- The satisfactory completion of undergraduate coursework in financial accounting, statistics, macroeconomics and microeconomics
- International students should also refer to the general graduate admission requirements.

## Program Requirements

The MBA program requires 36 semester units of graduate course credit (Core – 24 units; Concentration - 12 units; Foundation – no credit).

## Foundation Knowledge

Students in the MBA program are required to have a foundational knowledge that will facilitate learning advanced concepts. Foundation course(s) may have been taken in an undergraduate degree program, or subsequent to the completion of the Bachelor's degree. Foundation course(s)

must be completed with a grade of C or better. If the course(s) have not been completed prior to admission, students can still be admitted conditionally but must complete the undergraduate equivalent of these requirement(s) early in their program of study.

- Financial Accounting
- Statistics
- Macroeconomics
- Microeconomics

## **MBA Core Courses**

These courses are designed to prepare students in the functional areas traditionally comprising the field of Business Administration. Students must complete all of the Core Courses.

<b>Core Courses</b>	<b>Units</b>
BUS4000 Organizational and Management Theory	3
BUS4040 Legal and Ethical Dimensions of Business	3
BUS4100 Management Accounting	3
BUS4108 Corporate Financial Management	3
BUS4200 Enterprise Information Management Systems	3
BUS4208 Global Operations Management	3
BUS4400 Marketing Planning and Analysis	3
BUS4980 Business Policy (Capstone)	3
	<b>24</b>

## **Areas of Concentration**

In addition to Core courses, all MBA students are required to take an additional twelve (12) graduate units must be completed satisfactorily. Students may elect to obtain a concentration that distinguishes they have pursued a specialty area or specific field of study. In order to qualify for a concentration in Human Resource Management, Finance, or Marketing students take at least three courses (9 units) from one of the concentration areas listed. The fourth course can be any three (3) unit BUS graduate elective approved by the graduate program advisor. Students desiring a broader study can elect to pursue a general concentration and select any electives approved by the graduate program advisor.

<b>Finance (minimum 9 units required)</b>	<b>Units</b>
BUS4124 Government Budget and Finance	3
BUS4132 Investments	3
BUS4140 Derivatives and Risk Management	3
BUS4148 International Finance	3

<b>Human Resource Management (minimum 9 units required)</b>	<b>Units</b>
BUS4508 Human Resource Management (required)	3
BUS4516 Managing Diversity	3
BUS4524 Labor Management Relations	3
BUS4532 Conflict Management	3
BUS4540 Recruitment, Training, and Development	3

\* note: BUS4508 is a required elective for this concentration

<b>Marketing (minimum 9 units required)</b>		<b>Units</b>
BUS4408	Marketing Research	3
BUS4424	Advertising Management	3
BUS4432	International Marketing	3
BUS4440	Spatial Analysis for Policymakers	3

<b>General Concentration</b>	<b>Units</b>
Any 12 units of electives approved by the graduate program advisor.	12

## Master of Public Administration

*Henry Roth, Program Director, (650) 508-3721, hroth@ndnu.edu*

The Master of Public Administration (MPA) prepares students to move up quickly in their career with leadership skills needed to meet today's greater demands for accountability and effectiveness when dealing with public and nonprofit organizations. The MPA curriculum develops a theoretical foundation for the practice of effective public management in a wide range of public service functional areas. Through our program students gain important knowledge and skills regarding public policy and public decision-making to be effective advocates for change. This degree program emphasizes close involvement with leaders from a wide variety of public sector organizations so our students are able to make contributions at any level.

The MPA offers an articulated agreement with NDNU's undergraduate Business Administration students. Qualified undergraduate students are able to apply in advance of their last semester to enroll in up to six units of selected graduate courses that fulfill undergraduate major requirements while also counting towards the master's degree.

### Admission Information

Fully admitted students will need to meet the following requirements:

- A four year bachelor's degree from an accredited institution
- A cumulative grade-point average of 2.5 or better
- Two academic and/or professional recommendations
- Work experience preferred
- A personal interview with the Program Director may be required
- The satisfactory completion of undergraduate coursework in financial accounting, political science, psychology, and sociology
- International students should also refer to the general graduate admission requirements

### Program Requirements

The MPA program requires 36 semester units of graduate course credit (Core – 24 units; Concentration - 12 units; Foundation – no credit). \*note: student completing their degree requirements under catalog of record July 1, 2009 and earlier can elect to continue with their original 30 semester units plan to fulfill the MPA degree requirements.

## Foundational Knowledge

Students in the MPA program are required to have a foundational knowledge that will facilitate learning advanced concepts. Foundation course(s) may have been taken in an undergraduate degree program, or subsequent to the completion of the Bachelor's degree. Foundation course(s) must be completed with a grade of C or better. If the course(s) have not been completed prior to admission, students can still be admitted conditionally but must complete the undergraduate equivalent of these requirement(s) early in their program of study.

- Introduction to Financial Accounting
- Introduction to Political Science
- Introduction to Psychology
- Introduction to Sociology

## MPA Core Courses

These courses are designed to prepare students in the functional areas traditionally comprising the field of Public Administration. Students must complete all of the Core Courses.

Core Courses		Units
BUS4000	Organizational and Management Theory	3
BUS4010	Introduction to Public Administration*	3
BUS4020	Community Based Research and Analysis*	3
BUS4124	Government, Budget and Finance	3
BUS4440	Spatial Analysis for Policymakers	3
BUS4500	Leadership Concepts	3
BUS4508	Human Resource Management	3
BUS4981	Public Policy and Administration (Capstone)	3
		<b>24</b>

\*for students under catalog of record July 1, 2009 and earlier, BUS4010 and BUS4020 are not treated as Core courses however may be used as approved electives.

## Areas of Concentration

In addition to Core courses, all MPA students are required to take an additional twelve (12) graduate units must be completed satisfactorily. Students may elect to obtain a concentration that distinguishes they have pursued a specialty area or specific field of study. In order to qualify for a concentration in Human Resource Management or Public Affairs Administration students take at least three courses (9 units) from one of the concentration areas listed. The fourth course can be any three (3) unit BUS graduate elective approved by the graduate program advisor. Students desiring a broader study can elect to pursue a general concentration and select any electives approved by the graduate program advisor.

Human Resource Management (minimum 12 units required)		Units
BUS4516	Managing Diversity	3
BUS4424	Labor Management Relations	3
BUS4532	Conflict Management	3
BUS4540	Recruitment, Training, and Development	3
	Elective	3

<b>Public Affairs Administration (minimum 12 units required)</b>		<b>Units</b>
BUS4016	Contemporary Issues in Administration	3
BUS4048	Administrative Law	3
BUS4516	Managing Diversity	3
	Elective	3

<b>General Concentration</b>	<b>Units</b>
Any 12 units of electives approved by the graduate program advisor.	12

## **Master of Science in Management**

*Henry Roth, Program Director, (650) 508-3721, hroth@ndnu.edu*

The Master of Science in Management (MSM) curriculum provides students with a broad understanding of the role and use of managerial technology in the various functional areas of modern organizations. In this program, students concentrate on research issues in management of technology within organizations and in the development and use of information in decision making and control. To become an organizational agent of change, students work on their problem solving skills necessary to translate business needs into system specifications and propose solutions that address the bottom-line value returned to a business.

The MSM offers an articulated agreement with NDNU's undergraduate Business Administration students. Qualified undergraduate students are able to apply in advance of their last semester to enroll in up to six units of selected graduate courses that fulfill undergraduate major requirements while also counting towards the master's degree.

### **Program Requirements**

The MSM program requires 36 semester units of graduate course credit (Core – 24 units; Electives - 12 units; Foundation – no credit).

### **Foundational Knowledge**

Students in the MSM program are required to have a foundational knowledge that will facilitate learning advanced concepts. Foundation course(s) may have been taken in an undergraduate degree program, or subsequent to the completion of the Bachelor's degree. Foundation course(s) must be completed with a grade of C or better. If the course(s) have not been completed prior to admission, students can still be admitted conditionally but must complete the undergraduate equivalent of these requirement(s) early in their program of study.

- Statistics

## MSM Core Courses

These courses are designed to prepare students in the functional areas for managing technology and programs. Students must complete all of the Core Courses.

Core Courses		Units
BUS4000	Organizational and Management Theory	3
BUS4200	Enterprise Information Management Systems	3
BUS4216	Enterprise Performance Management	3
BUS4300	Systems Management	3
BUS4308	Business Systems Modeling	3
BUS4316	Sustainability: Local and Global Management	3
BUS4332	Decision Support: Forecasting and Optimization	3
BUS4982	Project Systems Analysis (Capstone)	3
		<b>24</b>

## Area of Study

In addition to Core courses, all MSM students are required to take an additional twelve (12) graduate units to complete their degree program. This allows students the opportunity to choose electives among several specialty areas or specific field of study in order to distinguish themselves academically. As a result MSM students will have maximum flexibility in choosing courses which make the most sense for enhancing professional development.

General Elective (12 units required)	Units
Any 12 units of electives approved by the graduate program advisor	12



# Course Descriptions: Undergraduate Lower-Division

## **BUS1000 American Business: Foundations and Practices (3)**

Gives an overview of the development of American business, its history, traditions, and major functional areas. Class activities examine current practices and develop group decision-making, analysis, and presentation skills.

## **BUS1008 Building Business Values (3)**

Students learn the relationship between law and morality, develop individual core values, and study various business decision making models.

## **BUS1016 Human Relations Management (3)**

The course is based in applied social psychology and is aimed at increasing knowledge of effective individual, group and team practices in management. Through experiential exercises and discussions participants in the course explore group dynamics, as well as personality and relationship theory.

## **BUS1100 Macroeconomics (3)**

Gives an overview of the national economic structure and the relationships among the major aggregates. Includes national income accounting, monetary vs. fiscal policy, the banking system, and approaches to economic analysis.

## **BUS1108 Microeconomics (3)**

Gives a detailed examination of a specific component of the national economic system (industry, firm, household) as each impacts the aggregate. Includes implications of the pricing process and contemporary issues.

## **BUS1200 Personal Financial Planning (3)**

Gives an overview of the fundamental concepts and practices of financial management and planning for the individual. Specific topics include: budgeting, goal setting with controls, asset management, tax planning, and portfolios.

## **BUS1208 Preparation for Financial Accounting (1)**

The workshop will address basic accounting fundamentals and principles including business transactions, double-entry accounting, and financial statements such as the balance sheet, income statement, and statement of cash flows. A self-paced text is expected to be reviewed prior to attendance.

## **BUS1216 Accounting Procedures (3)**

Gives an introduction to accounting, including the recording, classification, and reporting of business transactions in proper format according to Generally Accepted Accounting Principles. Emphasizes preparation and understanding of the income statement, balance sheet, statement of changes in stockholders' equity, and statement of cash flows to meet the information needs of lenders, stockholders, and other business decision-makers.

**BUS1224 Financial Accounting (3)****Prerequisites: BUS1216**

Emphasizes internal control as well as recording, reporting, and analysis of specific transactions for short-term and long-term assets and liabilities, and stockholders' equity. Some consideration is given to accounting for proprietorships and partnerships. Particular attention is paid to the statement of cash flows.

**BUS1232 Managerial Accounting (3)****Prerequisites: BUS1224**

Introduces methods to utilize financial information for internal line management use. This course extends the study of accounting in the preparation of and the evaluation of management reports to facilitate planning, control and decision making. Selected areas of focus include job-order and process costing systems, cost behavior and cost-volume-profit analysis, budgeting, activity based and standard costing systems.

**BUS1400 Introduction to Communication (3)**

A survey of media including broadcast, print, radio, film, and Internet. Students learn critical approaches to media messages and media ethics.

**BUS1408 Oral Communication (3)**

Students develop their skills to become confident and effective speakers and learn how to gather organized researched information from a variety of sources for making informative and persuasive arguments. Course methodology includes group discussions and extemporaneous presentations of prepared speeches.

**BUS1416 Communication Technology (3)**

Students learn desktop publishing skills using software, such as InDesign and Photoshop, for document design for internships, personal and classroom use, and on the job. Special attention is paid to the mechanics and psychologies of design in print and web publications.

**BUS1440 Writing for the Media (3)****Prerequisites: ENG1032**

This course covers the mechanics of effective writing for various media: identifying the story, collecting data, writing under deadline, and journalistic ethics and applications to media as they meld onto the Internet. This course is especially suitable for those interested in careers in public relations or marketing.

**BUS1456L Journalism Lab The Argonaut (1-3)**

Produces the campus newspaper, The Argonaut, and its website, [www.theargonaut.net](http://www.theargonaut.net), which provide hands-on instruction in all aspects of news production including news, editorial and feature writing, editing, headline writing, layout, design, photography and advertising design and sales. May be repeated for credit. This is a writing intensive course.

# Course Descriptions: Undergraduate Upper-Division

## **BUS2000 Management Principles and Organizational Behavior (3)**

Studies contemporary organizations and management principles and practices and the application of behavioral and social sciences in the areas of socialization, motivation, group dynamics, leadership, concepts of organizational design, and management functions.

## **BUS2008 Legal Environment of Business (3)**

Explores how the law is used to resolve potential and actual conflicts of interest in society, including those between and among business, government, individuals, and private institutions. Evaluates the effectiveness of specific laws, including securities, consumer, employment, and environmental.

## **BUS2012 Business Leadership (3)**

Surveys the major concepts, examples, practices, and theories of organizational leadership with a special emphasis on analyzing and developing one's own personal leadership skills in a business context.

## **BUS2016 Change & Conflict Management: Theory and Practice (3)**

### **Prerequisite: BUS2000**

Surveys the major theories, research, and resources on the origins, significance, and methods of managing and resolving change and conflict in the organization.

## **BUS2024 Comparative International Management [CDIV] (3)**

### **Prerequisite: BUS2000**

Examines the impact of cultural influences within the contexts of multinational and transnational organizations through the use of student presentations and project development. Examines factors which influence perceptions, communication, behavior, and decision-making in various geographical spheres of international business (course is designated CDIV and units can be applied towards the Cultural Diversity requirement).

## **BUS2032 Management Planning and Decision-Making (3)**

### **Prerequisite: BUS2000**

Studies planning and decision-making as rational processes. Examines the nature and kinds of organizational decisions, behavioral and organizational barriers to effective decisions, and models, tools, and techniques to improve decision-making performance.

## **BUS2040 Women in Management [CDIV] (3)**

Studies contemporary issues and problems facing women in roles as organizational leaders and managers. Uses recent research and cases to explore personal and organizational barriers and success factors. Appropriate for both women and men (course is designated CDIV and units can be applied towards the Cultural Diversity requirement).

**BUS2048 Human Resource Management (3)****Prerequisite: BUS2000**

Focuses on staffing functions of job analysis, recruitment, selection, compensation, performance appraisal, training and development, bargaining, negotiation, and equity issues relevant to effective human resource planning.

**BUS2100 Managerial Economics (3)****Prerequisite: BUS1108**

Application of economic theory to managerial decision making problems within firms. Topics include demand and cost analysis, market structures, and pricing decisions.

**BUS2108 Comparative Capitalist Systems (3)**

Gives an overview of the development, major theorists, and principles underlying the various economic systems. Includes capitalism, mercantilism, socialism, and communism.

**BUS2116 Economic Development of Less Developed Countries [CDIV] (3)**

Introduces the concept and measurement of development and some theories devised to explain it. Examines the culture and institutions of various less developed countries, their policies, strategies, and values (course is designated CDIV and units can be applied towards the Cultural Diversity requirement).

**BUS2124 International Economics [CDIV] (3)****Prerequisite: BUS1100**

A study of international trade and capital flows. The impact of international economic policies on domestic and world welfare is examined. Topics include theory of Comparative Advantage, gains and losses from trade, trade policies, balance of payments, determination of exchange rates, and the international monetary system (course is designated CDIV and units can be applied towards the Cultural Diversity requirement).

**BUS2200 Business Cycle Accounting Concepts (3)****Prerequisites: BUS1232, MTH1214**

Utilizing accounting software, implementing internal control within a firm, creating an audit trail that conforms with Generally Accepted Accounting Principles (GAAP), raising money for a firm utilizing debt and equity, and financial planning and budgeting for the firm.

**BUS2202 Intermediate Accounting I (3)**

Study of the development of accounting principles, concepts, theories, and professional practices. Topics include processing and reporting financial transactions and information relating to the content and structure of financial statements; revenue and expense recognition; time value of money and its application in an accounting framework; current assets and current liabilities.

**BUS2204 Intermediate Accounting II (3)****Prerequisite: BUS2202**

Continuation of Intermediate Accounting I. Topics include acquisition and disposal of plant assets, intangible assets, long term liabilities, Stockholders' equity, compensation, deferred income taxes, pension, and leases.

**BUS2208 Accounting Analysis for Managers (3)****Prerequisite: BUS1232**

Reviews principal procedures and concepts utilized in contemporary financial accounting and reporting from a non-financial manager's perspective. Emphasizes use and interpretation of financial statement/reports.

**BUS2210 Federal Income Taxation (3)****Prerequisite: BUS1224**

Introduces fundamentals of federal taxation as they apply to tax entities including individuals, corporations, and partnerships. Primary emphasis on taxation of individuals. Topics include inclusion and exclusion from gross income, itemized deduction, business deduction, gains and losses, depreciation and cost recovery, and tax computation. Both tax planning and tax preparation are stressed.

**BUS2212 Cost Accounting (3)****Prerequisite: BUS1232**

A study of the principles and procedures of cost analysis and control and its use as a tool of management. Topics include budgeting, standard cost, variance analysis, performance evaluation, process costing, cost allocation, joint-product costing, by-product costs, and cost behavior pattern. The role of cost accounting in decision making and planning is examined.

**BUS2214 Advanced Accounting (3)****Prerequisite: BUS2204**

A continuing in depth study of accounting concepts, theories, and practices relative to external financial reporting. Topics include preparation of consolidated financial statements, accounting in the international environment, accounting formation and liquidation of the partnership and corporate form of business.

**BUS2216 Business Analysis Using Spreadsheets (3)****Prerequisites: BUS1232, MTH1214**

Addresses critical business problems via quantitative routines and electronic spreadsheets. Students will learn market survey techniques and the use of spreadsheets to analyze results.

**BUS2218 Auditing (3)****Prerequisite: BUS2204 or equivalent with a grade of C or higher**

Study of the concepts, basic principles, and techniques of auditing. These include professional standards, ethics, internal control, fraud, and statistical sampling.

**BUS2224 Financial Management I (3)****Prerequisites: BUS1108, MTH1214**

Introduction to the field of finance, including principles, techniques and uses of finance as a business function. Study of financial information and analysis, valuation of future cash flows, valuing stocks and bonds, and capital budgeting. Focuses are on financial decision-making process and applications of NPV, IRR and other investment rules. A financial calculator is required for this class.

**BUS2232 Financial Management II (3)****Prerequisites: BUS2224**

A continuation of study in the field of finance, covering risk and return analysis, long term financing strategies, and short term working capital management. Spreadsheet modeling techniques will be utilized.

**BUS2240 Money, Markets, and Financial Institutions (3)**

Gives an introduction to the principles of money, banking, and financial markets. The course considers the processes and instruments by which transaction costs are minimized as financial institutions and markets create value by transferring funds from savers to users.

**BUS2244 Corporate Governance (3)**

Considers the issues encountered by the public corporation that result from the separation of ownership and control, which may lead to management's failure to perform for the benefit of stockholders, creditors, and society. Surveys the provisions of the federal Sarbanes-Oxley Act of 2002; examines the role of the corporation, methods to monitor managers' performance, and incentives to align their interests with stakeholders'.

**BUS2248 International Finance (3)****Prerequisites: BUS2224**

Examines international financial issues and operations, including balance of payments analysis, impact of tax policies, theories of trade, tariffs, quotas, bills of exchange, and short and long term international financing.

**BUS2300 Marketing Principles (3)**

Surveys the activities involved in transferring goods and services from producers to consumers. Strategic decisions concerning product, pricing policies, promotion, and channels of distribution are studied.

**BUS2304 Market Analysis & Research (3)****Prerequisites: BUS2300**

Surveys methods for obtaining, analyzing, and interpreting results of research designed to help organizations make critical marketing decisions. The course covers the use of both primary and secondary sources of marketing information as well as current methods in research design, measurement, data collection and analysis.

**BUS2316 Consumer Behavior (3)****Prerequisites: BUS2300**

Covers in depth the culture, psychology, motivation, and decision process of the consumer.

**BUS2324 Channel Marketing (3)****Prerequisites: BUS2300**

Addresses issues in designing and managing marketing channels, including direct marketing. Explores channel conflict, slotting allowances, privacy of personal data, and new developments in retailing.

**BUS2328 Service Marketing (3)****Prerequisites: BUS2300**

This course teaches students how to effectively build and manage a market-driven service brand. Topics covered will include unique characteristics of service offerings, relationship building; and the pricing, branding and communication of service offerings.

**BUS2332 International Marketing [CDIV] (3)****Prerequisites: BUS2300**

Studies strategic issues in marketing products and services across national borders. Examines cultural, legal, ethical, and economic constraints (course is designated CDIV and units can be applied towards the Cultural Diversity requirement).

**BUS2336 Market Mapping Management (3)****Prerequisites: BUS2300**

Course focuses on planning and decision-making for potential markets, expansion of existing markets, products, and services using multiple sources of geographic, demographic and economic data available through the use of the GIS (Geographic Information System).

**BUS2340 Entrepreneurial Management and Marketing (3)****Prerequisites: BUS2000, BUS2300**

Focuses on policy formulation and implementation in smaller firms. Covers theories of entrepreneurship, startup and acquisition analysis, financial, personnel, and marketing issues relevant to effective small business management.

**BUS2348 Finance & Marketing for a Developmental Stage Venture (3)****Prerequisites: BUS2224, BUS2300**

Utilizes a business plan perspective to understand how to analyze the profit potential, to identify sources of capital, and to determine the sales, marketing, and distribution channels needed for success. Applies to a variety of development stage enterprises including startups, expansion or change in product, and transition for sales or public offering.

**BUS2356 Sales and Sales Management (3)****Prerequisites: BUS2300**

Addresses selling as a basic human behavior and studies techniques and methodologies to support this concept. Analyzes selling and customer buying cycles, relevant motivational factors, and management of the sales force.

**BUS2364 Advertising (3)****Prerequisites: BUS2300**

Examines the role of advertising in strategic promotional mix. Includes consumer, business-to-business, not-for-profit, and global advertising issues.

**BUS2372 Business to Business Advertising in a Technology Environment (3)****Prerequisites: BUS2300**

Examines the role of the advertising of goods and services to business and institutions, using electronic tools to conduct research, identify objectives, and design strategy with a focus on the high technology environment in our community.

**BUS2400 Corporate Communication (3)**

Provides in-depth study of internal and external communication in companies, including public relations, advertising, integrated marketing and media relations, and crisis and issue management.

**BUS2408 Media, Politics, and Society (3)**

Focuses on effects of mass media on society and the conflicts that arise in the political, social, legal, cultural, and economic arenas. How the media presents political leaders and national issues that shape society are examined. Emerging new media are critically analyzed for persuasive content.

**BUS2416 The Holocaust [CDIV] (3)**

Provides a history of anti-Semitism, racist ideology of National Socialism, the death camp experience, propaganda analysis, and media usage of the Third Reich and psychological strategies of survivors, perpetrators, and bystanders. Responses of Christians, Jews, and the student's individual response are compared. Guest speakers include survivors and Jewish and Christian clergy. Applications are made to contemporary genocide (course is designated CDIV and units can be applied towards the Cultural Diversity requirement). Fulfills three units of the Religion and Spirituality requirement.

**BUS2420 Oral Communication (3)**

Students develop their skills to become confident and effective speakers and learn how to research and organize information from a variety of sources for making informative or persuasive arguments. Course methodology includes group discussions and extemporaneous presentations of prepared speeches. Students advance critical thinking skills by conducting extensive analyses of outside speeches.

**BUS2424 Web Communication (3)**

Students create Web sites with text and graphics. Textual requirements of electronic media, principles of visual communication, basic HTML, models for project development, and implications of the World Wide Web as a communication medium are emphasized.

**BUS2428 Communication Technology (3)**

Students learn advanced desktop publishing skills using software, such as InDesign and Photoshop, for document design for internships, personal and classroom use, and on the job. Special attention is paid to the mechanics and psychologies of design in print and web publications.



**BUS2432 Technical Writing (3)**

Emphasizes clear, succinct writing. Fundamentals of preparing technical documents such as memos, letters, and proposals are studied. Analytical decision-making in the writing process and teamwork are developed. Meets upper division writing proficiency requirement.

**BUS2435 Newswriting (3)**

Focuses on learning the craft of news writing, including reporting, interviewing, composing a variety of leads, gathering quotes, brevity, specificity, fact-checking and ethics. Uses a workshop approach to wordsmithing and graceful writing.

**BUS2440 Writing for the Media (3)**

This course covers the mechanics of effective writing for various media: identifying the story, collecting data, writing under deadline, and journalistic ethics and applications to media as they meld onto the Internet. This course is especially suitable for those interested in careers in public relations or marketing. Meets upper division writing proficiency requirement.

**BUS2448 Video Production (1-3)**

Focuses on creative and technical requirements needed for planning a successful video production for broadcast, Webcasting, or CD-ROM. Also covered are production, setup, camera movements, composition, lighting and sound techniques, and nonlinear editing.

**BUS2456L Journalism Lab The Argonaut (1-3)**

Produces the campus newspaper, The Argonaut, and its website, [www.theargonaut.net](http://www.theargonaut.net), which provide hands-on instruction in all aspects of news production including news, editorial and feature writing, editing, headline writing, layout, design, photography and advertising design and sales. May be repeated for credit. This is a writing intensive course.

**BUS2500 Public Relations (3)**

Focuses on writing as a tool for developing effective media relations through press releases, press kits, newsletters, direct mail, flyers, and crisis management.

**BUS2508 Persuasion and Presentation (3)****Prerequisites: BUS1408**

Focuses on advanced public speaking using presentation software to support persuasive presentations. Students learn effective persuasive strategies applicable to professional and corporate settings. Students integrate researched information from a variety of sources to create and present compelling presentations for a variety of persuasive purposes.

**BUS2600 Operations and Information Technology Systems (3)**

Provides an overview of business information systems a survey of technical components within systems and with a focus on the implications for business professionals.

**BUS2608 Telecommunications Management (3)****Prerequisites: BUS2000**

Surveys contemporary communications technology and the impact on the organization, including advances in integrated systems, regulatory challenges, networks, and the role of the manager in a telecommunications environment.

**BUS2616 Project Management (3)****Prerequisites: BUS2000**

Focuses on planning, organizing, and implementing complex projects: project initiation, planning, organizing, staffing, scheduling, monitoring and control, conflict management, cost effectiveness, quality, software tools for project management, team processes, and leadership styles.

**BUS2980 Business Policy (BS Capstone) (3)****Prerequisites: completion of all Major Core coursework**

This capstone course integrates skills and knowledge attained through previous business courses in a case-method seminar that requires students to evaluate a firm's condition, formulate policy, and determine strategy to be pursued.

**BUS2981 Communication Seminar (BA Capstone) (3)****Prerequisites: completion of all Major Core coursework**

This capstone course helps students integrate and build on prior learning in communication for future application either in graduate school or in the workforce.

**BUS2985 Senior Project (3)****Prerequisites: consent of program director**

Permits a student to research, develop, and implement a business related project that integrates skills and knowledge attained through previous business courses.

**BUS2986 Special Topics (1-3)**

A course to be utilized for seminars and special lectures in topics which are not offered on a regular basis. The course will address a specific need, or current interest and/or a trend in the field pertaining to the program's curriculum. Consult syllabus as content will vary from semester to semester depending on the research interests of the Faculty member teaching the course.

**BUS2990 Internship (3)****Prerequisites: senior status or by permission of program director**

Provides students with the opportunity to work in an industry to gain career-related experience. The internship will require 120 to 150 hours where they will acquire further industry knowledge and develop skills necessary for professional advancement. (Course may be repeated up to a maximum total of six units of credit).

**BUS2991 Internship: Non-profit (3)****Prerequisites: senior status or by permission of program director**

Provides students with the opportunity to work with a nonprofit organization to gain real-world experience. The internship will require 120 to 150 hours where a student will put theories and skills to work on selected projects agreed upon by the student and her/his supervisor.(course may be repeated up to a maximum total of six units of credit).

**BUS2994 Teaching Assistant (1-3)****Prerequisites: consent of instructor**

Provides an opportunity for advanced students to earn credit for assisting instructors.

**BUS2999 Independent Study (1-3)****Prerequisites: by permission of program director**

Provides an opportunity for independent study or research under the direction of an instructor. See Undergraduate Policies and Procedures section on Independent Study.

## **Course Descriptions: Graduate**

**BUS4000 Organizational and Management Theory (3)**

A systematic and experimental approach to the analysis of structural components of organizations as well as the behavior of people in them from private to public and nonprofit organizations. The purpose of the course will be to provide the student with a thorough understanding of management theories, contemporary management application issues, and organizational models as they relate to organizational culture and structure.

**BUS4008 Entrepreneurship (3)****Prerequisites: BUS4108, BUS4400**

Evaluates new venture ideas and their conversion into operating entities. Examines the various stages of development of a new firm from concept to establishment. Explores innovation and the use of entrepreneurship within the established, larger organization. Integrates the disciplines of marketing, finance, operations, and organizational behavior to achieve a focused businesses strategy and plan. Provides a structured approach to understanding the same value of new ventures.

**BUS4010 Introduction to Public Administration (3)**

Provides a conceptual foundation in public administration with an examination of the nature, scope, structures, functions, and challenges facing today's professionals.

**BUS4016 Contemporary Issues in Public Administration (3)**

This course investigates contemporary issues in public administration with a focus on evaluating the effectiveness of governmental policies, processes, and policy management techniques. Inclusive will be an examination of the role of society in shaping public institutions and how these institutions influence and structure public policy making and administration.

**BUS4020 Community Based Research and Analysis (3)****Prerequisite: BUS4440**

Gain applied research skills to engage in research for the purpose of benefiting a community organization or addressing a public issue. Topics covered will survey various scientific methods of inquiry, methodology and procedures for analyzing and interpreting data, and presentation of results to address a policy or community- specified need.

**BUS4024 Research Methodology (3)****Prerequisites: MTH2502, BUS4000**

Develops concepts and procedures relating to decision-making to achieve organizational objectives. Includes application of quantitative and non-quantitative methods to organizational situations, survey analysis, research techniques, and the use of computers and information systems in program development and evaluation.

**BUS4040 Legal and Ethical Dimensions of Business (3)**

Studies the legal, ethical, and value dimensions of the business enterprise. Attention is given to such legal concerns as the court system, regulatory agencies, and specific topics affecting decision-making in commerce. The concept of ethics is viewed from a business perspective while focusing on issues of modern-day relevance.

**BUS4048 Administrative Law (3)**

Examines court decisions affecting administrative law. Topics include jurisdiction, venue, judicial ethics and discretion, abuses, and contemporary problems.

**BUS4100 Management Accounting (3)****Prerequisites: BUS1224**

Introduces methods to utilize financial information for internal line management use. This course extends the study of accounting in the preparation of and the evaluation of management reports to facilitate planning, control and decision making. Selected areas of focus include, job-order and process costing systems, cost behavior and cost-volume-profit analysis, budgeting, activity based and standard costing systems.

**BUS4108 Corporate Financial Management (3)****Prerequisites: BUS4100**

Considers the valuation of assets and general problems of asset acquisition, financing, and evaluation of corporate financial performance. Provides application of theory to financial decisions involving cash flow management, capital structure planning, capital costs, and risks involved in short-term and long-term financial decisions.

**BUS4116 Auditing (3)****Prerequisites: BUS4100**

Graduate course focuses on principles, techniques, and procedures in auditing.

**BUS4124 Government Budget and Finance (3)****Prerequisites: BUS1224**

This course will focus on concepts of financial management in the public and private sectors and relates performance in public financial management to notions of public value. Both practical and theoretical dimensions of government budgeting, finances, and reporting will be explored.

**BUS4132 Investments (3)****Prerequisites: BUS4108**

Offers a theoretical approach to investment principles, financial market analysis, and products. Topics include: efficient market theory, risk, and return analysis, various theories of risk with emphasis on modern portfolio theory, equities (stocks), fixed income (bonds), and derivative (futures and options) securities. Students participate in a simulated stock market investment game; online research and trading skills are emphasized.

**BUS4140 Derivatives and Risk Management (3)****Prerequisites: BUS4108**

Studies theoretical and practical applications in derivatives. Topics include: forwards, futures, swaps, options, hedging strategies, the random walk (Brownian motion) model of stock prices, the Black-Scholes and analytical model, and binomial models. Concept of real options is introduced to demonstrate how it can be used in corporate finance. Financial risk management techniques are emphasized throughout.

**BUS4148 International Finance (3)****Prerequisites: BUS4108**

Considers the international monetary systems and the development of international financial transactions, including international payments, balance of payments, international liquidity, international portfolios, direct investments, and international financial institutions.

**BUS4200 Enterprise Information Management Systems (3)****Prerequisites: BUS4000**

Focuses on how the enterprise manages the strategic and operational decision-making for organizations in private and public sectors. Topics cover role of management information systems in finance, research and development, marketing, production, sales, and customer support value chain. Knowledge management principles and practices for enabling the strategic alignment and for promoting collaborative problem-solving between virtual enterprise stakeholders are emphasized.

**BUS4208 Global Operations Management (3)**

Focuses on how the global enterprise manages the goods and services value transformation process in a manner that is aligned with corporate goals and business strategy. A value-based management approach emphasizes the relationships between activities for product/process design, sourcing, production, delivery, and support using an integrated strategic planning and performance measurement framework.

**BUS4216 Enterprise Performance Management (3)**

Focuses on managing corporate operational performance in real-time enterprise, using holistic practices aligned with business goals and strategy. Adaptive enterprise system process management and decision-making is emphasized. Coursework includes business case analysis with a Balanced Scorecard performance measurement system.

**BUS4224 Managing Information Systems (3)**

Focuses on how to evaluate, design, and select information systems that support an organization's knowledge management goals. Includes knowledge management, information system analysis, design, and implementation, selection criteria, current and advancing technology, strategic objectives, business processes, reengineering systems, database management systems, decision support, and data mining.

**BUS4232 Business Telecommunications: Data, Voice, Multimedia (3)**

Focuses on how to research, evaluate, and select telecommunication technology and processes to manage complex, dynamic projects. Students review how to analyze, design, architect, and implement telecommunications systems. Current and advancing network technology, distributed processing, global communications, security, and legacy system reengineering are discussed.

**BUS4240 Project Management (3)**

Focuses on how to plan, organize and implement complex projects. Project initiation, planning, organizing, staffing, scheduling, monitoring and control, conflict management, cost effectiveness, quality, software tools for project management, team processes, and leadership styles are emphasized. Students implement a team project.

**BUS4248 Global Management of Virtual Teams (3)**

Focuses on how to organize and lead working groups separated by time, distance, or organizational affiliation. Evaluation of collaboration tools, content management applications, and business process management solutions provide a technology framework. Development of collaborative processes with enabling technologies to support departmental and cross-functional teams for intra-company scenarios, as well as intercompany teams in a value chain that forms a virtual enterprise is emphasized.

**BUS4300 Systems Management (3)****Prerequisites: BUS4000**

Focuses on how to identify important system elements of a project, including how to clarify boundaries, relations, and dynamics of organization systems. Operations research, systems thinking, learning organization, strategic planning, organizational structure, systems dynamics, and sociotechnical designs are considered.

**BUS4308 Business Systems Modeling (3)****Prerequisites: BUS4000**

Focuses on how to design, model, and simulate systems to forecast behavior based on business and organizational strategies, policies, and procedures. Develops insight into the relationship of system structures such as queues, inventories, goal-seeking, and feedback process loops. Students practice techniques for working with client teams and create simulations of real systems.

**BUS4316 Sustainability: Local and Global Management (3)****Prerequisites: BUS4000**

Examines organizational conceptions of sustainability, strategic approaches to value creation and the challenges towards economic performance, social justice and environmental quality. Sustainable development means leading change, dealing with the environmental consequences of products, processes, and operations from cradle to cradle, and improving every facet of the enterprise.

**BUS4324 Distribution and Supply Chain Management (3)****Prerequisites: BUS4000**

This course introduces the principles, concepts, and analytical tools of distribution and supply chain management. It is designed to address the key operations and logistical issues in manufacturing and service organizations as well as analysis of inventory control, distribution management, and multi-plant coordination.

**BUS4332 Decision Support: Forecasting and Optimization (3)****Prerequisites: BUS4000**

Course focuses on how to enrich project decision-making through project forecasting and organizational numeric outcomes. Operations research topics including forecasting, decision trees, linear programming solutions for network, schedules, and resource optimization are studied.

**BUS4400 Market Planning and Analysis (3)**

Studies the application of marketing as an integrative process. Topics include analysis of markets, planning and product strategies, and developing a balance in marketing decisions that considers prices, channels of distribution, physical movement of goods, communications, advertising, sales force, and other factors.

**BUS4408 Marketing Research (3)****Prerequisites: BUS4400**

Focuses on the management of the research process. This course provides an in-depth understanding of the methods and procedures involved in research and its role in the decision support system. Emphasis is placed on special market research projects, student discussion, and research team presentations.

**BUS4416 Business-to-Business Marketing (3)****Prerequisites: BUS4400**

Considers individual and corporate buying behavior from a management perspective. The key differences between business and consumer markets including market structure and demand, the nature of the buying unit, and the types of decisions and the decision processes are explored. These topics are addressed in detail: the organization of buying centers, buying decision processes, problem recognition, need descriptions and prioritization, producer specifications, supplier relationships, and performance and standards requirements.

**BUS4424 Advertising Management (3)****Prerequisites: BUS4400**

Gives an in-depth analysis of advertising management and execution processes. The advertising campaign, project planning strategies, and tactics are considered in detail. The processes of account, manufacture, retail, and consumer management are reviewed. The course carefully analyzes the role that the advertising team plays in purchasing, marketing, budgeting, and sales promotions.

**BUS4432 International Marketing (3)****Prerequisites: BUS4400**

Concentrates on the development and application of the knowledge and skills required to manage the marketing process effectively in various cultural environments. Among the topics covered are sources of competitive advantage in the international arena and international market structure analysis.

**BUS4440 Spatial Analysis (3)****Prerequisites: BUS4000**

For future leaders who need spatial technology to inform business and public sector decision-making. Coursework involves geographic information systems (GIS) applications to practical problems of retail service, public works management, public safety planning and reporting, land-use planning and economic development. The course also reviews issues of how GIS can be efficiently brought into the organization to support management analysis.

**BUS4500 Leadership Concepts (3)**

Gives an historical and philosophical approach to leadership, identification of personal goals and leadership behaviors in administration, and understanding group dynamics and group leadership. Techniques in time management, stress management, and resume writing are developed. The course is organized as laboratory for self-study of the individual as a leader and for development of leadership strategies.

**BUS4508 Human Resource Management (3)****Prerequisites: BUS4000**

Offers an overview of the full personnel function, emphasizing professional responsibilities for employment, compensation, employee and labor relations, benefits administration, legal compliance matters, and human resources planning.



**BUS4516 Managing Diversity (3)****Prerequisites: BUS4000**

Considers the specific issues concerned with managing a diverse workforce and clientele; ethnicity, class, religious beliefs, age, gender, sexual orientation, and learning or physical disabilities will be considered.

**BUS4524 Labor/Management Relations (3)****Prerequisites: BUS4000**

Stresses the managerial perspective. Labor law, union organizing, campaigns, and negotiations are studied with a view to the development of labor policies. The case method and lecture/discussions are used.

**BUS4532 Conflict Management (3)**

Focuses on theoretical and practical analysis of principles and processes for the management of conflict in employment relationships. Provides a framework for understanding and developing skills and techniques for the identification, prevention, and resolution of conflict in workplace relationships; explores the design of effective conflict management systems in the workplace.

**BUS4540 Recruitment, Training, and Development (3)****Prerequisites: BUS4000**

Focuses on staffing needs and how to meet them, interview techniques, assessment of candidate potential and placement, assessment of training needs and means of developing effective training programs, and career planning and management.

**BUS4980 Business Policy (MBA Capstone) (3)****Prerequisites: completion of all Major Core coursework**

This course is used to integrate and apply the knowledge gained from previous courses with an emphasis on strategic planning, strategy formulation and implementation, analysis of industry and competitive firms, assessment of internal strengths and weaknesses, and the formulation of alternative strategies.

**BUS4981 Public Policy (MPA Capstone) (3)****Prerequisites: completion of all Major Core coursework**

This course is used to integrate and apply the knowledge gained from previous courses with an emphasis on public administration environments, management strategies, ethical decision-making in public agencies, and public policy-making strategies.

**BUS4982 Systems Analysis (MSM Capstone) (3)****Prerequisites: completion of all Major Core coursework**

This course is used to integrate and apply the knowledge gained from previous courses with an emphasis on how to analyze and plan a project and how to select and use systems management methods and tools on a professional project. Project planning, analysis, and design, organization, project, and individual goals, processes, and performance data/information flow and system structure, and measurement of project quality and success are emphasized.

**BUS4986 Special Topics (1-3)****Prerequisites: Consent of advisor**

A course to be utilized for seminars and special lectures in topics which are not offered on a regular basis. The course will address a specific need, or current interest and/or a trend in the field pertaining to the program's curriculum. Consult syllabus as content will vary from semester to semester depending on the research interests of the Faculty member teaching the course.

**BUS4999 Independent Study (1-3)**

Provides an opportunity for independent study or research under the direction of an instructor. Refer to the Graduate Policies & Procedures section of the Catalog to apply for Independent Study.

# SCHOOL OF EDUCATION AND LEADERSHIP

*Joanne Rossi, Ed.D., Dean*

*Office of the Dean: (650) 508-3701*

The School of Education and Leadership aspires to develop community leaders, teacher leaders, and administrative leaders. We expand each student's capacity to reflect our core values: development of the whole person, ability to work in a collaborative community, and commitment to a just society. These core values involve developing our students' ability to communicate with others, to collaborate with others, and to reach out to others. They reflect our goal of developing our own talents and drawing out the talent of others. They focus on social issues, equity issues, and self-development. In keeping with the NDNU Mission Statement, we commit ourselves to building a student-centered environment that respects the richness of diversity in the human population. We value each student as a person, respect each student as a lifelong learner, and appreciate each student as a rich resource for other learners. We seek to highlight the centrality of the social dimension of learning, particularly for teachers and administrators who work in schools and other areas of public service.

## Programs

### Undergraduate Majors

- Human Services (Intensive Evening)
- Liberal Studies (Day)
- Liberal Studies (Intensive Evening)

### Minors

- Human Services (Intensive Evening)
- Leadership and Public Service

### Master's Degrees

- Master of Arts in Education
- Master of Arts in School Administration
- Master of Arts in Special Education

### Credentials

- Preliminary Education Specialist Credential Level I
- Clear Education Specialist Credential Professional Level II
- Clear Credential SB2042 Fifth Year Program
- Preliminary Single Subject (Middle and High School)
- Preliminary Multiple Subject (Elementary School)
- Preliminary Administrative Services

# Human Services

## Professional Studies Program (Evening)

*Barbara Caulley, JD, Chair, (650) 508-3684, bcaulley@ndnu.edu*

The Professional Studies Program facilitates obtaining a Bachelor of Science Degree in Human Services which is designed to support working adult students employed in an array of public and private organizations and departments. Students are generally Human Services providers employed in various positions in mental health organizations, medical facilities, human resource or employee assistance departments or in government or law enforcement. The 31 unit curriculum includes seven Core courses (22 units) and an elected three course (9 unit) Concentration in either Human Services Counseling or Administration. Courses are offered in the seven-week accelerated course format to eligible working professionals twenty five years of age or older.

### Bachelor of Science: Human Services

In addition to major requirements, students must meet Core Curriculum Requirements and General Degree Requirements.

Prerequisites	Units
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Credits from accredited colleges or through CLEP tests, equivalent to the following:

PSY1001	Introduction to Psychology *	3
SOC1001	Introduction to Sociology *	3

\* In community colleges, these courses are often titled General Psychology and General Sociology.

Total Prerequisites	6
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Major Requirements	Units
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EDU2200	Transformative Learning *	0.5
EDU2203	Communication Skills	3
EDU2206	Professional Writing	3
EDU2209	Human Services	3
EDU2212	Financial Management	3
EDU2218	Social Research Methods	3
EDU2221	Human Services Senior Seminar	3
EDU2224	Professional Development **	0.5
PHL2230	Ethics and Professional Responsibility	3

\* Taken at beginning of Major Study

\*\* Taken at the end of Major Study

<b>Concentration Requirements</b>	<b>9</b>
<b>Total Major Requirements</b>	<b>31</b>
Other Degree Requirements* and General Electives	
* Other degree requirements include Core Curriculum Requirements and General Degree Requirements (e.g., Career Development, U.S. History).	87
<b>Total Unit Requirement</b>	<b>124</b>

Note: A total of 124 semester units is required for the bachelor's degree. These must include a minimum of 46 units in upper-division courses. Students may transfer in up to 78 lower-division units.

Accelerated Human Services students may use PHL2230 to satisfy the Philosophy and Values Core Curriculum requirement and EDU2206 or ENG2136 to satisfy the College Writing Core Curriculum requirement. Also, EDU2248 may be used to satisfy three units of the Cultural Diversity requirement.

### **Areas of Concentration**

Students will select one specialized area of courses as their concentration. Additional concentrations can be obtained by completing nine (9) discrete upper-division units of upper-division electives from courses in the major. Concentration(s) available for selection are:

<b>Human Services Counseling</b>	<b>Units</b>
Three courses (nine units) chosen from the following:	9
EDU2230 Personal Financial Planning (3)	
EDU2242 Human Services Counseling Skills (3)	
EDU2248 Managing Cultural Diversity (3)	
EDU2251 Managing Employee Assistance Programs (3)	
EDU2254 Stress in the Workplace (3)	
EDU2257 Women's Health Issues (3)	
PSY2101 Personality Theory * (3)	
PSY2141 Developmental Psychology * (3)	
PSY2157 Abnormal Psychology * (3)	

<b>Human Services Administration</b>	<b>Units</b>
Three courses (nine units) chosen from the following:	9
BUS2000 Management Principles and Organizational Behavior * (3)	
BUS2016 Change & Conflict Management: Theory and Practice* (3)	
BUS2040 Women in Management * (3)	
BUS2300 Marketing Principles * (3)	
EDU2227 Marketing for Nonprofit Organizations (3)	
EDU2248 Managing Cultural Diversity (3)	
EDU2230 Personal Financial Planning (3)	
EDU2239 Human Relations in Organizations (3)	
EDU2251 Managing Employee Assistance Programs (3)	
EDU2254 Stress in the Workplace (3)	

EDU2257 Women's Health Issues (3)  
EDU2290 Internship (3-6)

\* The descriptions for these courses are in other departmental sections of this catalog. Some of these courses may be taken in the 15-week semester format.

### **Minor: Human Services**

EDU2209, EDU2218, and two courses from the areas of concentration are required for a total of 12 units. Only students admitted to an Accelerated Evening Degree Program may minor in Human Services. Courses for the minor must be approved by the Program Director.

## **Liberal Studies – Day**

*Dr. Lawrence Lujan, Acting Director, (650) 508-3411, llujan@ndnu.edu*

The Bachelor of Arts degree in Liberal Studies is interdisciplinary in nature, involving coursework from the humanities, the arts, and the sciences. It is especially recommended for students intending a career in elementary education; nonetheless, candidates for the Multiple Subject Credential must now establish subject matter competence by passing the CSET exam. Required coursework for the major is drawn from the areas of language, literature, mathematics, natural science, social science, history, humanities, the arts, physical education, and human development. At least 30 units of the courses taken in these areas must be upper-division units. The major is constructed so that students who satisfy all of the requirements for the major also satisfy most NDNU Core Curriculum Requirements.

Although we encourage students to pursue graduate study at NDNU, earning a BA degree in Liberal Studies does not guarantee admission into NDNU's teacher training programs. Students who seek an elementary teaching credential must apply to Graduate Admission and, as with all applicants, undergo screening for admission. Students who do not intend to pursue an elementary teaching credential may complete the major by substituting advisor-approved elective courses for the required credential-related courses (e.g., EDU2003, EDU2006, ENG2624, HST2350, PSY2141). Each elective course should be in the same discipline as is the credential-related course which it replaces.

### **Bachelor of Arts: Liberal Studies**

In addition to major requirements, students must meet Core Curriculum Requirements and General Degree Requirements.

Courses satisfying Core Curriculum Requirements are indicated by "(CC)" after the course title.

**Area Requirements**

<b>1. Language Studies (9 units)</b>		<b>Units</b>
BUS1408/2420	Oral Communication	
or		
THE1005/2105	Introduction to Oral Interpretation of Literature (CC)	3
ENG2108	Advanced Writing	3
ENG2164	Linguistics	3

**Area Requirements**

<b>2. Mathematics (6 units)</b>		<b>Units</b>
MTH2606	Mathematics for Elementary Teachers I (CC)	3
MTH2607	Mathematics for Elementary Teachers II	3

**Area Requirements**

<b>3. Natural Science and Technology (7 units)</b>		<b>Units</b>
<b>Physical Science:</b>		
PHY1109	Introduction to Physical Science (CC)	3.5
<b>Life Science:</b>		
BIO1009	Introduction to Biology	3.5

**Area Requirements**

<b>4. Social Science (6 units)</b>		<b>Units</b>
PSC1000	Introduction to American Government (CC)	3
PSC2120	World Geography	3

**Area Requirements**

<b>5. History (6 units)</b>		<b>Units</b>
HST2300	American History, 1607-1877	3
HST2350	California History	3

**Area Requirements**

<b>6. Arts and Humanities (9 units)</b>		<b>Units</b>
<b>Literature:</b>		
ENG2624	Children's Literature	3
<b>Religious Studies:</b>		
REL2250	Religions of the World (CC)	3
<b>The Arts:</b>		3
For Credential Students, three units from one of the following:		
ART2605	Art Education Concepts (CC)	
MUS2067	Music Education Concepts (CC)	
THE2151	Children's Theatre (CC)	
For Non-Credential Students: three units within the Visual and Performing Arts consisting of:		
One (1) content course (three units) or three units in studio/performance or concepts (CC)		

## Area Requirements

### 7. Human Development (15 units) Units

EDU2003	Physical Education in the Elementary School	
or		
SOC2617	Teaching, Learning and Healing through Animals	3
EDU2006	Introduction to Education: Practicum in Teaching	3
EDU2080	Senior Seminar in Liberal Studies	3
PSY1001	Introduction to Psychology (CC)	3
PSY2141	Developmental Psychology: Child and Adolescent	3

### Total Major Requirements 58

Other Degree Requirements\* and General Electives

\* Other degree requirements include Core Curriculum Requirements and General Degree Requirements (e.g., Career Development, U.S. History). 66

### Total Unit Requirement 124

## Leadership and Public Service Minor

*Dr. Gretchen Wehrle (650)508-3659, gwehrle@ndnu.edu*

The Leadership and Public Service Minor is a high quality, interdisciplinary, experiential and multicultural program that exposes undergraduates to, and prepares them for, real life leadership experiences. Students explore issues of leadership, citizenship; and social change with the context of an inquiry, experiential, and competency-based instructional design.

### Minor Requirements Units

EDU2009	Foundations of Leadership and Teamwork	2
EDU2083	Community Leadership Practicum	2
PHL1200/2200	Moral Problems	3
PSY2217	Conflict Resolution	3
PSY2409	Building Community through Diversity	1

Choose two from the following:

BUS2016	Change and Conflict Management: Theory and Practice	3
BUS2408	Media, Politics, and Society	3
PHL2205	Law, Morality, and Society	3
PSC2300	State and Local Government	3
PSY2309	Community Psychology	4
SOC2117	Analyzing Social Settings	4
SOC2417	Interpersonal/Intercultural Communication	3
SOC2725	Social Problems	3
One elective approved by advisor		3-4

### Total Unit Requirement 17-19



# Liberal Studies: Foundations for Teaching Professional Studies Program (Evening)

*Dr. Hélène Laroche-Davis, Program Director, (650) 508-3558, [hdavis@ndnu.edu](mailto:hdavis@ndnu.edu)*

Through the Professional Studies Program the Liberal Studies: Foundations for Teaching is an Accelerated Evening Degree Program within the Liberal Studies major. The major engages students in a broad liberal arts education that may be applied to a teaching career and prepares students for entry into graduate programs leading to the California Multiple Subject (K-8) teaching credential. The major also serves as a degree completion option for students who want a broad liberal arts background, but who do not necessarily wish to pursue a teaching credential. Our Liberal Studies advisors can tailor a program to fit the particular interests and goals of each student.

Working students can complete a bachelor's degree in the evening and simultaneously satisfy prerequisites in the NDNU graduate education program, the next step in becoming state-certified for teaching kindergarten through eighth grade.

## Accelerated Liberal Studies: Foundations for Teaching

In addition to major requirements, students must meet Core Curriculum Requirements and General Degree Requirements.

Prerequisites		Units
BIO1009	Introduction to Biology	3
PHY1109	Introduction to Physical Science	3
PSC1000	Introduction to American Government	3
PSY1001	Introduction to Psychology	3

<b>Total Prerequisites</b>	<b>12</b>
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Major Requirements		Units
ART2605	Art Education Concepts	3
EDU2006	Introduction to Education: Practicum in Teaching	3
EDU2080	Senior Seminar in Liberal Studies	3
ENG2108	Advanced Writing	3
ENG2164	Linguistics	3
HST2020	World History	3
PHL2400		
or		
BIO2108	Philosophy of Science	
or		
Contemporary Environmental Issues		3
PSY2141	Developmental Psychology	3
REL2250	Religions of the World	3

Electives from the following, or as approved by advisor: 9

ENG2624	Children's Literature
HST2350	California History
MTH1105	Mathematics and Life
MTH2606	Mathematics for Elementary Teachers I
PHY1001	Physical Geology
PSC2120	World Geography
SOC2617	Teaching, Learning, and Healing through Animals

**Total Major Requirements 36**

Other Degree Requirements\* and General Electives

\* Other degree requirements include Core Curriculum Requirements and General Degree Requirements (e.g., Career Development, U.S. History). 76

**Total Unit Requirement 124**

Accelerated Liberal Studies students may use PHL2230 to satisfy the Philosophy and Values Core Curriculum Requirement, ENG2108 or EDU2206 to satisfy the College Writing Core Curriculum Requirement, and REL2250 towards the Religion and Spirituality Core Curriculum Requirement.

## Credential Program

The Liberal Studies degree satisfies the following NDNU Credential Program prerequisites:

- U.S. Constitution
- Early Fieldwork Experience

Students are not guaranteed admission; they must apply to Graduate Admission and undergo screening, as with other applicants.

## Credentials

### Department of Education

For over fifty years, Notre Dame de Namur University has maintained a reputation for excellence in teacher education. Personalized attention and individualized counseling for students, field orientation of programs, and successful placement of credential graduates have characterized the Department of Education since its inception in 1953. The California Commission on Teacher Credentialing reaccredited NDNU's credential programs in 1998. The Department of Education continues to prepare competent teachers, specialists, and administrators through professional programs that reflect current trends. A credential from NDNU provides maximum employment opportunities as well as strong preparation for classrooms of the 21st century. California maintains credential reciprocity with most states.

Education courses are taught by faculty representing diverse academic and practical expertise. All Department of Education supervisors are selected because of previous experience as teachers and administrators in public and private schools.

**The Department of Education offers programs leading to the following credentials:**

- Preliminary Education Specialist Credential Level I
- Clear Education Specialist Credential Professional Level II
- Preliminary Multiple Subject (Elementary School)
- Preliminary Administrative Services Credential
- Clear Credential SB2042 Fifth Year Program
- Preliminary Single Subject (Middle School and High School)

\*NOTE: The University and the applicant must meet both general and specific requirements as prerequisites for credentials issuances based on the applicable University and Education Codes.

**Performance Assessment for California Teachers (PACT) at NDNU**

Legislative mandate (SB2042) established new standards for California's teacher education programs called the "Teacher Performance Expectations" (TPE). NDNU's Multiple Subject (MS) and Single Subject (SS) Credential Programs in the School of Education and Leadership (SEL) submitted documentation detailing the ways in which our program met these standards. Pursuant to SB1209 (passed in September 2006); we received State approval to begin implementation of PACT, a state-approved teacher performance assessment system. With implementation of our new program, graduates will need to pass a "teaching performance assessment" that measures attainment of these standards.

**What is PACT?**

PACT is a performance assessment developed by a consortium of the UC's, CSU's, Stanford, and Mills College in response to the teaching performance assessment mandate in state legislation (SB2042). It consists of two complementary parts - the Teaching Event and Embedded Signature Assessments (ESA's). NDNU is now one of over 30 institutional members of PACT.

**What is involved in these two parts of PACT?**

- Teaching Event: occurs in the second semester of student teaching and is a stand alone, summative assessment of pre-service teachers' learning in Planning (P), Instruction (I), Assessment (A), Reflection (R), and Academic Language (L). Students need to plan a 3-5 lesson segment (P), teach the segment and video tape one lesson (I), collect and analyze an assessment administered to the whole class (A), reflect on the process undertaken in the Teaching Event (R), and integrate academic terminology and concepts throughout the Teaching Event (L). There are many commentaries that students must write along the way to show that they are considering particular issues such as teaching English learners. Additionally, there are single tasks in the various subject areas to be completed by multiple subject candidates.
- Embedded Signature Assessments (ESA's): Occur in courses and fieldwork and are part of what students already do in these settings regardless of which courses the candidate takes in the program.

**Fee related to PACT**

A one-time \$200 Teacher Performance Assessment (TPA) fee is assessed to all candidates in the Multiple and Single Subject Credential Program regardless of when they initially enrolled. The fee is to help defray the overall costs of maintaining compliance including, but not limited to: providing program staff to address credentialing issues of compliance and assessments; students and staff training; prepare state program documents; supplies, and printing. At NDNU, the cost of compliance is mostly covered by the university with critical support paid by tuition dollars. NDNU is mindful of the burden of the rising cost of education and for this reason have required it be paid only once.

**Preliminary Education Specialist Credential Level I**

*Dr. Nicole Ofiesh, Program Director, (650) 508-3627, [nofiesh@ndnu.edu](mailto:nofiesh@ndnu.edu)*

NDNU's Education Specialist Credential program prepares students to teach in special education programs in public and private schools. Mild/Moderate credential holders will be able to teach students in Resource Specialist Program classes (K-12) and students in special day classes for learning disabilities. Moderate/Severe credential holders will be able to teach students in grades K-12 whose needs are more severe. Many candidates are hired by school districts to serve as paid interns while earning the credential.

Students may obtain an Education Specialist Credential without a prior teaching credential. This requires 43 credits in contrast to the 30 units required for those with a prior credential. Work toward an Education Specialist Credential may be simultaneous with work toward a regular credential (either Multiple Subject or Single Subject). This requires between 37 and 55 units depending on previous preparation. It is expected that students will come with a variety of backgrounds. A program plan is arranged for each student when he or she meets with the program director.

Transfer students must complete a minimum of fifteen (15) semester units of credit at Notre Dame de Namur University, including at least one semester of student teaching or internship in the teacher preparation program in order to be recommended for a teaching credential.

Although most items listed below are required for student teaching or internship eligibility, the following summarizes the requirements for the Preliminary Level I Education Specialist Instruction Credential recommendation through NDNU:

- Prerequisite: Verification of 40 Hours of Pre-Acceptance Field Experience by completing NDNU's course, EDU2006 or by teaching or volunteer experience completed with appropriate age in a school setting. Provide the original form signed by the site supervisor or provide official letter of verification from the site.
- Successfully complete student teaching or internship and required courses (includes courses that allow authorization to teach English Learners)
- Pass the Performance Assessment for California Teachers (PACT)
- Passage of Basic Skills Requirement (e.g., CBEST or for more options, see: <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>)
- Verification of Subject Matter Competence (e.g., CSET in Multiple Subjects)

- Verification of fingerprinting clearance on file with the California Commission on Teacher Credentialing (also called a “Certificate of Clearance”). For more information, see: <http://www.ctc.ca.gov/credentials/leaflets/cl271.pdf>
- Copy of negative TB test result from within two years
- Signed NDNU Release of Liability Form
- Verification of US Constitution by exam or coursework
- Pass the Reading Instruction Competence Assessment (RICA) by the end of your program
- Verification of employment as an Education Specialist in a CA public school district, non-public school or agency, or county office of education. If you don’t have an offer, a Certificate of Eligibility will be applied for instead.

<b>Required Courses</b>		<b>Units</b>
EDU4107	Foundations for Teaching English Learners *	3
EDU4200	Special Education Program Management	3
EDU4207	Technology - Special Education	3
EDU4209	Counseling - Special Education	3
EDU4230	Student/Intern Teaching and Seminar in Special Education	8
EDU4234	Curriculum and Instruction Adaptations (Mild/Moderate)	
or		
EDU4237	Curriculum and Instruction Adaptations (Moderate/Severe)	3
EDU4203	Clinical Assessment	4
EDU4330	Elementary Reading/Language Arts Primary Grades *	3
<b>Total</b>		<b>30</b>

**Additional course work is required for those who enter without a prior credential:**

EDU4100	Psychological and Developmental Foundations	3
EDU4104	Sociological and Multicultural Foundations	3
EDU4333	Elementary Reading/Language Arts: Upper Grades	3
EDU4336	Curriculum – Elementary Math	2
EDU4339	Curriculum – Social Studies/Science	2
<b>Total</b>		<b>43</b>

\* Foundation course in Multiple or Single Subject Credential

Students may complete coursework in addition to the Education Specialist Credential in order to earn a master's degree. See Master of Arts in Special Education for further information.

## Clear Education Specialist Credential Level II

*Dr. Nicole Ofiesh, Program Director, (650) 508-3627, [nofiesh@ndnu.edu](mailto:nofiesh@ndnu.edu)*

Notre Dame de Namur's Level II Education Specialist Credential Level program is designed to meet the needs of candidates seeking the Level II Education Specialist: Mild/Moderate or Moderate/Severe credential. The program has been approved by the California Commission on Teacher Credentialing and graduates from the program are eligible to apply for the Level II Professional Clear Credential. In addition to the required coursework listed below, candidates will meet with the advisor to develop a specific plan to serve as their guide in completing the program. The plan:

1. Adopts the goals for professional growth identified at the end of the Level I credential program.
2. Requires the candidate to identify an area of specialization.
3. Lists the student's qualifications desired in a mentor.
4. Includes goals and activities to be addressed by the student and the mentor.
5. Identifies Local Education Agency (LEA), County Office of Education and other staff development activities designed to address candidate goals.
6. Provides an opportunity for sign off by the candidate's immediate supervisor.

The following summarizes the requirements for the Clear Level II Education Specialist Instruction Credential recommendation through NDNU:

- Complete two full years of experience using Level I credential
- Be employed as a special education teacher in a public school, nonpublic school, or private school in the State of California
- Successfully complete required courses (includes courses that allow authorization to teach English Learners)
- Health Education for educators course (if not already completed for a previous credential); not required for out-of-California trained teachers
- CPR training in infant, child, and adult; training must meet standards of American Heart Association or American Red Cross and be current at time of credential filing

Candidates who did not take EDU4116 (Health Education) or an equivalent course in their Preliminary Level I program are required to complete eleven units, which include one unit of EDU4116 Health Education. Candidates who did take EDU4116 (Health Education) or an equivalent course in their Preliminary Level I program are required to complete ten units.

Required Courses		Units
EDU4240	Emerging Research and Practice in Special Education	4
EDU4243	Advanced Methods in Special Education: (Mild/Moderate)	
or		
EDU4246	Advanced Methods in Special Education: (Moderate/Severe)	3
EDU4803	Advanced Strategies for English Learners	3
<b>Total</b>		<b>10</b>

## **Preliminary Multiple Subject Credential (Elementary School)**

***Dr. Robert Ferrera, Program Director, (650) 508-3531, rferrera@ndnu.edu***

The Department of Education offers a program of professional preparation for the California Multiple Subject Credential, approved by the California Commission on Teacher Credentialing. This credential authorizes service in self-contained classrooms, usually in an elementary school setting. NDNU's Multiple Subject Credential Program is post-baccalaureate and requires a full fifth year, or 33 semester units, of study. The concurrent program at NDNU offers students the opportunity to complete the professional coursework and two student teaching experiences within a calendar year.

Multiple Subject Credential (elementary) candidates spend one semester of student teaching at the primary level and one semester in the intermediate grade level. These student teaching experiences are in culturally diverse schools with students from a variety of socioeconomic backgrounds, and take place at two of the many public school districts with which we have contracts.

School districts occasionally offer qualified Multiple Subject candidates the opportunity for a paid internship, in lieu of student teaching. One semester of internship may be at a WASC-accredited private school, if desired, provided that 120 hours of subject specific coursework has been completed. Transfer students must complete a minimum of fifteen (15) semester units of credit at Notre Dame de Namur University, including at least one semester of student teaching in the teacher preparation program in order to be recommended for a teaching credential.

Although most items listed below are required for student teaching or internship eligibility, the following summarizes the requirements for the preliminary Multiple Subject Teaching Credential recommendation through NDNU:

- Prerequisite: Verification of 40 Hours of Pre-Acceptance Field Experience by completing NDNU's course, EDU2006 or by teaching or volunteer experience completed with appropriate age in a school setting. Provide the original form signed by the site supervisor or provide official letter of verification from the site.
- Successfully complete student teaching and required courses
- Pass the Performance Assessment for California Teachers (PACT)
- Passage of Basic Skills Requirement (e.g., CBEST or for more options, see: <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>)
- Verification of Subject Matter Competence (e.g., CSET in Multiple Subjects)
- Verification of fingerprinting clearance on file with the California Commission on Teacher Credentialing (also called a "Certificate of Clearance"). For more information, see: <http://www.ctc.ca.gov/credentials/leaflets/cl271.pdf>
- Copy of negative TB test result from within two years
- Signed NDNU Release of Liability Form
- Verification of US Constitution by exam or coursework

- CPR training in infant, child, and adult; training must meet standards of American Heart Association or American Red Cross and be current at time of credential filing
- Pass the Reading Instruction Competence Assessment (RICA) by the end of your program

<b>Required Courses</b>		<b>Units</b>
EDU4100	Psychological and Developmental Foundations	3
EDU4104	Sociological/Multicultural Foundations	3
EDU4107	Foundations for Teaching English Learners	3
EDU4110	Special Education for the Classroom Teacher	2
EDU4113	Technology Applications in Education	2
EDU4116	Health Education	1
EDU4119	Assessment in the Classroom	1
EDU4330	Elementary Reading/Language Arts: Primary Grades	3
EDU4333	Elementary Reading/Language Arts: Upper Grades	3
EDU4336	Curriculum: Elementary Math	2
EDU4339	Curriculum: Social Studies/Science)	2
EDU4342	Student/Intern Teaching/Seminar	4
EDU4345	Student/Intern Teaching/Seminar	4
<b>Total</b>		<b>33</b>

NDNU students enrolled in its credential programs may articulate up to 12 units toward a master's degree. Candidates should contact the program director of the master's degree of interest for more information.

## **Preliminary Administrative Services Credential**

*Dr. Judith Kell, Program Director, (650) 508-3710, [jkell@ndnu.edu](mailto:jkell@ndnu.edu)*

The Department of Education offers a program of professional preparation for the Preliminary Administrative Services Credential, approved by the California Commission on Teacher Credentialing. This credential authorizes the holder to perform administrative services ranging from superintendent to assistant principal or administrative positions at county offices of education. A paid administrative internship may be arranged on an as-needed basis in coordination with the student's school district. Students enrolled in this program may apply to earn a Master of Arts in School Administration. Students can complete the additional course requirements for the master's degree concurrently with the requirements for the Preliminary Administrative Services Credential.

To apply for the Preliminary Administrative Services Credential program, students must fulfill the following requirements:

1. Show proof of a bachelor's degree.
2. Possess a teaching credential plus three years' teaching experience.
3. Complete introductory courses in Psychology, Sociology, and Accounting.
4. Interview with Administrative Services Program Director.



The following summarizes the requirements for the Preliminary Administrative Services Credential recommendation through NDNU:

- Successfully complete required courses (includes any required prerequisites)
- Possess a valid CA teaching or services credential
- Passage of Basic Skills Requirement (e.g., CBEST or for more options, see: <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>)
- Complete three full years of teaching or services experience with a valid CA credential
- Verification of employment as an Administrator in a CA public school district, non-public school or agency, or county office of education. If you don't have an offer, a Certificate of Eligibility will be applied for instead.

<b>Required Courses</b>		<b>Units</b>
Core Courses:		
EDU4600	Financial Management	3
EDU4604	Human Resource Management in the School and District	2
EDU4606	Leadership Concepts	3
EDU4609	Organization and Management	3
Practica-based Courses:		
EDU4621	School Community Relations	3
EDU4624	School Law, Governance, and Politics	3
EDU4627	Program Initiation and Implementation	3
EDU4718	Contemporary Topics in Technology Leadership	3
<b>Total</b>		<b>24</b>

To qualify for the Master of Arts in School Administration, students must take the following additional courses:

EDU4700	Trends in Curriculum Development	3
EDU4703	Educational Assessment and Evaluation	3
EDU4881	Capstone Course: Administrative Services and Tier 1 Program	1
<b>Total</b>		<b>30</b>

## Clear Credential SB2042 Fifth Year Program

*Dr. Nicholas Gennaro, Program Director, (650) 508-3710, [ngennaro@ndnu.edu](mailto:ngennaro@ndnu.edu)*

The School of Education and Leadership offers a California Commission on Teacher Credentialing (CTC) Approved Fifth Year Program of Study for teachers working in private, parochial, or charter schools. This program allows the holder of the SB2042 Preliminary Multiple Subject or Single Subject Credential to complete the requirements necessary to obtain the SB2042 Professional Clear Credential.

Graduates of NDNU's Multiple-Subject and Single-Subject Credential programs can complete requirements for the Clear Credential by taking additional CTC-Approved coursework. Teachers who received the Preliminary Credential at another institution can complete requirements for the Clear Credential by combining the CTC-approved coursework with a Master of Art in Education with Curriculum and Instruction concentration.

Applicants may apply to enter the program for the Fall, Spring, or Summer semesters/session and must submit the following:

1. Proof of a Preliminary Multiple Subject or Single Subject Credential
2. The CTC's "Verification of Unavailability of a Commission-Approved Induction Program" form signed by the authorized representative of the school where currently employed
3. Clear Credential SB2042 Fifth Year Program Application

The following summarizes the requirements for the Clear Credential (SB 2042) Fifth Year of Study recommendation through NDNU:

- Successfully complete required courses (includes any required prerequisites)
- Possess the appropriate valid CA Multiple Subject or Single Subject Teaching Credential
- Verification of Unavailability of Induction form (available from your employer or NDNU)

### Required Courses

### Units

#### Core Courses:

EDU4800	Advanced Study of Teaching Special Populations	2
EDU4803	Advanced Strategies for English Language Learners	3
EDU4804	Advanced Educational Technology	1
EDU4806	Advanced Study of Health Education	1

### Total

7

# Preliminary Single Subject Credential (Middle and High School)

*Dr. Lu Chang, Director, (650) 508-3703, lchang@ndnu.edu*

The Department of Education offers a program of professional preparation for the California Single Subject Credential, approved by the California Commission on Teacher Credentialing. This credential authorizes service in departmentalized settings, usually in middle, junior high, and senior high schools. NDNU's Single Subject Credential program is post-baccalaureate and requires a full fifth year or 31 semester units of study. The concurrent program at NDNU offers students the opportunity to complete the professional coursework and two student teaching experiences within a calendar year.

Although most items listed below are required for student teaching or internship eligibility, the following summarizes the requirements for the preliminary Single Subject Teaching Credential recommendation through NDNU:

- Prerequisite: Verification of 40 Hours of Pre-Acceptance Field Experience by completing NDNU's course, EDU2006 or by teaching or volunteer experience completed with appropriate age in a school setting. Provide the original form signed by the site supervisor or provide official letter of verification from the site.
- Successfully complete student teaching and required courses
- Pass the Performance Assessment for California Teachers (PACT)
- Passage of Basic Skills Requirement (e.g., CBEST or for more options, see: <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>)
- Verification of Subject Matter Competence (e.g., CSET in appropriate teaching area or approved subject matter waiver)
- Verification of fingerprinting clearance on file with the California Commission on Teacher Credentialing (also called a "Certificate of Clearance"). For more information, see: <http://www.ctc.ca.gov/credentials/leaflets/cl271.pdf>
- Copy of negative TB test result from within two years
- Signed NDNU Release of Liability Form
- Verification of US Constitution by exam or coursework
- CPR training in infant, child, and adult; training must meet standards of American Heart Association or American Red Cross and be current at time of credential filing

## Required Courses

	Units
EDU4100 Psychological and Developmental Foundations	3
EDU4104 Sociological/Multicultural Foundations	3
EDU4107 Foundations for Teaching English Learners	3
EDU4110 Special Education for the Classroom Teacher	2
EDU4113 Technology Applications in Education	2
EDU4116 Health Education	1
EDU4119 Assessment in the Classroom	1
EDU4342 Student/Intern Teaching/Seminar	4
EDU4345 Student/Intern Teaching/Seminar	4

EDU4400	Orientation to Teaching	1
EDU4404	Teaching & Pedagogy	2
EDU4407	Secondary Curriculum	2
EDU4410	Language and Literacy in Content Areas	3
<b>Total</b>		<b>31</b>

NDNU students enrolled in its credential programs may articulate designated courses up to 12 NDNU units toward a selected master's degree. Candidates should contact the program director of the master's degree of interest for more information.

## Master's Degrees

Master's degree programs in the Department of Education are designed to serve teachers, administrators, and other educators working with and on behalf of schools. Each master's program includes coursework, fieldwork, and mentoring in the areas of teaching, learning, technology, social justice, diversity, equity, and leadership.

### Program Options:

- Master of Arts in Special Education
- Master of Arts in Education (Curriculum Instruction, Disciplinary Studies, and Technology Concentration)
- Master of Arts in School Administration

### Articulation with Credential Programs

The School of Education offers students the possibility of enrolling concurrently in some masters and credential programs. Students enrolled in NDNU's credential programs have a unique opportunity to count up to twelve of their credential course units toward the M.A. in Education and the MAT degrees, significantly reducing the time and financial resources required to earn a degree. Recent graduates of NDNU's credential programs can also count twelve credential units toward either of these degrees. Contact Dr. Kim Tolley, Program Director, (650) 508-3464, ktolley@ndnu.edu, for additional information regarding this opportunity.

### Master's Thesis and Capstone Project

Advanced studies are characterized by the reflexive integration of theory and practice. Each master's program culminates with a thesis or capstone project that integrates research, practice, and personal reflection. The type of project that is associated with each degree is noted in the program descriptions (e.g., thesis, teacher research portfolio, capstone statement). Each project invites students to demonstrate scholarly knowledge, skills, and habits of inquiry in the context of a particular area of expertise.

It is important to note that the required courses associated with each advanced degree program support students in the completion of their thesis or capstone projects. Through the thesis or capstone experience, students demonstrate their ability to ask thoughtful questions, collect

information, analyze information, and reflect on issues regarding teaching, learning, and schooling that will enable them to improve their practice throughout their careers. Instructions for preparing the thesis can be found in the Thesis Handbook available from the School of Education and Leadership office.

### **Admission Information**

Students may apply to enter programs in the Department of Education for the Fall, Spring, and Summer semesters and should meet the following requirements:

- A bachelor's degree in any field from an accredited institution
- Undergraduate cumulative grade-point average of 2.5 or better
- Two letters of recommendation
- Personal interview with the program director

Admission requirements vary by program. Certain graduate programs may require an initial interview and/or test scores. See the relevant Catalog sections or printed Program Brochures for program-specific requirements.

For details on admission processes, see Graduate Admission.

### **Master of Arts (MA) in School Administration**

*Dr. Nicholas Gennaro, Program Director, (650) 508-3710, [ngennaro@ndnu.edu](mailto:ngennaro@ndnu.edu)*

This degree program prepares students to administer programs in public and private schools. It approaches administration from a generic standpoint in the core courses and from an experiential base in the practica-based courses. Building upon the Preliminary Administrative Credential, this program enables students to complete six additional units in order to earn a master's degree. Candidates for the Master of Arts in School Administration complete the following:

<b>Courses</b>	<b>Units</b>
Preliminary Administrative Credential	24
EDU4700 Trends in Curriculum Development	3
EDU4703 Educational Assessment and Evaluation	3
<b>Total</b>	<b>30</b>

## Master of Arts (MA) in Special Education

*Dr. Nicole Ofiesh, Program Director, (650) 508-3627, [nofiesh@ndnu.edu](mailto:nofiesh@ndnu.edu)*

This degree program prepares students to teach in special education programs in public and private schools. Building upon the Education Specialist Credential, this program enables students to complete an additional three-unit course in order to earn a master's degree. See the Education Specialist Credential for the list of required courses. Students who enter the program with a prior credential can complete their degree with 33 units. Additional coursework is required of students without a regular education credential.

In addition to coursework, a capstone project in the form of a practitioner researcher portfolio is required to complete the MA program. EDU4880 is designed to support students in completing this requirement.

<b>Courses</b>	<b>Units</b>
Education Specialist Credential	30
EDU4880      Educational Research Capstone	3
<b>Total for credentialed students</b>	<b>33</b>
<b>For students without a prior credential:</b>	
Education Specialist Credential Coursework:	30
EDU4100      Psychological and Developmental Foundations	3
EDU4104      Sociological and Multicultural Foundations	3
EDU4333      Elementary Reading/Language Arts: Upper Grades	3
EDU4336      Curriculum: Elementary Math	2
EDU4339      Curriculum: Social Studies/Science	2
EDU4880      Educational Research Capstone	3
<b>Total for students without a prior credential</b>	<b>46</b>

# Master of Arts in Education

*Dr. Kim Tolley, Program Director, (650) 508-3464, ktolley@ndnu.edu*

There are three possible areas of concentration in the Master of Arts in Education program: Curriculum and Instruction, Educational Technology, and Disciplinary Studies. Each emphasis includes a specific concentration of courses. In each area of concentration, a master's thesis is required to complete the degree program. EDU4721 and EDU4724 are designed to support students in completing this requirement.

## Curriculum and Instruction Concentration

The goal of this degree program is to build the capacity of educators to promote social justice in the context of their schools and communities through improved teaching practice, curriculum development and assessment, program planning, research, and educational leadership. The program culminates in a master's thesis, allowing students the opportunity to investigate a particular area of curriculum and instruction in depth.

Students enrolled in the Professional Clear Credential SB2042 Fifth Year Program can count the required coursework in that program toward this master's degree. Substitution of Professional Clear Credential coursework will occur with the approval of the program director.

Required Courses		Units
EDU4700	Trends in Curriculum Development	3
EDU4703	Educational Assessment and Evaluation	3
EDU4706	Social Justice, Diversity, and Equity	3
EDU4721	Introduction to Educational Research	3
EDU4724	Educational Research	3

One of the four graduate-level courses in educational technology:

EDU4207	Technology - Special Education (3)
EDU4709	Learning, Technology, and Curriculum (3)
EDU4715	Media, Medium, and Method (3)
EDU4718	Contemporary Topics in Leadership and Technology (3)

12 semester units articulated with the preliminary credential from the following courses:\*

EDU4100	Psychological and Developmental Foundations
EDU4104	Sociological and Multicultural Foundations of Education
EDU4107	Foundations for Teaching English Learners
EDU4110	Special Education for Classroom Teacher
EDU4119	Assessment in the Classroom
EDU4330	Elementary Reading/Language Arts: Primary Grades
EDU4333	Elementary Reading/Language Arts: Upper Grades
EDU4410	Language and Literacy in the Content Areas

\*Students who obtained a preliminary teaching credential from another institution can challenge these courses on the basis of equivalency. In such cases, students can enroll in 12 units of education electives, to be selected in collaboration with the program director.

**Total** **30**

### **Disciplinary Studies Concentration**

The Master of Arts in Education program with a concentration in Disciplinary Studies allows secondary-school educators to broaden and deepen their knowledge and skill in one subject area. A multiple-subject credential holder may also consider pursuing a degree in one of these concentration areas if he or she is interested in developing subject-matter knowledge for the elementary classroom or to prepare for the subject-matter examinations required for the secondary credential. The program culminates in a master's thesis, allowing students the opportunity to investigate a particular area of discipline-based curriculum and instruction in depth.

Within the specific areas of concentration, students may elect to study 12 semester units of graduate coursework from the following programs: Art, Business, English, Mathematics, Music, Psychology, Science, or Social Science.

<b>Required Courses</b>		<b>Units</b>
EDU4721	Introduction to Educational Research	3
EDU4724	Educational Research	3
12 semester units articulated with the preliminary credential from the following courses:*		12
EDU4100	Psychological and Developmental Foundations	
EDU4104	Sociological and Multicultural Foundations of Education	
EDU4107	Foundations for Teaching English Learners	
EDU4110	Special Education for Classroom Teacher	
EDU4119	Assessment in the Classroom	
EDU4330	Elementary Reading/Language Arts: Primary Grades	
EDU4333	Elementary Reading/Language Arts: Upper Grades	
EDU4410	Language and Literacy in the Content Areas	

\*Students who obtained a preliminary teaching credential from another institution can challenge these courses on the basis of equivalency. In such cases, students can enroll in 12 units of education electives, to be selected in collaboration with the program director.

12 semester units of graduate electives from the discipline of concentration, to be selected in collaboration with the Program Director and the Chair of the Department of the discipline of emphasis

**Total** **30**



## Technology Concentration

The Master of Arts in Education program with a concentration in Technology prepares educators to serve as school and district-level educational technology leaders. Graduates of the program may work with the credential analyst in the School of Education and Leadership to apply for a supplementary authorization on their multiple subject or single subject teaching credential in order to teach computer science. The program culminates in a master's thesis, allowing students the opportunity to investigate a particular area of education technology in depth.

Required Courses		Units
EDU4207	Technology-Special Education	3
EDU4709	Learning, Technology, and Curriculum	3
EDU4715	Media, Medium, and Method	3
EDU4718	Contemporary Topics in Leadership and Technology	3
EDU4721	Introduction to Educational Research	3
EDU4724	Educational Research	3

12 semester units articulated with the preliminary credential from  
the following courses:\*

- EDU4100 Psychological and Developmental Foundations
- EDU4104 Sociological and Multicultural Foundations of Education
- EDU4107 Foundations for Teaching English Learners
- EDU4110 Special Education for Classroom Teacher
- EDU4119 Assessment in the Classroom
- EDU4330 Elementary Reading/Language Arts: Primary Grades
- EDU4333 Elementary Reading/Language Arts: Upper Grades
- EDU4410 Language and Literacy in the Content Areas

\*Students who obtained a preliminary teaching credential from another institution can challenge these courses on the basis of equivalency. In such cases, students can enroll in 12 units of education electives, to be selected in collaboration with the program director.

<b>Total</b>	<b>30</b>
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## Program-Specific Admission Requirements

In addition to the basic requirements, applicants to the Master of Arts in Education program must meet the following requirements:

- Valid Preliminary Multiple-Subject or Single-Subject Credential or evidence of substantial teaching experience in a private or charter school
- CBEST and CSET examinations

# Undergraduate EDU Course Descriptions

## **EDU2003 Physical Education in the Elementary School (3)**

Focuses on acquiring knowledge and skills necessary to teach physical education activities to elementary age children and understanding the elementary school physical education curriculum, including movement, fitness and health, growth and development, games, dance, administrative considerations, and evaluation techniques. Also, new concepts of teaching physical education including adaptive P.E. are covered.

## **EDU2006 Introduction to Education: Practicum in Teaching (3)**

Assists students in examining the role of the teacher at the preschool through grade 12 level. Students are placed as classroom teacher aides at the grade level of their choice for three hours per week and attend an on-campus seminar. This three-unit course satisfies the Career Development Requirement. Permission of the instructor is required. Course is required for admission to credential programs.

## **EDU2009 Foundations of Leadership and Teamwork (2)**

Focuses on acquiring knowledge and skills necessary to teach physical education activities to elementary age children and understanding the elementary school physical education curriculum, including movement, fitness and health, growth and development, games, dance, administrative considerations, and evaluation techniques. Also, new concepts of teaching physical education including adaptive P.E. are covered.

## **EDU2012 Resident Assistantship (1)**

This course is designed with an academic dimension as an extension of training and development for RAs. It is a sequenced course and provides the ongoing skills, training, and leadership development need to assist students in their positions and to grow as individuals. It provides in depth discussion and training on topics concerning residential communities, including communication skills, confrontation, working with diverse groups of students, critical issues, programming, and the importance of their roles as peer leaders. All RAs must take this course and receive a C or higher to retain their RA position.

## **EDU2018 Technology Application in Education (2)**

California has adopted Technology Standards that define computer-based technology use in classrooms. This course ensures that all teacher candidates understand and are able to use appropriate computer-based technology to facilitate the teaching and learning process. In addition to the California Level I Standards, the course covers issues surrounding technology use by society in general and education in particular. Also, several Teacher Performance Expectations (TPEs) from the California Standards of Quality Effectiveness for Professional Teacher Preparation Programs are addressed in this course.

**EDU2080 Senior Seminar in Liberal Studies (3)**

This capstone course for Liberal Studies major integrates skills and knowledge from previous coursework with the career perspective of the elementary classroom teacher. The value of liberal education is considered. Students develop portfolios which sample their best work and which show the relevance of that work to teaching. Students also develop a resource unit or other project in collaboration with concentration advisor. Senior standing required.

**EDU2083 Community Leadership Practicum (2)**

Taken by juniors and seniors, this capstone course helps students integrate and build on prior learning experiences in the Leadership and Public Service Minor. It incorporates community based learning and career development into the curriculum.

**EDU2200 Transformative Learning (0.5)**

Provides students with a seminar focused on assessing and examining current individual learning strengths, styles, and areas for personal development. Written logs, journals, completed personal inventories, and classroom dialogue with other human services students, faculty, and alumni of the program are used to facilitate learning.

**EDU2203 Communication Skills (3)**

This highly participative course focuses on analyzing and applying techniques of effective communication in organizational and interpersonal situations. Includes the use of personal assessment instruments that reflect students' preferred communication styles. All class participants make formal and informal presentations and practice utilizing fundamentals in active listening, self-esteem building, and conflict negotiations.

**EDU2206 Professional Writing (3)**

Emphasizes collaborative learning and writing-across-the-disciplines. Writing in a variety of professional modes (directions, descriptions, process) and forms (memos, letters, reports) is practiced.

**EDU2209 Human Services (3)**

Examines the human service industry – its evolution, role in contemporary society, and anticipated future in relation to the changing society and the restructuring of community and work organizations. Discussions of theory and practice of professional management strategies, clientele characteristics and reactions, as well as future directions for human service program planning and design are presented by area speakers and analyzed by students in written and group presentation format.

**EDU2212 Financial Management (3)**

Introduces financial management for nonprofit organizations, focusing on the key principles and terminology needed by managers. Emphasizes financial accounting, budgeting, financial reports, and reporting cycles. Coursework includes case studies and a final project analyzing the fiscal status of a nonprofit agency or organization.

**EDU2218 Social Research Methods (3)**

Introduces the major techniques of social research to demystify the research process and increase competence in student's ability to investigate ideas, concepts, and statistical data or literature. Proficiency is measured by performance in individual and collaborative group projects, individual written assignments, and a final research presentation.

**EDU2221 Human Services Senior Seminar (3)**

**Prerequisites: Completion of core requirements and senior class standing.**

This capstone course utilizes all key Human Services theories, concepts, and methods acquired through the coursework. Successful demonstrations of competencies are exhibited in case studies, analysis, group discussion, individual presentations, and community project work.

**EDU2224 Professional Development (0.5)**

Provides accelerated students with an interactive seminar exploring career management techniques including self-assessment, researching the world of work, decision-making and goal setting, and job search strategies. Students develop an individualized career management plan.

**EDU2233 Grant Writing (3)**

This course examines the basic concepts and skills for identifying funding sources and writing convincing grants and business proposals. Proposal writers can bring their project ideas and draft proposals to class for small group evaluations and technical assistance. Ongoing grant writing support will be available during the semester.

**EDU2242 Human Relations in Organizations (3)**

Studies formal and informal organizations in terms of individual, group, and organizational perspectives with a focus on leadership, motivation, and general management concepts. Discussions and group practice sessions are alternated with individual projects and examinations to assess student proficiency and skill building.

**EDU2242 Human Services Counseling Skills (3)**

Reviews fundamental skills in counseling. Special emphasis is on the development of effective counselor competencies in helping relationships found primarily in human services organizations.

**EDU2248 Managing Cultural Diversity [CDiv] (3)**

Theoretical and practical approaches to the complexities of issues of diversity will be examined by reviewing typical values, habits, interactions, and concerns of different cultural groups in the workplace. Students will identify and practice strategies to overcome barriers and conflict in the workplace.

**EDU2251 Managing Employee Assistance Programs (3)**

Surveys all aspects of managing EAP's as they relate to employers, unions, human resources, and the workplace. Special attention is given to administration and implementation of strategies for special work groups.

**EDU2254 Stress in the Workplace (3)**

Provides a theoretical and interactive analysis of the physiological, psychological, and emotional effects of stress. Examines cognitive and behavioral coping strategies that will be used to create a personal wellness plan for each student. Particular emphasis will be on early detection of organizational factors that create effects of personal and professional burnout.

**EDU2257 Women's Health Issues [CDiv] (3)**

This course provides both a theoretical and interactive analysis of the various issues surrounding women and specifically women's health. Topics range from societal influences on women's socialization/role identification and development. Contributing factors examined relative to women's health include psychosocial, psychological, spiritual, emotional, legal, and physiological.

**EDU2286 Special Topics (0.5 - 3)**

Workshops offered periodically on contemporary issues of special interest to Health and Human Services professionals.

**EDU2290 Internship (3)**

Human Services students will participate in supervised internships in service organizations to enhance individual career skillset and portfolio. The internship will be in a Human Services agency over a semester with designated mandatory class meetings.

**EDU2994 Teaching Assistant (0-4)**

This is an opportunity for advanced student to earn credit by special arrangement with the Human Services Department Chair. The required work will vary and may include conducting student surveys, tutoring research students, or creating reports for Human Services professors.

**EDU2999 Independent Study in Human Services (1-3)**

Provides an opportunity for independent study or research in Human Services under the direction of the instructor and department chair. See Undergraduate Policies and Procedures section on Independent Study.

## **Graduate & Certificate EDU Course Descriptions**

Note: Some courses require additional payment of a Supervisor Fee. Candidates enrolled in the Multiple Subject or Single Subject programs are subject to a one-time Teaching Performance Assessment Fee regardless of when the candidate began the program.

**EDU4100 Psychological and Developmental Foundations (3)**

Investigates and critically appraises insights derived from psychology, especially as they pertain to the teaching-learning process for diverse classrooms of today. Explores theories from behavioral, humanistic, developmental, and cognitive psychology that are relevant for education. Considers effects on student learning, teacher expectations, classroom climate (affective and cognitive), classroom management, planning, diversity factors, learning styles, individual differences, motivation, and evaluation.

**EDU4104 Sociological and Multicultural Foundations (3)**

Analyzes major influences on American education, including social, cultural, historical, political and economic influences. Explores contemporary issues in education, such as the nature of culture, the purposes of public schooling, the profession of teaching, the social structure and education, equality of opportunity, and multicultural education.

**EDU4107 Foundations for Teaching English Learners (3)**

Examines theories of second language acquisition and historical perspectives of bilingual education. Explores factors affecting first and second language acquisition and bilingual education with an emphasis on instructional strategies. Includes class participation demonstrating knowledge of the content and field observations whenever possible. Covers Specially Designed Academic Instruction in English (SDAIE) competencies.

**EDU4110 Special Education for the Classroom Teacher (2)**

This course is designed to provide information, resources, and materials related to the education of students with disabilities in the general education classroom. It includes a description of the categories of disabilities as defined by the Federal law, current regulations, and the IEP/ITP process. Emphasis is placed on the strategies for modifications and accommodations necessary to provide an appropriate learning environment. Attention focuses on the support system available at the school site level.

**EDU4113 Technology Applications in Education (2)**

California has adopted Technology Standards that define computer-based technology use in classrooms. This course ensures that all teacher candidates understand and are able to use appropriate computer based technology to facilitate the teaching and learning process. In addition to the California Level I Standards, the course covers issues surrounding technology use by society in general and education in particular. Also, several Teacher Performance Expectations (TPEs) from the California Standards of Quality and Effectiveness for Professional Teacher Preparation Programs are addressed in this course.

**EDU4116 Health Education (1)**

This course provides an introduction to health promotion through school health education. Current literature, health education resources, and teaching strategies are introduced and discussed. This course fulfills the California State Credential requirements. CPR and First Aid are NOT included in this course.

**EDU4119 Assessment in the Classroom (1)**

Introduces measurement concepts needed by teachers in order to meet their instructional objectives. Students learn how to create and use assessments that guide instruction and measure results. They also learn how to communicate with students, families, and other audiences about student progress.

**EDU4200 Special Education Program Management (3)**

This course is designed as a seminar focusing on the coordination procedures and implementation of laws, regulations, and other requirements related to special education. The focus is on ethics, policies, and related issues for teachers of students and adults with disabilities.

Topics also include training and supervision of instructional aides, staff development/in-service functions, coordination and scheduling of IEP and ITP meetings, monitoring the referral process, inclusion of special education students in the regular education classroom, record keeping, and familiarity with student and parent rights.

#### **EDU4203 Clinical Assessment (4)**

This course is designed as a survey course of diagnostic assessment tools used by special education teachers. Competencies and understanding of the historical perspective, terminology, administration procedures and interpretation, cognitive assessments-academic achievement assessments, current research in learning styles, and adaptation to Individualized Educational Programs are addressed. Students are expected to administer and interpret various assessment instruments.

#### **EDU4207 Technology - Special Education (3)**

Introduces developmental and methodological foundations for the use of current technologies and practical application to the special education classroom. The use of low tech to high tech devices as assistive technology in meeting IEP needs of students are emphasized. Emphasis is also placed on learning the tools to enhance communication, information access, use of adaptive devices, use of current software/hardware, and problem-solving for the special education and regular education classroom.

#### **EDU4209 Counseling – Special Education (3)**

This course surveys the various support systems that can be used with special education children and families. An understanding of in-district and community agencies are examined. Effective communication techniques for counseling students and families with special needs are emphasized. Current research and publications that deal with assisting students' families are explored. Developing behavior plans for classrooms and individuals and the use of questionnaires, health histories, and other related information are also explored.

#### **EDU4230 Student/Intern Teaching Seminar (Special Education) (1-5)**

##### **Corequisite: EDU4203**

This course has the same focus as EDU4342, but in a special education setting. Heavy emphasis is placed on exploring and examining solutions for day-to-day problems encountered in teaching students in special education classes, including issues such as planning, instructional problems, and evaluation.

#### **EDU4234 Curriculum and Instruction Adaptations (Mild/Moderate Section) (3)**

Involves adaptations and methods of curriculum and instruction to meet the needs of students with identified mild/moderate disabilities. This course explores services to support students with special needs in and out of the regular classroom and how additional support services, such as speech, nurse, and adaptive physical education can be utilized. The role of the special education teacher as a support for children with 504 Plans are also discussed.

#### **EDU4237 Curriculum and Instruction Adaptations (Moderate/Severe Section) (3)**

Studies adaptations and methods of curriculum and instruction to meet the needs of students with identified moderate/severe disabilities. This course explores current issues and research in

special education instructional methods. Topics include the role of the special day class teacher in a school setting, the coordination of services to support students with special needs in and out of the classroom, and how additional support services such as speech therapist, nurse, school psychologist, and adaptive physical education teacher can be utilized. The role of the teacher in referring to outside agencies, working with parents, and developing IEP and ITP are also discussed.

#### **EDU4240 Emerging Research Practices in Special Education (4)**

**Prerequisite: Admission to the Education Specialist Program or consent of program director and instructor**

This course, which is taught as a seminar, covers advanced topics in special education required for the Level II Education Specialist Credential (Mild/Moderate or Moderate Severe). The course has two main components, the seminar and assignment of a mentor. In the seminar, the student identifies an area of expertise and does the research regarding best practices in that area. In the mentoring component, the student is provided assistance to implement that research in his/her classroom and identify other staff development activities to further his/her expertise in the selected area of specialization.

#### **EDU4243 Advanced Methods in Special Education: Mild/Moderate (3)**

**Prerequisite: Admission to the Education Specialist Program or consent of program director and instructor**

This course covers advanced concepts required for the Level II Education Specialist Mild/Moderate Credential. Topics include: data-based decision making; advanced behavioral, emotional and environmental supports; best practices in transition and transition planning; and advanced concepts in curriculum, instruction, collaboration, and consultation.

#### **EDU4246 Advanced Methods in Special Education: Moderate/Severe (3)**

**Prerequisite: Admission to the Education Specialist Program or consent of program director and instructor.**

This course covers advanced concepts required for the Level II Education Specialist Credential: Moderate/Severe. Topics include: theoretical approaches in the education of students with complex emotional and behavioral needs; data-based decision-making; advanced behavioral, emotional and environmental supports; best practices in transition and transition planning; advanced concepts in curriculum and instruction; and collaboration and consultation.

#### **EDU4330 Elementary Reading/Language Arts: Primary Grades (3)**

Surveys the teaching of beginning reading and language arts in diverse elementary classrooms. Introduces current research, principles, issues, strategies, and materials/resources for developmental processes of learning to read and write for all students. Presents theories concerning language acquisition and language development for first- and second-language learners. Constructs a literacy model with a multicultural/multilingual perspective. Concurrent coursework and field placement are required to ensure application and reflective practice.



**EDU4333 Elementary Reading/Language Arts: Upper Grades (3)****Prerequisite: EDU4330**

Continues examination of current research, principles, issues, strategies, and materials/resources, focusing on upper elementary students of diverse backgrounds. Explores language acquisition issues in upper elementary grades. Facilitates connections between students, literature, and response in a multicultural perspective. Introduces literacy in content areas and SDAIE techniques for understanding literature. Concurrent coursework and field placement are required to ensure continued reflection/application.

**EDU4336 Curriculum – Elementary Math (2)**

Emphasizes content and method of teaching elementary math concepts. This course includes all eight strands of the state mathematics framework. Students learn hands-on methods designed for prospective teachers.

**EDU4339 Curriculum – Social Studies/Science (2)**

Students develop expertise in planning, implementing, and assessing integrated science and social studies curriculum and experiment with a variety of strategies and techniques designed to promote higher-level thinking and provide for differences in teaching a diverse, multilingual, and multicultural population.

**EDU4342 Student/Intern Teaching/Seminar (Multiple/Single Subject, first semester) (4/4)**

Focuses on orientation to and observation of realities of teaching through weekly seminars and on-site assignments in public and private schools. As candidates take charge of classes under the direction of master teachers, seminar sessions, enriched by guest speakers, stress class management and control, lesson planning, curriculum development, and organization and use of class time. Heavy emphasis is placed on examining solutions for the day-to-day problems that candidates are experiencing.

**EDU4345 Student/Intern Teaching/Seminar (Multiple/Single Subject, second semester) (4/4)**

Continuing candidates are provided with an opportunity to reflect upon and improve the field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Normally, at least one-half of the class is focused on candidates' concerns. Preparation of a professional portfolio is required for both Multiple Subject and Single Subject candidates.

**EDU4400 Orientation to Teaching (1)**

Teacher candidates are oriented to the Single Subject Credential Program and the teaching profession. Program-related topics and legal requirements such as Teaching Performance Expectations (TPE's), Teaching Performance Assessment (TPA), and portfolio development are introduced. Other topics include but are not limited to classroom management, teaching and learning in a standards-based environment, and setting high expectations for all students. This is one of the first courses for ALL students in the Single Subject Credential Program.

**EDU4404 Teaching and Pedagogy (2)****Corequisite: EDU4342**

This course is coordinated by a NDNU faculty member and jointly taught by mentor teachers from local schools. The focus of this course is teaching the state adopted academic content standards using effective strategies in the discipline of the teacher candidate.

**EDU4407 Secondary Curriculum (2)**

Develops expertise in curriculum planning applied to the subject area and presents strategies and techniques that provide for teaching a diverse population. Direct instruction, questioning techniques, small group discussions, and higher order thinking skills are included and used by the student in designing a unit of instruction.

**EDU4410 Language and Literacy in Content Areas (3)**

Introduces current research, principles, issues, strategies, and resources, with respect to language and literacy in Single Subject content areas. Focuses on Specially Designed Academic Instruction in English (SDAIE) for language minority students. Field experience in public school is required.

**EDU4500 Current Research and Practice in Literacy Education (3)**

This first course in the Reading Certificate series is a survey of current research, principles, issues, concepts, and approaches, for both developmental and remedial factors involved in learning to read and write and the efficacy of each. The course also gives students an historical perspective of the development of different approaches. Finally, it is designed to give students a construct of an effective literacy model in order to analyze assessment and instruction that exist in different school settings.

**EDU4503 Assessment-based Instruction in Reading and the Language Arts – Early Literacy (3)**

This second course in the Reading Certificate series emphasizes language arts assessment and instruction for students in the stages of early literacy, both younger and older students. The assessments studied range from formal, standardized group tests to formal, standardized individual tests to authentic, informal assessments. Students practice with the various types of assessments both in class and through field experiences outside of class. Students use a case-study approach not only to become familiar with the assessments, but also to decide on appropriate instructional methods and techniques based on assessment data.

**EDU4506 Clinical Application I – Early Literacy (3)****Prerequisite: EDU4503**

This fourth course in the Reading Certificate series is a practicum in the field dealing with students at the early stages of literacy (either younger or older students). The candidates are required to spend 60 hours teaching in a small group setting, with preparation time for each session, and 15 hours in the practicum seminar. The candidates utilize the various appropriate standardized and informal methods of assessment for the students in this stage of literacy, design appropriate instruction based on those assessments, teach the individuals in the group, and do ongoing assessments and final evaluations.

### **EDU4509 Assessment-based Instruction in Reading and the Language Arts – Intermediate and Advanced Learners Literacy (3)**

#### **Prerequisite: EDU4503**

This third course in the Reading Certificate series emphasizes language arts assessment and instruction for students in the intermediate and advanced stages of literacy. The assessments studied range from formal, standardized group tests to formal, standardized individual tests to authentic, informal assessments. Students practice with the various types of assessments both in class and through field experiences outside of class. Students use a case-study approach not only to become familiar with the assessments, but also to decide on appropriate instructional methods and techniques based on assessment data.

### **EDU4512 Clinical Application II – Intermediate and Advanced Literacy (3)**

#### **Prerequisite: EDU4509**

This final course in the Reading Certificate series is a practicum in the field dealing with students at the intermediate to advanced stages of literacy (either younger or older students). The candidates are required to spend 60 hours teaching in a small group setting, with preparation time for each session, and 15 hours in the practicum seminar. The candidates utilize the various appropriate standardized and informal methods of assessment for the students in these stages of literacy, design appropriate instruction based on those assessments, teach the individuals in the group, and do ongoing assessments and final evaluations.

### **EDU4515 Current Issues in Literacy: Research and Practice (3)**

#### **Prerequisites: EDU4500, EDU4503, EDU4509, EDU4506, EDU4512**

This course on current issues deals with such topics as balance in reading/language arts curricula, the role of phonemic awareness, phonics and spelling in literacy instruction, instruction for struggling readers, literacy materials, the transformation of assessment procedures, the nature of reading at different levels (e.g., emergent, early learners, developing, and independent readers), content literacy, process writing, multicultural diversity, and the study of a common ground for research and practice.

### **EDU4518 Program Development and Inservice Leadership in Literacy Education (3)**

#### **Prerequisites: EDU4512, EDU4515**

This course prepares candidates to design reading programs on various levels K-Adult, as well as to provide inservice to teachers regarding these programs. Topics include such elements as the factors involved in effective literacy programs at different levels (that include standards-based programs), roles and responsibilities of reading specialists, models for professional development and inservice, selection of program materials, program assessment, community involvement, interconnections of all language arts, the use of technology in program design, and the inclusion of special curricula for students with special needs, including those with cultural diversity.

### **EDU4521 Clinical Application III – Advanced (3)**

#### **Prerequisite: EDU4518**

This practicum course in the field deals with students who are severely disabled in the area of literacy (either younger or older students). The candidates are required to spend 60 hours teaching in a small group setting, with preparation time for each session, and 15 hours in the practicum seminar. The candidates learn and utilize the various appropriate formal and informal

methods of assessment appropriate for the students with severe problems in literacy, design appropriate instruction based on those assessments, teach the individuals in the group, and do on-going assessments and final evaluations.

### **EDU4600 Financial Management (3)**

Focuses on financial administration in public, nonprofit, and service-related institutions and studies principles and concepts in public fiscal management, budgeting, taxation, borrowing, and fiscal controls. The nature of public expenditures, the development of budgets and budget cycles are studied including ethical, legal, and political concerns in financial decisions.

### **EDU4604 Human Resource Management in the School and District (2)**

The course is focused on preparing educational leaders at the school and district level to perform effectively in the area of human resources by building high performing HR teams in schools and districts. While the essential orientation of this course is toward developing human and organizational capacities, particular emphasis will be given to the application of knowledge and skills to authentic challenges of practice within a school/district in order to develop and apply research-based solutions to these challenges.

### **EDU4606 Leadership Concepts (3)**

Gives an historical and philosophical approach to leadership, identification of personal goals and leadership behaviors in administration, and understanding of group dynamics and group leadership. Techniques in time management, stress management, and resume writing are developed. The course is organized as laboratory for self-study of the individual as a leader and for development of leadership strategies.

### **EDU4609 Organization and Management (3)**

Explores the history of management theory including principles and concepts of management such as functions of planning, organizing, motivating, and controlling. Discusses how execution of these functions may be facilitated by communication skills and decision-making techniques. Use of authority, effect of environmental variables, organizational development, and the process of change are studied. Focuses on organizational problem-solving.

### **EDU4612 Advanced Curriculum Design (3)**

Explores the work of Wiggins and McTighe in the integration of curriculum, instruction, and assessment. Examining what is essential in subject matter is a major thrust of the course. Students learn how to determine the essential understandings of a unit, course, or discipline. Based on these understandings, students learn how to select instructional materials and resources and how to determine teaching strategies and student activities with built-in processes and tasks for gathering evidence and evaluating student progress along the way.

### **EDU4621 School-Community Relations (3)**

Identifies and analyzes community resources and the implications of social changes affecting schools. Addresses procedures and techniques for the administrator in working with parents, community agencies, and underrepresented minority groups.

**EDU4624 School Law, Governance, and Politics (3)**

Focuses on the historical legal framework of American education, current federal and state laws affecting education, their impact upon schools, knowledge of agencies whose functions affect governance and policy making, and the legal responsibilities of the school administrator, including assignment/miss-assignment of faculty.

**EDU4627 Program Initiation and Implementation (3)**

Studies curriculum theories, trends, and new program development. Familiarizes the student with current legislation affecting curriculum programs and diversity issues. Studies technology, planning, and evaluation processes as well as organizational patterns of schools and multicultural social, political, and economic forces affecting education. Includes administrative competencies for the Special Education Mandate.

**EDU4630 Models of Teaching and Supervision (3)**

Students learn and apply the skills, strategies, and maps of cognitive coaching to coach and mentor colleagues at all levels – beginning to experienced, incompetent to highly effective. Through readings, practice, discussions, personal reflections, and collaborative work, students become knowledgeable about and understand the Cognitive Coaching model. They learn to mediate thinking and states of mind (inner resources) in self and others, to identify and develop a leadership stance that is focused on equity, to recognize and model effective teaching and leadership, and to use the California Standards for the Teaching Profession (CSTP) to support their coaching and mentoring activities. Students also identify and engage in professional and personal applications of Cognitive Coaching.

**EDU4700 Trends in Curriculum Development (3)**

Considers curriculum development and influential factors. Reviews current and historical trends. Discusses planning and decision-making processes. Examines the concept of integrated/integrating approaches, with particular emphasis on integration of subject matter and multicultural resources, thinking skills, communication skills, and technology.

**EDU4703 Educational Assessment/Evaluation (3)**

Introduces strategies of assessing student performance through norm-referenced and criterion-referenced tests. Performance based assessment is discussed. Involves students in construction and selection of appropriate assessment activities.

**EDU4706 Social Justice, Diversity, and Equity (3)**

This course examines the function of schooling within a culturally diverse, democratic society. Students examine the current context of schooling and the ways in which schools currently perpetuate inequities. They explore exemplary practices and visions of what school could be like for all students and develop strategies for reviewing practices in ways that promote equity.

**EDU4709 Learning, Technology, and Curriculum (1-3)**

This survey course expands and extends the content of EDU4113. It provides students with an overview of and practice with a variety of technologies used in education. Course content includes K-12 curricular uses of camcorders, videodiscs, digital media tools, simulation and problem-solving applications, multimedia authoring tools, and telecommunications. Emphasis is

placed upon determining appropriate use of technology, managing the learning process in the classroom, and setting and assessing student outcomes utilizing the performance standards recommended by the State of California for adoption at the district level. When taken for one unit with advisor approval, this course can substitute for EDU4804.

### **EDU4712 Building Online Learning Communities (3)**

This course introduces contemporary methods used by educators to promote learning for all children using Internet resources. Emphasis is placed upon the integration of networking and telecommunications media in the subject areas. Student projects include research into current classroom practices and materials, World Wide Web page design, and discussion of the implications for legal, ethical, and moral use of the Internet and telecommunications media.

### **EDU4715 Media, Medium, and Method (3)**

This applied course examines the appropriate use of multimedia technology as a tool for implementing curriculum. Students learn to discern the appropriate media to meet a specific curriculum objective and to evaluate the merits of using various educational software programs as the medium to create a product. Through guided hands-on practice with the technologies, students demonstrate how to address the needs of individual learning styles in a diverse cultural environment through multimedia. Teams of students apply theories of learning, methods of teaching, and principles of multimedia design to the creation of interdisciplinary curriculum projects.

### **EDU4718 Contemporary Topics in Leadership and Technology(3)**

The essential orientation of this course is on addressing the critical intersect of leadership, technology and student achievement. Particular emphasis will be given to the application of knowledge and skills to authentic problems of practice within a school/district. Course objectives will address how technology used optimally serves the needs of professional educators as they bring about academic success for all students. The leadership responsibilities associated with such issues as strategic planning for technology and faculty and staff professional development will also be covered..

### **EDU4721 Introduction to Educational Research (3)**

This is the first course of a two course series (EDU4724 is the second course) designed to support students in writing the master's thesis. Course readings, discussions, and activities engage students in developing the skills, habits, and knowledge needed to engage in inquiry that is both scholarly and action-based. Students develop a sense of what it means to be engaged simultaneously in research and practice. They identify a research question, review, analyze, and synthesize the literature pertaining to the question, and explore the relationship between learning, inquiry, action, and justice. Students complete their thesis proposal in the context of this course.

### **EDU4724 Educational Research (1-3)**

#### **Prerequisite: EDU4721**

EDU4724 specifically assumes that students have a completed and approved thesis proposal. Course work guides students through data collection, analysis, and completion of the final thesis. Students must file their thesis before the end date of the course; students who do not file their thesis before the end of the course will need to repeat the course the following semester.

### **EDU4800 Advanced Study of Teaching Special Populations (2)**

This advanced course of study enables each qualified candidate to fulfill the requirement set by the Commission on Teacher Credentialing: Advanced Study of Teaching Special Populations (Standard 2). Each candidate continues in the development of their skills in creating a positive and inclusive climate for the successful mainstreaming of all exceptional students. Candidates demonstrate an in-depth knowledge of the Individuals with Disabilities Act, Section 504 of the Americans with Disabilities Act, F.A.P.E., N.C.L.B., and all State and local provisions governing students who are gifted and talented. Special emphasis is directed in the use of assessment, both academic and social, in the development of instructional strategies to accommodate or modify curriculum as necessary to ensure the success for all students. Candidates learn positive behavioral support interventions and strategies. They also learn, demonstrate, and value the collaborative assistance of special educators, caregivers, and gate coordinators.

### **EDU4803 Advanced Strategies for English Learners (3)**

This advanced course, approved by the Commission on Teacher Credentialing for the Clear Credential, focuses on the delivery of comprehensive, specialized instruction for English learners. Building on the knowledge, skills, and abilities candidates acquired during the preliminary credential program, the course advances candidates' ability to implement the adopted instructional program for English Language Development. Candidates implement instructional programs for the development of academic language, comprehension, and knowledge in the core academic curriculum. They demonstrate the ability to promote English learners' access and achievement in relation to state-adopted academic content standards and performance levels. Participating teachers evaluate English language proficiency and consider students' backgrounds, experiences, and family structure in developing and implementing standards-based English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) lessons. They demonstrate expertise in the use of local and state-adopted assessments for English language proficiency by using assessment information in the development, delivery, and adjustment of instruction. Candidates implement a variety of methods to promote effective communication with parents and families, and they demonstrate knowledge of the school organizational structures and resources designed to meet the needs of English learners.

### **EDU4804 Advanced Educational Technology (1)**

In order to earn a Clear Credential, the Commission on Teacher Credentialing requires that teachers must be prepared to support student learning through the advanced use of computer-based technology in the classroom. In advanced course work, each candidate builds upon the knowledge, skills, and abilities acquired during preliminary coursework in which specialized use of appropriate computer-based technology is used to facilitate the teaching and learning process. This course ensures that all clear credential candidates understand and are able to use more advanced computer-based technology to facilitate classroom instruction.

**EDU4806 Advanced Study of Health Education (1)**

In order to earn a Professional Clear Credential, the California Commission on Teacher Credentialing requires that teachers must be prepared to support students' physical, emotional, and social well-being. Promoting the health and well-being of children and adolescents is a generally accepted value of our society. Schools are a major institution which can influence the health and well-being of our youth. This course advances educators in the delivery of comprehensive support for students' physical, emotional and social well-being. The strength of this course will be the candidates experience with students in their classroom and their school site as they demonstrate skills to meet the required elements.

**EDU4880 Educational Research Capstone (3)**

**Prerequisite:** All other coursework in the master's degree program; MA Special Education students may be concurrently enrolled in EDU4230

This is the capstone course for students completing the Master of Arts in Reading and the Master of Arts in Special Education. In lieu of a thesis, students develop a portfolio based on the California Standards for the Teaching Profession. The portfolio demonstrates that the student has the capacity to integrate research and practice in his/her classroom work with students with disabilities.

**EDU4881 Capstone Course: Administrative Services and Tier 1 Program (1)**

The capstone course establishes a forum for candidates for the Master's Degree and Administrative Services Credential to demonstrate that they have the capacity to be educational leaders equipped with 21st century skills tied to the continual improvement of student achievement. The course experience is problem-centered and allows for the active integration and application of the knowledge base established during the duration of the Administrative Services Program.



# DIVISION OF ARTS AND HUMANITIES

*Gregory B. White, Ph.D., Interim Dean*  
*Office of the Dean: (650) 508-3771*

The Division of Arts and Humanities seeks to engage students in understanding the significance of their own humanity and to maximize their potential for creativity, critical thinking, spiritual development, social responsibility, and global citizenship. Students acquire necessary skills to achieve intellectual, moral, and aesthetic excellence; they recognize the importance of life-long learning, community service, and the University's commitment to peace and justice. The curriculum promotes the arts and humanities by providing cultural events of the highest caliber that engage students and faculty in the cultural life of the region.

## Programs

### Undergraduate Majors

- Art (BA, BFA)
- Art and Graphic Design (BA)
- English (BA)
- Music (BA, BM)
- Musical Theatre (BFA)
- Philosophy (BA)
- Religious Studies (BA)
- Theatre Arts (BA)

### Minors

- Dance
- French Studies
- Spanish

### English for International Students (EIS)

### Master's Degrees

#### Master of Arts in English

##### Concentrations:

- Literature
- Creative Writing

#### Master of Music

##### Concentrations:

- Piano Performance
- Voice Performance
- Piano Pedagogy
- Voice Pedagogy

# Art

***Betty Friedman, Chair, (650) 508-3631, bfriedman@ndnu.edu***

The Department of Art offers a Bachelor of Arts or Bachelor of Fine Arts degree in the major of Art and a Bachelor of Arts in Art and Graphic Design as well as a Minor in Art and a Minor in Graphic Design. The Art major is offered for emerging artists to develop creative intuition, technical competence and to explore their artistic vision in Art through rigorous studio work and the study of Art History. The Art and Graphic Design Major offers instruction in graphic design concepts, production techniques, and web design and is tailored for those seeking careers in the graphic design field. The BFA degree is preferred and often required for entrance into MFA programs.

## Bachelor of Arts: Art

In addition to major requirements, students must meet Core Curriculum Requirements and General Degree Requirements.

Prerequisites		Units
ART1001	Drawing I	3
ART1002	Drawing II	3
ART1018	Life Drawing I	3
ART1019	Life Drawing II	3
ART1201	Art History Survey	3
ART1101	Design: Two-Dimensional	3
ART1109	Design: Color	3
ART1118	Design: Three-Dimensional	3
ART1127	Design: Advanced	3

<b>Total Prerequisites</b>	<b>27</b>
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Major Requirements		Units
ART2201	Art History: Modern Art	3
ART2215	Art History: Contemporary Art since 1945	3
ART2301	Representational Painting	3
or		
ART2305	Projects in Painting	
or		
ART2310	Outdoor Painting	
ART2405	Media Graphics: Layout and Typography	3
or		
ART2410	Media Graphics: Production Techniques	
ART2615	Sculpture	3
ART2625	Photography	3
ART2635	Gallery Techniques	3
(Satisfies two units of the Career Development Requirement)		

ART2801	Printmaking: Etching	3
or		
ART2805	Printing: Multimedia Workshop	
ART2881	Senior Seminar	3
Upper-division electives in Art History		3
<b>Total Major Requirements</b>		<b>30</b>
Other Degree Requirements* and General Electives		
* Other degree requirements include Core Curriculum Requirements and General Degree Requirements (e.g., Career Development, U.S. History).		67
<b>Total Unit Requirement</b>		<b>124</b>

## Bachelor of Arts: Art and Graphic Design

In addition to major requirements, students must meet Core Curriculum Requirements and General Degree Requirements.

Prerequisites		Units
ART1001	Drawing	3
ART1010	Drawing with Illustrator	3
ART1018/1125	Life Drawing	6
ART1101	Design: Two-dimensional	3
ART1109	Design: Color	3
ART1118	Design: Three-dimensional	3
ART1127	Design: Advanced Design	3
ART1201	Art History Survey	3

<b>Total Prerequisites</b>	<b>27</b>
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Major Requirements		Units
ART2201	Art History: Modern Art	3
or		
ART2210	Art History: Art in Business and Industry	
ART2215	Art History: Contemporary Art since 1945	3
ART2301	Representational Painting	3
or		
ART2305	Projects in Painting	
or		
ART2310	Outdoor Painting	
ART2401	Media Graphics: Graphic Design	3
ART2405	Media Graphics: Layout and Typography	3
ART2410	Media Graphics: Production Techniques	3
ART2415	Elements of Web Design	3
ART2625	Photography	3
ART2635	Gallery Techniques	3
	(Satisfies two units of the Career Development Requirement)	
ART2880	Media Graphics: Senior Graphic Design Portfolio	3

ART2801	Printmaking: Etching	3
or		
ART2805	Printmaking: Multimedia Workshop	
ART2990	Media Graphics: Graphic Design Internship	2
	(Satisfies two units of the Career Development Requirement)	
<b>Total Major Requirements</b>		<b>35</b>
Other Degree Requirements* and General Electives		
* Other degree requirements include Core Curriculum Requirements and General Degree Requirements (e.g., Career Development, U.S. History).		62
<b>Total Unit Requirement</b>		<b>124</b>

## Bachelor of Fine Arts

The requirements for the Bachelor of Fine Arts (BFA) degree in Art are the same as the requirements for the corresponding Bachelor of Arts degrees, except that for the BFA degree students must take three upper-division courses in a Major Technique and satisfy the following additional requirements:

- ART2001 Advanced Life Drawing 3
- One additional Art History or studio course 3
- Two courses in a Minor Technique 6

Major and minor techniques may be chosen from painting, drawing, photography, printmaking, or graphic design.

### Minor Requirements: Art

15 units of which a minimum of six must be upper division, to be arranged in consultation with the Art Department Chair.

### Minor Requirements: Graphic Design

ART1010	Drawing with Illustrator	3
ART1101	Design: Two-Dimensional	3
ART2401	Media Graphics: Graphic Design	3
ART2405	Media Graphics: Layout and Typography	3
ART2410	Media Graphics: Production Techniques	3

An interdisciplinary minor in Web Design is also available, combining courses from Art, Communication, and Computer Science. For general information on Interdisciplinary Minors, see Undergraduate Academic Information.

Courses closely related to Art but offered in other departments include:

- THE1055 Scenic Design and Model Building
- THE2155 Scenic Design and Model Building

# English

*Dr. Marc Wolterbeek, Chair, (650) 508-3708, mwolterbeek@ndnu.edu*

The English Department offers a Bachelor of Arts in English, a Minor in English, a Subject Matter Competence Program, and an Internship Program. Students in the Department are exposed to a broad intellectual foundation in literature and culture while they strengthen their abilities to express ideas in clear, accurate prose. In addition to studying classics of British and American literature, majors read literature of the world, including non-Western works and literature written by women and by persons of color. The Department's Subject Matter Competence Program prepares students specifically for high school teaching, and the Internship Program prepares students for careers while they work on or off campus.

## Bachelor of Arts: English

In addition to major requirements, students must meet Core Curriculum Requirements and General Degree Requirements.

Prerequisites	Units
ENG1032 Introduction to Literature	4
ENG1040 Classics of World Literature I	4
<b>Total Prerequisites</b>	<b>8</b>
<b>Major Requirements</b>	<b>Units</b>
Six units in American Literature from among the following: ENG2200, ENG2201, ENG2214, ENG2216, ENG2218, ENG2220, ENG2222, ENG2224, ENG2232, ENG2236, ENG2240, ENG2260, ENG2264, ENG2268	6
Six units in British Literature from among the following, including ENG2544 Shakespeare plus three additional units from among the following: ENG2400, ENG2403, ENG2408, ENG2412	6
ENG1041 Classics of World Literature	3
ENG2108 Advanced Writing	3
ENG2656 Literary Theory	3
ENG2997 Senior Seminar	3
Six additional elective units from among courses listed above or from the following: BUS2432, BUS2440, ENG2142, ENG2164, ENG2600, ENG2604, ENG2608, ENG2612, ENG2616, ENG2624, ENG2632, ENG2636, ENG2800, ENG2886	6
<b>Total Major Requirements</b>	<b>30</b>
Other Degree Requirements* and General Electives	
* Other degree requirements include Core Curriculum Requirements and General Degree Requirements (e.g., Career Development, U.S. History).	86
<b>Total Unit Requirement</b>	<b>124</b>

<b>Minor Requirements: English</b>		<b>Units</b>
ENG2108	Advanced Writing	3
ENG2544	Shakespeare	3
Three units in American Literature from among the following:		
ENG2200, ENG2201, ENG2214, ENG2216, ENG2218, ENG2220, ENG2222, ENG2224, ENG2232, ENG2236, ENG2240, ENG2260, ENG 2264, ENG 2268		3
Six additional elective units from among courses listed above or from the following:		
ENG1041, ENG2142, ENG2164, ENG2400, ENG2403, ENG2408, ENG2412, ENG2600, ENG2604, ENG2608, ENG2612, ENG 2616, ENG2624, ENG2632, ENG2636, ENG2656, ENG2800, ENG2886, ENG2887, ENG2997		6
<b>Total Minor Requirements</b>		<b>15</b>

## **Subject Matter Knowledge and Competence for High School Teaching**

The English Department prepares future high school teachers by emphasizing the classics of English and American literature, including Shakespeare, Milton, and Chaucer, and by strengthening students' language skills through coursework in linguistics, creative writing, and expository writing. The program also familiarizes students with literature written by women, by nonwestern, and by ethnic American writers.

Recent research and theory about such matters as multiculturalism, critical thinking, and learning disabilities inform the program. The desired outcome is a graduate who is thoroughly proficient in writing and knowledgeable of literature and who can communicate effectively, both orally and in writing. The English Department's Curriculum and Writing Committee evaluates the program annually to ensure its responsiveness to contemporary conditions of California schools. By taking Core courses and Breadth and Perspective courses as indicated below, students may enter credential programs without having to take the CSET exams.

<b>Core Courses</b>		<b>Units</b>
ENG1041	Classics of World Literature II	3
Three units from among the following courses:		
ENG2200, ENG2201, ENG2214, ENG2216, ENG2218, ENG2220, ENG2222, ENG2224, ENG2232, ENG2236, ENG2240, ENG2260, ENG2264, ENG2268		3
ENG2108	Advanced Writing	3
ENG2164	Linguistics	3
ENG2544	Shakespeare	3
ENG2600	Women's Literature	3
ENG2604	African-American Literature	3
or		
ENG2608	Asian-American Literature	
or		
ENG2612	Latino Literature	
or		

ENG2616	Native American Literature	
ENG2632	Comparative Literature	3
or		
ENG2636	Mythology	
Six units of British literature from the following:		
	ENG2400, ENG2403, ENG2408, ENG2412	6
Breadth and Perspective (fifteen additional units from the courses listed above or from among the following):		
	BUS1400, BUS1408, BUS1440, BUS2440, BUS2432, CUL2250, CUL2300, CUL2308, ENG1008, ENG2008, ENG2144, ENG2148, ENG2624, ENG2628, ENG2640, ENG2886, ENG2994, ENG2997, REL1000, REL1005, REL2000, REL2005, THE1005, THE2105, THE2135, THE2140, THE2145	15
<b>Unit Total</b>		<b>36</b>

### **Internship Program**

The English Department's internship program enables students to meet the University's Career Development Requirement. Information about this program is available from the English Department. Also see ENG2990.

Courses closely related to English but offered in other programs include:

- BUS1440 Writing for the Media
- BUS1456 Journalism Lab The Argonaut
- BUS2432 Technical Writing
- BUS2435 Newswriting
- BUS2440 Writing for the Media
- BUS2456 Journalism Lab The Argonaut

### **English for International Students**

*Dr. Ann Fathman, (650) 508-3730, afathman@ndnu.edu*

The English for International Students Program is designed for students who need to develop their English skills in order to complete successfully academic studies at Notre Dame de Namur University. A variety of English language classes are offered to provide students with increased opportunities for English study and practice.

Students are placed in appropriate classes on the basis of previous English study, TOEFL scores, and Notre Dame de Namur University ESL Placement Test scores. These classes may be taken with other selected academic classes.

### **Proficiency Requirements for International Students**

Courses in English for International Students do not satisfy General Education requirements, but this coursework, to a maximum of six units, may be applied towards a degree as elective credit.

# Modern Languages and Cultures

**Helene Laroche Davis, Chair, (650) 508-3558, [hdavis@ndnu.edu](mailto:hdavis@ndnu.edu)**

The Department of Modern Languages and Cultures offers minors in French Studies and Spanish and the opportunity to create interdisciplinary majors and minors. Students are encouraged to gain practical experience outside the classroom by engaging in internships with international companies and agencies both in the USA and abroad to prepare for future careers as global citizens. By providing a range of courses in the language, culture, literature, film, and business of the French and Spanish speaking worlds the Department of Modern Languages and Cultures enables all NDNU students to experience the process of language learning, to acquire proficiency in the target language, and to gain insights into other cultures. Please see the Common Core section of the Core Curriculum Requirements for more information concerning the Culture and Language Requirement.

## Study Abroad

Study Abroad which may be undertaken for a summer, a semester, or a whole year, is highly recommended and a popular way for students to hone their language skills, experience living in another culture, and undergo significant personal growth. Study Abroad programs are available in the French and Spanish speaking areas of the world and are open to all Notre Dame de Namur University students, and financial aid is usually available.

All students minoring in French Studies or Spanish will be encouraged to study abroad for a summer, a semester, or a year. Courses taken abroad may be applied to a student's degree at NDNU as appropriate.

## Service Learning

An exciting summer service learning program has been developed in Guadalajara, Mexico for students who are interested in immersing themselves in, contributing service to, and learning from life in a poor, urban community. This program is also open to all members of the NDNU community.

## Culture and Language

Culture and Language Courses (CUL) are taught in English and offer students basic language content in addition to a study of the cultural heritage of a specific area of the world. They are specifically for students studying for a Bachelor of Science degree who decide that they prefer to substitute two Culture and Language courses for regular language courses in French or Spanish. BS students may not use the same coursework to satisfy both the Culture and Language and the Cultural Diversity Core Curriculum Requirements.

Culture and Language courses described in other sections include:

- HST2200 History, Culture, and Language of France I
- HST2210 History, Culture, and Language of France II



## French Studies

French Studies minors have the option of concentrating in literature, culture, or business culture. Students may choose to double-minor, combining French with such disciplines as business, sociology, psychology, communications, political science, or history. These combinations prepare students for future work in companies with ties in Canada, Europe, and Africa, as well as in government organizations and teaching institutions.

### Minor Requirements: French Studies

### Units

12 units chosen from the following: 12

CUL2100	Introduction to French Literature in Film (1-3)
CUL2108	French Cinema, Culture, and Language (3)
CUL2124	Modern France: Culture and Language (3)
CUL2132	Business French I (3)
CUL2140	Business French II (3)
CUL2400	African Cinema, Culture, and Language (3)
FRE2108	Advanced Conversation (1-3)
FRE2116	Pronunciation in Cultural Context (1-3)
FRE2124	French Society in Texts and Films (3)
FRE2132	French Today (1-3)
FRE2140	Women in French Literature (3)
FRE2994	Teaching Assistant (1-3)
HST2200	History, Culture, and Language of France I (3)
HST2210	History, Culture, and Language of France II (3)

### Total

12

French Studies courses described in other sections include:

- CUL2100 Introduction to French Literature in Film
- CUL2108 French Cinema, Culture and Language
- CUL2124 Modern France: Culture and Language
- CUL2132 Business French I
- CUL2134 Business French II
- CUL2400 African Cinema
- HST2200 History, Culture, and Language of France I
- HST2210 History, Culture, and Language of France II

## Latin American Studies

Students interested in Latin American Studies may choose from the following courses that combine proficiency in the Spanish language with the study of the history, politics, literature, art, music, culture, and values of the Spanish-speaking people of Mexico, South and Central America, and the United States.

### Latin American Studies courses include:

CUL2200	Mexico: Politics, Culture, and Language
CUL2208	Central America: Politics, Culture, and Language
CUL2216	Andean Nations: Politics, Culture, and Language
CUL2224	Indigenous Cultures of Latin America
CUL2232	Latino/Hispanic Experience in the USA
CUL2240	Mexican American Literature, Language, and Film
CUL2248	Culture and Language of Latin America through Film
CUL2500	Service Learning: Spanish Community Service Project
CUL2999	Independent Study in Latin American Studies
SPA2116	Spanish Conversation through Film
SPA2124	Spanish for a Bilingual World: Community Service and Business

## Spanish

The Minor in Spanish emphasizes building skills and fluency in the Spanish language, especially for career purposes.

### Minor Requirements: Spanish

	Units
Complete 12 upper- division units from the following of which at six (6) units must be taught in Spanish:	12
CUL2232 Latino/Hispanic Experience in the USA (3)	
CUL2240 Mexican American Literature, Language, and Film (3)	
CUL2248 Culture and Language of Latin America through Film (3)	
CUL2250 Literature of Latin America (3)	
CUL2500 Service Learning: The Guadalajara Community Service Project (1-3)	
SPA2100 Advanced Spanish: Composition and Grammar Review (3)	
SPA2108 Advanced Spanish: La herencia cultural de latinoamérica (3)	
SPA2116 Spanish Conversation through Film (3)	
SPA2124 Spanish for a Bilingual World: Community Service and Business (3)	

<b>Total</b>	<b>12</b>
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Spanish courses described in other sections include:

- CUL2232 Latino/Hispanic Experience in the USA
- CUL2240 Mexican American Literature, Language, and Film
- CUL2248 Culture and Language of Latin America through Film
- CUL2250 Literature of Latin America

# Music

*Debra Lambert, Chair, (650) 508-3597, [dlambert@ndun.edu](mailto:dlambert@ndun.edu)*

The Department of Music and Vocal Arts offers three undergraduate degree programs in music and related vocal arts: the Bachelor of Music in Performance, which offers a pre-professional concentration in musical performance for qualified students; the interdisciplinary Bachelor of Fine Arts in Musical Theatre, which prepares students for careers in professional musical theatre; and the Bachelor of Arts in Music, which allows students to major in music within the framework of a liberal arts education. Each degree program requires a performance audition before acceptance into the major, in addition to the University's standard application and acceptance process. Please contact the Department (650-508-3429) for audition requirements and appointments. The Department also offers a Minor in Music.

NDNU's Music and Musical Theatre programs are dedicated to preparing students with the professional skills necessary for careers in performance or teaching, and provides numerous performance opportunities in concerts, musical theatre productions, cabaret, and opera. A professional faculty provides experienced mentorship to each student.

NDNU's partnership with Donald Pippin's Pocket Opera, a professional company based in San Francisco, offers an extraordinary apprenticeship and performance learning experience for its undergraduate and graduate students as both performers and production staff. Acceptance to each production or the program is by audition. Contact the Department (650-508-3429) for further information or to arrange an audition.

The Department also offers graduate degree programs (MM in Performance and MM in Pedagogy) which enable students to work at an advanced level in their area of specialization, and to develop the knowledge and skills necessary for professional competence in performance or studio teaching.

## Bachelor of Arts in Music

### Bachelor of Music in Performance

In addition to major requirements, students must meet Core Curriculum Requirements and General Degree Requirements. Please note that students in the Bachelor of Music in Performance program must use specified Music and Theatre Arts courses to satisfy some Core Curriculum Requirements.

Prerequisites		Semesters	BM Units	BA Units
MUS1000	Piano/Instrumental Performance and Repertoire	4	4	0
or				
MUS1005	Voice Performance and Repertoire	1	3	3
MUS1100	Exploring Music at the Keyboard	1	3	3
MUS1105	Comprehensive Musicianship: Diatonic Techniques	1	3	3
MUS1115	Comprehensive Musicianship: 20th Century Techniques	1	3	3

MUS1100L	Exploring Music at the Keyboard, Lab	1	1	1
MUS1105L	Comprehensive Musicianship: Diatonic Techniques, Lab	1	1	1
MUS1110L	Comprehensive Musicianship: Chromatic Techniques, Lab	1	1	1
MUS1115L	Comprehensive Musicianship: 20th Century Techniques, Lab	1	1	1
MUS1150	Computer Applications in Music	1	3	0
MUS1600	Individual Instruction: Voice	4	12	4
or				
MUS1605	Individual Instruction: Piano			
or				
MUS1610	Individual Instruction: Instrument			

<b>Total Prerequisites</b>			35	20
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<b>Major Requirements</b>		<b>Semesters</b>	<b>BM Units</b>	<b>BA Units</b>
MUS2000	Piano/Instrumental Performance and Repertoire	4	4	0
or				
MUS2005	Vocal Performance and Repertoire			
MUS2200	Survey of Western Music to 1650	1	3	3
MUS2205	Survey of Western Music: 1650-1850	1	3	3
MUS2210	Survey of Western Music from 1850	1	3	3
MUS2305	Overview of Music Literature	1	3	3
MUS2500	Conducting	1	3	3
MUS2500L	Conducting Lab	1	1	1
MUS2520	Form and Analysis	1	3	3
MUS2520L	Form and Analysis Lab	1	1	1
MUS2600	Individual Instruction: Voice	4	16	8
or				
MUS2605	Individual Instruction: Piano			
or				
MUS2610	Individual Instruction: Instrument			
MUS----	Music Ensembles	4	4	4
MUS----	Music Electives		4	0
Senior Recital *			0	0
* Not required for BA in Music.				

<b>Total Major Requirements</b>		<b>48</b>	<b>32</b>
Other Degree Requirements* and General Electives		41	72
* Other degree requirements include Core Curriculum Requirements and General Degree Requirements (e.g., Career Development, U.S. History).			
<b>Total Unit Requirement</b>		<b>124</b>	<b>124</b>

## Minor Requirements: Music

Requirements	Units
MUS1100 Exploring Music at the Keyboard	3
MUS1100L Comprehensive Musicianship: Diatonic Techniques	3
MUS1105 Exploring Music at the Keyboard Lab	1
MUS1105L Comprehensive Musicianship: Diatonic Techniques Lab	1
MUS1600 Individual Instruction: Voice	4
or	
MUS1605 Individual Instruction: Piano	
or	
MUS1610 Individual Instruction: Instrument	
MUS2305 Overview of Music Literature	3
MUS2200 Survey of Western Music to 1650	3
or	
MUS2205 Survey of Western Music 1650-1850	
or	
MUS2210 Survey of Western Music from 1850	
MUS---- Music Ensembles	2
<b>Total</b>	<b>20</b>

A candidate must participate in an ensemble experience on campus each Fall and Spring semester of residency. At least four semesters of ensemble experience are to be in a large choral or instrumental organization or musical theatre production. By the end of the undergraduate program, a candidate must show evidence of ensemble experiences varied in size and nature. In fulfilling this requirement, a candidate may register in an ensemble for credit or may participate in an ensemble for no credit; however, a candidate must earn a minimum of four units of ensemble credit to graduate.

Each candidate will attend a minimum of ten concerts per semester, including music from various historical periods and cultural traditions, on or off campus. For each concert attended, the student will submit a Concert Evaluation Form to the department chair, along with a printed program from the concert.

# Musical Theatre

*Debra Lambert, Program Director, (650) 508-3597, [dlambert@ndnu.edu](mailto:dlambert@ndnu.edu)*

The Bachelor of Fine Arts Degree in Musical Theatre is interdisciplinary and is offered jointly by the Department of Music and Vocal Arts and the Department of Theatre and Dance. The BFA in Musical Theatre major features a professionally oriented curriculum that is rigorous, incorporating the three disciplines of acting, singing, and dance. It is designed to prepare talented students for careers as actors/singers/dancers in professional musical theatre, or to pursue graduate professional studies in the performing arts. The Music Theatre Conservatory, an advanced training program presented in partnership with Broadway By the Bay, a professional company offering Equity contracts for its productions, provides additional intensive training for talented students from around the country during the summer months.

## Bachelor of Fine Arts in Musical Theatre

In addition to major requirements, students must meet Core Curriculum Requirements and General Degree Requirements.

Prerequisites		Units
DAN1025	Jazz Dance	2
DAN1030	Dance for Theatre	2
MUS1005	Vocal Performance and Repertoire	2
MUS1100	Exploring Music at the Keyboard	3
MUS1105	Comprehensive Musicianship: Diatonic Techniques	3*
MUS1110	Comprehensive Musicianship: Chromatic Techniques	3*
or		
MUS1115	Comprehensive Musicianship: 20th Century Techniques	
MUS1105L	Comprehensive Musicianship: Diatonic Techniques, Lab	1
MUS1110L	Comprehensive Musicianship: Chromatic Techniques, Lab	1
or		
MUS1115L	Comprehensive Musicianship: 20th Century Techniques, Lab	
MUS1150/2150	Computer Applications in Music	3
MUS1600	Individual Instruction in Voice	4
MUS1725	Class Piano	2
THE1000	Introduction to the Theatre	3
THE1005	Introduction to Oral Interpretation of Literature	3
THE1015	Beginning Acting	3
THE1025	Theatre Production and Stagecraft I	3
or		
THE1030	Theatre Production and Stagecraft II	
THE1065L	Theatre Production: Costume Lab	1
or		
THE1070L	Theatre Production: Sound Lab	
or		
THE1080L	Theatre Production: Stagecraft Lab	
THE1075	Theatre Production: Rehearsal/Performance	2

\* BFA students must take MUS1100/1105 and MUS1120/1125. They must also take either MUS1110 and MUS1130, or MUS1115 and MUS1135.

<b>Total Prerequisites</b>	<b>42</b>
<b>Major Requirements</b>	<b>Units</b>
Six units of any upper-division Dance courses (prefix DAN)	6
MUS2005 Vocal Performance and Repertoire	2
MTR2055 Musical Theatre Workshop	2
MTR2125 Musical Theatre History and Repertoire	3
MUS2305 Overview of Music Literature	3
MUS2600 Individual Instruction in Voice	4
MTR2885 Musical Theatre Final Project	3
MTR2891 Musical Theatre Internship	2
(Satisfies two units of the Career Development Requirement)	
THE2100 Intermediate Acting	3
THE2115 Advanced Acting	3
THE2150 Directing	3
THE2175 Theatre Production: Rehearsal and Performance	2
<b>Total Major Requirements</b>	<b>36</b>
Other Degree Requirements* and General Electives	
* Other degree requirements include Core Curriculum Requirements and General Degree Requirements (e.g., Career Development, U.S. History).	46
<b>Total Unit Requirement</b>	<b>124</b>

A candidate must participate in an ensemble experience on campus each Fall and Spring semester of residency. At least four semesters of ensemble experience are to be in a large choral organization or musical theatre production. By the end of the undergraduate program, a candidate must show evidence of ensemble experiences varied in size and nature. In fulfilling this requirement, a candidate may register in an ensemble for credit or may participate in an ensemble for no credit; however, a candidate must earn a minimum of four units of ensemble credit to graduate. Each candidate will attend a minimum of ten concerts per semester, including music from various historical periods and cultural traditions, on or off campus. For each concert attended, the student will submit a Concert Evaluation Form to the department chair, along with a printed program from the concert.

# Philosophy and Religious Studies

*Dr. Marianne Delaporte, Chair, (650) 508-4181, mdelaporte@ndnu.edu*

The Department of Philosophy and Religious Studies offers a Bachelor of Arts degree in Philosophy, Bachelor of Arts degree in Religious Studies, minors in both areas, and the opportunity to create an interdisciplinary major, or interdisciplinary minor.

## Philosophy

Students who choose to major in philosophy gain both a sound historical background in the subject and an opportunity to develop logical and critical thinking skills that equip them to consider for themselves a variety of enduring and contemporary philosophical questions.

## Bachelor of Arts: Philosophy

In addition to major requirements, students must meet Core Curriculum Requirements and General Degree Requirements.

Prerequisites		Units
PHL1001	Introduction to Philosophy	3
or		
PHL1200	Moral Problems	
PHL1300	Logic and Critical Thinking	3
<b>Total Prerequisites</b>		<b>6</b>
<b>Major Requirements</b>		<b>Units</b>
PHL2100	Ancient Philosophy	3
PHL2105	Modern Philosophy	3
PHL2110	Nineteenth Century Philosophy	3
PHL2994	Teaching Assistant	1
	(Satisfies one unit of Career Development Requirement)	
PHL2997	Senior Thesis	3
Upper-division electives in Philosophy		15
<b>Total Major Requirements</b>		<b>28</b>
Other Degree Requirements* and General Electives		
* Other degree requirements include Core Curriculum Requirements and General Degree Requirements (e.g., Career Development, U.S. History).		62
<b>Total Unit Requirement</b>		<b>124</b>



## Minor Requirements: Philosophy

### Required Courses

### Units

Fifteen units, three lower-division and twelve upper-division, distributed as follows:

PHL1001	Introduction to Philosophy	3
or		
PHL1200/2200	Moral Problems	
PHL1300/2300	Logic and Critical Thinking	3
PHL2100	Ancient Philosophy	3
PHL2105	Modern Philosophy	3
Upper-division elective in Philosophy		3

## Religious Studies

Students who major in Religious Studies study the meaning and relevance of Christian belief and gain an understanding of the essential nature of the religious dimensions of life; they also acquire a knowledge and appreciation of the variety and richness of religious beliefs throughout our world, in particular the special concern for justice, compassion, and community common to them all.

## Bachelor of Arts: Religious Studies

In addition to major requirements, students must meet Core Curriculum Requirements and General Degree Requirements.

### Prerequisites

### Units

REL1000	Introduction to the Old Testament	3
REL1005	Introduction to the New Testament	3

### Total Prerequisites

**6**

### Major Requirements

### Units

REL2100	Jesus of History, Christ of Faith	3
REL2250	Religions of the World	3
REL2400	Challenged by Christian Ethics	3
REL2605	Women's Spirituality	3
REL2997	Senior Thesis	3
Upper-division Electives in Religious Studies		12

### Total Major Requirements

**27**

Other Degree Requirements\* and General Electives

\* Other degree requirements include Core Curriculum Requirements and General Degree Requirements (e.g., Career Development, U.S. History).

64

### Total Unit Requirement

**124**

## Minor Requirements: Religious Studies

Minor Requirements		Units
Fifteen units suggested as follows:		
Electives in Biblical and Historical Studies		6
REL1300/2300	Church and Sacraments	3
REL1400/2400	Challenged by Christian Ethics	3
or		
REL1405/2405	The Christian in Society	
REL2250	Religions of the World	3

*Note that several courses in Religious Studies could also be classified as Women's Studies.*

## Second Major

Students interested in a second major in Religious Studies may qualify by completing 24 upper-division units or eight courses in Religious Studies.

Courses closely related to Religious Studies but offered in other departments include:

- ART2225 Art History: Medieval
- ART2230 Art History: Art and Religion of the Far East
- BUS2416 The Holocaust
- HST2430 Islam and the West
- PHL2415 Philosophy of Religion
- PSY2725 Death and Dying

# Theatre and Dance

*Michael Elkins, Chair, (650) 508-3575, melkins@ndnu.edu*

The Department of Theatre and Dance offers a Bachelor of Arts Degree that allows students to emphasize either General Theatre or Performance through participation in a series of performance or design and technical courses by approval of the Theatre and Dance faculty. It also offers a Minor in Theatre Arts and a Minor in Dance. Both majors and minors are for students interested in pursuing theatre as a vocation or avocation.

The major in the Department of Theatre and Dance explores a variety of dramatic texts and enjoys opportunities for intensive study and performance in an ensemble style with active participation in all aspects of theatre production, learning the skills necessary to create a balance between acting, directing, production planning, and technical skills. Two special features of the major are an internship in which the student will work with one of several professional theatre organizations in the San Francisco Bay Area, and the opportunity for seniors to produce and direct or design a short play as part of the Theatre Arts Department season.

## Bachelor of Arts: Theatre Arts

In addition to major requirements, students must meet Core Curriculum Requirements and General Degree Requirements.

### Prerequisites

DAN1045	Dance Technique I	1	1
or			
DAN1050	Dance Technique II		
THE1000	Introduction to the Theatre	3	3
THE1005	Introduction to Oral Interpretation of Literature	3	3
THE1015	Beginning Acting	3	3
THE1020	Makeup	1	1
THE1025/1030	Theatre Production and Stagecraft I	6	6
or			
THE2125/2130	Theatre Production and Stagecraft II		
THE1075/2175	Rehearsal and Performance	0	1
THE1076L/2176L	Theatre Production: Stagecraft Laboratory	1	1
<b>Total Prerequisites</b>		<b>18</b>	<b>19</b>

<b>Major Requirements</b>		<b>Production</b>	<b>Performance</b>
THE1055/2155	Scenic Design and Model Building	3	(3)*
THE1077/2077	Assistant Stage Manager	1	1
THE1078/2078	Stage Manager	1	1
THE1097/2197	Assistant Director	1	1
THE2100	Intermediate Acting	0	3
THE2115	Advanced Acting	0	3
THE2120	Stage Lighting and Electrics	3	(3)*
THE2123	Costume Development and Design	4	(4)*
THE2135	Development of Drama and Theatre to 1600	3	3
THE2140	Development of Drama and Theatre from 1600-1800	3	3
THE2145	Development of Drama and Theatre 1800 to Present	3	3
THE2150	Directing	3	3
THE2883	Directing Practicum	2	2
THE2990	Theatre Internship (Satisfies two units of the Career Development Requirement)	2	2

\*Theatre Arts majors who are following a concentration in PERFORMANCE are required to take either THE2155 or both THE2120 and THE2123.

<b>Total Major Requirements</b>	<b>29</b>	<b>28-32</b>
Other Degree Requirements* and General Electives		
* Other degree requirements include Core Curriculum Requirements and General Degree Requirements (e.g., Career Development, U.S. History).	30	27-31
<b>Total Unit Requirement</b>	<b>124</b>	<b>124</b>

### **Minor Requirements: Theatre Arts**

<b>Requirements</b>	<b>Units</b>
THE1000 Introduction to the Theatre	3
THE1015 Beginning Acting	3
THE1025 Theatre Production and Stagecraft	3
THE1075 Rehearsal and Performance	1
THE1076L Stagecraft	1
THE1077 Assistant Stage Manager	1
Upper-division electives in Theatre Arts	6
<b>Total Minor Requirements</b>	<b>18</b>

## **Dance Minor**

The Dance program at NDNU is part of the Department of Theatre and Dance. The dance curriculum provides a strong program in technical dance, choreography and performance, and theatrical dance education. It is designed to meet the dance education and training needs of students from the Theatre and Musical Theatre majors. Courses in the NDNU Dance program are open to students from all majors.

The NDNU Dance Minor consists of fifteen units of dance, a minimum of twelve units must be completed in NDNU dance courses. The courses are designed to allow students to take individual courses to suit their abilities, interests, and needs. Students in the Dance minor are expected to contribute to the courses and studio activities in which dance performance pieces are developed and rehearsed in preparation for the annual Spring Dance Concert.

Courses closely related to Theatre and Dance but offered in other departments include:

- ENG2544 Shakespeare
- MTR2120 Musical Theatre Workshop

## **Master of Arts in English**

*Jacqueline Berger, Program Director, (650) 508-3730, [jberger@ndnu.edu](mailto:jberger@ndnu.edu)*

The Master of Arts in English program offers two emphases: one in literature and one in creative writing. Both require core courses in writing, literary theory, language, and genre courses that permit intensive study of narrative, lyric, and drama. This program is designed for working adults who come from many diverse backgrounds; while it does not require an undergraduate degree in English, prerequisites include two undergraduate composition courses and two literature courses. Students may be admitted without these prerequisites with the understanding that the needed courses will be taken concurrently to graduate courses. All graduate courses are offered in the evenings and enrollment is guaranteed. Students generally complete the degree within two and one-half years.

The program's integral link with the annual Creative Writers' Series, sponsored by the English Department, enables students to interact with noted and diverse authors and scholars. Students interested in creative writing and publishing may also wish to become involved in the production of the University's literary journal, *The Bohemian*. Other programs sponsored by the Department of English include the Seminar in Humanities and the Teaching English as a Second Language Certificate Program (TESL).

## **Program Requirements**

The MA-English program requires 30 semester units, not including the undergraduate foundation courses that vary with each individual's preparation. Students must have fulfilled all prerequisite requirements before advancement to candidacy (completion of 15 units). Two core courses (6 units) and two genre courses (6 units) are required of all students enrolled in the program. These twelve units are usually taken during the first year and one half of study. The remaining twelve elective units are taken in an area of concentration, which may be in either Literature or Creative

Writing. Students work one-on-one with a mentor to complete a Research or Creative Writing Project for their final six units.

Genre courses permit intensive study of narrative, lyric, and drama. Content of the Period Course varies, but usually concentrates on British poetry or prose. Elective courses include undergraduate upper-division language, literature, theory, composition, creative writing, and teaching apprenticeship or assistantship courses.

<b>Prerequisites</b>	<b>Units</b>
1 Undergraduate Lower-Division Composition Course	3
1 Undergraduate Upper-Division Composition Course	3
2 Undergraduate Upper-Division Literature Courses	6

<b>Core Courses</b>	<b>Units</b>
ENG4000 Seminar in Literature	3
ENG4005 Language: Theory and Practice	3

<b>Genre Courses</b>	<b>Units</b>
ENG4016 Narrative	3
ENG4024 Lyric	3
ENG4028 Drama	3

<b>Elective Courses</b>
ENG3800 Seminar in Humanities
ENG4032 Period Course
ENG4048 Creative Writing
ENG4894 Teaching Apprenticeship
ENG4994 Community-Based Pedagogy

Note: Any upper-division literature course may be used to meet an elective requirement. Upper-division courses in related fields may also be used to meet this requirement with the approval of the Program Director.

<b>Literature Concentration</b>	<b>Units</b>
2 Core Courses	6
2 Genre Courses	6
4 Elective Courses	12
Research Thesis	6
<b>Total</b>	<b>30</b>

<b>Creative Writing Concentration</b>	<b>Units</b>
2 Core Courses	6
2 Genre Courses	6
Electives/Creative Writing Courses	12
Creative Writing Project	6
<b>Total</b>	<b>30</b>

## Admission Requirements

- A bachelor's degree in any field from an accredited four-year college or university
- A cumulative grade-point average of 2.5 or better
- Two academic and/or professional letters of recommendation
- Completion of at least two undergraduate courses in each area of writing and literature
- Representative writing sample of 500 to 1000 words in length

For further information contact the Master of Arts in English Office at (650) 508-3730.

## Master of Music

*Debra Lambert, Chair, (650) 508-3597, dlambert@ndnu.edu*

The Master of Music program, with concentration in the areas of Vocal Performance, Vocal Pedagogy, Piano Performance, or Piano Pedagogy, prepares students for a professional career in performance in opera, recital, vocal accompanying, or the private studio. For opera students, a partnership with San Francisco's Pocket Opera offers apprenticeship performance and production opportunities in a professional environment.

Students complete an intensive course of study in rehearsal and performance, private instruction on their major instrument, and related courses designed to support their area of concentration. Students perform two graduate recitals, and/or perform roles in opera productions to fulfill final performance requirements. Before the final semester of residency, students take a written comprehensive examination designed to encompass the student's primary area of study and specialization.

## Program Requirements

### Concentration: Piano Performance

Courses	Units
MUS3000 Piano and Instrumental Performance and Repertoire	2
MUS3300 History and Literature of Piano Music I	1
MUS3302 History and Literature of Piano Music II	1
MUS3730 Ensemble (each semester)	1
MUS4550 Graduate Seminar in Analysis I	3
MUS4555 Graduate Seminar in Analysis II	3
MUS4605 Individual Instruction in Piano	8
MUS4700 Graduate Lecture Recital	1
MUS4705 Graduate Final Recital	1
Electives (including MUS2200, MUS2205, MUS2210, MUS3200, MUS3205, MUS3210)	9
<b>Total</b>	<b>30</b>

**Concentration: Voice Performance**

<b>Courses</b>	<b>Units</b>
MUS3005 Vocal Performance and Repertoire	2
MUS3215 History and Literature of Vocal Music	2
MUS3510 Lyric Diction I	2
MUS3512 Lyric Diction II	2
MUS3730 Ensemble (each semester)	1
MUS4550 Graduate Seminar in Analysis I	3
MUS4555 Graduate Seminar in Analysis II	3
MUS4600 Individual Instruction in Voice	8
MUS4700 Graduate Lecture Recital	1
MUS4705 Graduate Final Recital	1
Electives (including MUS2200, MUS2205, MUS2210, MUS3200, MUS3205, MUS3210)	5
<b>Total</b>	<b>30</b>

**Concentration: Piano Pedagogy**

<b>Courses</b>	<b>Units</b>
MUS3000 Piano and Instrumental Performance and Repertoire	2
MUS3300 History and Literature of Piano Music I	1
MUS3302 History and Literature of Piano Music II	1
MUS3400 Piano Pedagogy I	3
MUS3402 Piano Pedagogy II	3
MUS3730 Ensemble (each semester)	1
MUS4550 Graduate Seminar in Analysis I	3
MUS4555 Graduate Seminar in Analysis II	3
MUS4605 Individual Instruction in Piano	8
MUS4700 Graduate Lecture Recital	1
MUS4705 Graduate Final Project	1
SOC3417 Interpersonal Communication	3
<b>Total</b>	<b>30</b>

**Concentration: Voice Pedagogy**

<b>Courses</b>	<b>Units</b>
MUS3005 Vocal Performance and Repertoire	2
MUS3215 History and Literature of Vocal Music I	1
MUS3220 History and Literature of Vocal Music II	1
MUS3405 Vocal Pedagogy I	3
MUS3407 Vocal Pedagogy II	3
MUS3510 Lyric Diction I	2
MUS3512 Lyric Diction II	2
MUS3730 Ensemble (each semester)	1



MUS4550	Graduate Seminar in Analysis I	3
MUS4555	Graduate Seminar in Analysis II	3
MUS4600	Individual Instruction in Voice	7
MUS4700	Graduate Lecture Recital	1
MUS4705	Graduate Final Recital	1
<b>Total</b>		<b>30</b>

## **Admission Requirements**

- A bachelor's degree in music or equivalent level of accomplishment
- A cumulative grade-point average of 2.5 or better
- Two letters of recommendation
- A solo performance audition including works from three of the following style periods: Baroque, Classic, Romantic, Impressionist, and Twentieth Century
- A proficiency test of basic musicianship skills in the areas of ear training, vocal sight reading, keyboard skills, and conducting
- General admission requirements for graduate students, as specified in the Notre Dame de Namur University Catalog

For further information call the Music Department at (650) 508-3597.

# ART Course Descriptions

## **ART1001 Drawing I (3)**

Introduces media and techniques used in sketching and rendering: pencil, charcoal, conte, cast drawing, perspective, and chiaroscuro. Fulfills the Core Curriculum Arts Requirement.

## **ART1002 Drawing II (3)**

### **Prerequisite: ART1001**

Students experiment with varied drawing techniques in black and white and color: ink, pastel, and mixed media. Still life and natural forms are also studied.

## **ART1010 Drawing with Illustrator (3)**

Students in this course learn to use Adobe Illustrator as a drawing tool both for illustration and web design. Composition, color, and aesthetics will be discussed. The course teaches the use of lines, shapes, layers, type design, and the Illustrator tool palette. Fulfills the Core Curriculum Arts Requirement.

## **ART1018 Life Drawing I (3)**

Students draw from the model. Gesture, contour, and volume approaches to the human form are taught. Fulfills the Core Curriculum Arts Requirement.

## **ART1019 Life Drawing II (3)**

### **Prerequisite: ART1018**

This is a continuation of Art 1018 using a variety of wet and dry media.

## **ART1101 Two Dimensional Design (3)**

Demonstrates elements and principles of visual organization through practical work. Flat pattern and value are studied. Fulfills the Core Curriculum Arts Requirement.

## **ART1109 Color Design (3)**

Continues exploration of design concepts with emphasis on color as a natural phenomenon and as an expressive vehicle. Fulfills the Core Curriculum Arts Requirement.

## **ART1118 Three-dimensional Design (3)**

Explores space as it relates to sculpture. Varied media including wood, plaster, clay, etc., are used. Fulfills the Core Curriculum Arts Requirement.

## **ART1127 Advanced Design (3)**

Students apply ART1101 and ART1109 to problems of pictorial composition. Fulfills the Core Curriculum Arts Requirement.

## **ART1201 Art History Survey (3)**

This is a chronological examination of selected monuments of painting, sculpture, and architecture of the Western World. Fulfills the Core Curriculum Arts Requirement.

**ART2001 Advanced Life Drawing I (3)**

**Prerequisite:** ART1125

Focuses on figurative drawing from the model.

**ART2002 Advanced Life Drawing II (3)**

**B Prerequisite:** ART2001

Continues figurative drawing using various media.

**ART2201 Art History: Modern Art (3)**

Focuses on painting, sculpture, and architecture in Europe from 1750 to 1950. Fulfills the Core Curriculum Arts Requirement.

**ART2205 Art History: Art of The Americas [CDiv] (3)**

Focuses on painting, sculpture, and architecture of North, Central and South America from the magnificent Indian civilizations of Pre-Columbian times to the 20th century. Fulfills the Core Curriculum Arts Requirement.

**ART2210 Art History: Art in Business and Industry (3)**

Surveys the history of the useful and decorative arts and their economic and social implications. Topics include: art in advertising, communications, and environmental and industrial design. Fulfills the Core Curriculum Arts Requirement.

**ART2215 Art History: Contemporary Art since 1945 (3)**

Focuses on lectures and gallery tours concentrating on recent and current trends in painting and sculpture. Fulfills the Core Curriculum Arts Requirement.

**ART2220 Postmodern World in Art (3)**

Focuses on lectures and gallery tours concentrating on contemporary art of the past twenty years. Fulfills the Core Curriculum Arts Requirement.

**ART2225 Art History: Medieval(3)**

Focuses on painting, sculpture, and architecture of the Middle Ages: Early Christian, Byzantine, Romanesque, and Gothic to 1450. Fulfills the Core Curriculum Arts Requirement. Fulfills three units of the Religion and Spirituality requirement.

**ART2230 Art History: Art and Religion of the Far East [CDiv] (3)**

Focuses on monuments of Far Eastern art and architecture considered in relation to the major religions of the area. Fulfills the Core Curriculum Arts Requirement. Fulfills three units of the Religion and Spirituality requirement.

**ART2301 Representational Painting (3)**

Focuses on painting from the still-life, models, and interiors. Fulfills the Core Curriculum Arts Requirement.

**ART2305 Projects in Painting (3)**

Focuses on painting using both representational and abstract approaches. Fulfills the Core Curriculum Arts Requirement.

**ART2310 Outdoor Painting (3)**

Focuses on painting in the open from a wide variety of landscape motifs. Fulfills the Core Curriculum Arts Requirement.

**ART2315 Advanced Representational Painting (3)****Prerequisite: ART2301**

Students continue techniques and approaches to figurative and still-life painting.

**ART2320 Advanced Projects in Painting (3)****Prerequisite: ART2305**

Students continue large-scale and concept-based painting.

**ART2325 Advanced Outdoor Painting (3)****Prerequisite: ART2310**

Students continue techniques and approaches to landscape painting.

**ART2401 Media Graphics: Graphic Design (3)**

Students apply elements and principles of design, color, and copy to advertising. Fulfills the Core Curriculum Arts Requirement.

**ART2405 Media Graphics: Layout and Typography (3)**

Students learn basic formats, introduction to type, development from sketch to comprehensive, and computer graphics for print. Fulfills the Core Curriculum Arts Requirement.

**ART2410 Media Graphics: Production Techniques (3)**

Students design for print publication, including computer applications. Fulfills the Core Curriculum Arts Requirement.

**ART2415 Elements of Web Design (3)**

Focuses on design techniques and concepts for the web. Topics include: tools and techniques for preparing images for successful web presentation, organizing information, specific design issues for various target audiences, illustration and manipulation of visual images, aesthetics, and legibility.

**ART2420 Advanced Drawing I (3)****A Prerequisite: ART1002**

Students draw from the complex still-life, natural forms, and the imagination.

**ART2425 Advanced Drawing II (3)****B Prerequisite: ART2420**

Students continue ART2420, drawing more complex compositions.

**ART2426 Drawing with Illustrator (3)**

Students in this course learn to use Adobe Illustrator as a drawing tool both for illustration and web design. Composition, color, and aesthetics will be discussed. The course teaches the use of lines, shapes, layers, type design, and the Illustrator tool palette. Fulfills the Core Curriculum Arts Requirement. The amount of work required for upper-division credit differs in both quantity and quality from that required for lower-division credit.

**ART2430 Media Graphics: Advanced Layout and Typography (3)****Prerequisite: ART2405**

Students continue techniques in layout and typography using more complex design projects.

**ART2435 Media Graphics: Advanced Production Techniques (3)****Prerequisite: ART2410**

This course is for advanced level use of QuarkXpress and further design portfolio development.

**ART2501 Printmaking: Etching (3)**

Explores beginning level etching techniques including platemaking methods, aquatint, and editioning prints. Fulfills the Core Curriculum Arts Requirement.

**ART2505 Printmaking: Multimedia Workshop (3)**

This course gives an understanding of monotype printing techniques in relation to painting, drawing, and collage. Fulfills the Core Curriculum Arts Requirement.

**ART2510 Printmaking: Advanced Multimedia Workshop (3)****Prerequisite: ART2505**

Students continue to learn more complex approaches to monotype techniques in relation to drawing and printmaking.

**ART2601 Techniques in Water Based Media (3)**

Explores techniques and materials incidental to major art forms. Techniques will vary. Fulfills the Core Curriculum Arts Requirement.

**ART2605 Art Education Concepts (3)**

Focuses on history and theory of art education in American schools with practical projects planned for specific developmental levels. Fulfills the Core Curriculum Arts Requirement.

**ART2615 Sculpture I (3)**

Introduces students to tools and techniques of the sculptor: clay, plaster, wood, and found materials. Also includes casting. Fulfills the Core Curriculum Arts Requirement.

**ART2620 Sculpture II (3)****Prerequisite: ART2615**

Continuation of ART2615 Sculpture I.

**ART2625 Photography I(3)**

Focuses on principles of black and white photography: camera, lighting, exposure, and composition. Course includes studio and field assignments and introduces darkroom techniques. Fulfills the Core Curriculum Arts Requirement.

**ART2630 Photography II (3)****Prerequisite: ART2625**

Continuation of ART2625. Includes development of a major photographic project, advanced darkroom techniques, and familiarization with large format equipment.

**ART2635 Gallery Techniques (1-3)**

Introduces principles and practices of gallery operation: exhibition design, installation, cataloging, public relations, and other support services. Fulfills the Core Curriculum Arts Requirement. Fulfills two Career Development units. May be taken for one to three units. May be repeated for credit.

**ART2880 Senior Graphic Design Portfolio (3)****Prerequisite: Senior standing**

Students prepare the senior advertising design portfolio in consultation with an Art faculty advisor. For majors only.

**ART2881 Senior Seminar (3)****Prerequisite: Senior standing**

Students prepare the senior portfolio in consultation with an Art faculty advisor of choice. Art majors only are eligible.

**ART2990 Graphic Design Internship (2)****Prerequisite: ART2401, ART2405, ART2410**

Takes place outside the traditional classroom setting as students will be working on the premises of graphic design firms. Provides the opportunity to experience the design field first hand in a professional setting. For majors only.

**ART2999 Independent Study in Art (1-3)**

Provides an opportunity for independent study or research under the direction of an instructor. See Undergraduate Policies and Procedures section on Independent Study.

# CUL Course Descriptions

## **CUL2100 Introduction to French Literature in Film [CL] (3)**

Introduces French literature and society through the study of French literary texts and their film adaptation, comparing the two artistic forms. Research on the periods, the authors, and their social environment, as well as the film directors and their cinematic techniques are studied. Taught in English with a French component. Satisfies a French Studies Minor and a Film Studies Minor.

## **CUL2108 French Cinema, Culture, and Language [CL] (3)**

Explores French cinema from origins (Melies) to the present and major movements (New Wave) and directors (Truffaut, Godard, Jeunet). Films are viewed and discussed. Taught in English with a French component. Satisfies a French Studies Minor and a Film Studies Minor requirement.

## **CUL2116 Paris-Hollywood: Battle of the Remakes [CL] (3)**

A study of the cinematic relationship between two rivals, Paris and Hollywood from 1895 to present. Comparing the French Original and its American Remake. A cross-cultural study. Satisfies a Film Studies Minor requirement.

## **CUL2124 Modern France: Culture and Language [CL] (3)**

Studies modern French culture, society and life through texts and films. Taught in English with a French component. Satisfies a French Studies Minor requirement.

## **CUL2132 Business French I [CL] (3)**

Studies French Business culture and how the French way in business compares to the American way. Course includes: visits to companies in the area for field experience and prospective internships, preparation for job search, planning work experience in a French or French-American company, and meeting with French CEO's in the Bay Area. This course leads to an Internship in the area or abroad. Taught in English with a French component. Satisfies a Business Elective requirement and a French Studies Minor requirement.

## **CUL2140 Business French II (3)**

Continuation of CUL2132. Focuses on France in the European Union and French speaking countries overseas. Studies the impact of immigrants from these countries on French economy and society. Research and internships.

## **CUL2200 Mexico: Politics, Culture, and Language [CDiv] [CL] (1)**

Focuses on the social, political, and cultural characteristics of Mexico, a nation largely misunderstood by most Americans, despite sharing a 2,000 mile border with the U.S. and being our Southern neighbor and partner in trade. Covers the Pre-Columbian indigenous cultures, the effects of the Spanish Conquest, and issues of NAFTA, immigration, and underdevelopment. Includes an introduction to the Spanish language. Satisfies a Spanish Minor requirement.

**CUL2208 Central America: Politics, Culture, and Language [CDiv] [CL] (3)**

Offers an in-depth view of the Maya civilization, the legacies of the Spanish Conquest and the contemporary dilemmas of land reform, liberation theology, and political unrest. Includes an introduction to the Spanish language.

**CUL2216 Andean Nations: Politics, Culture, and Language [CDiv] [CL] (3)**

The Inca civilization, the effects of the Spanish colonization, the dilemma of modernization, and the resulting cultural identity of the Andean Nations are studied and analyzed. Includes an introduction to the Spanish language.

**CUL2224 Indigenous Cultures of Latin America [CDiv] (3)**

Studies the cultures of the Maya, Inca, and Aztecs; their art, architecture, cultural and religious beliefs. Explores modern Latin American indigenous groups in Southern Mexico, Peru, Bolivia, and the Amazon and their place in the globalized world.

**CUL2232 Latino/Hispanic Experience in the USA [CDiv] [CL] (3)**

Explores the ever-expanding body of literature, poetry, prose, drama, and film that reveals what immigrants of Latino Hispanic heritage, primarily of Mexican, Puerto Rican, and Cuban descent, experience when immigrating, settling, and integrating into the larger society of the USA. Includes an introduction to the fundamentals of Spanish. Satisfies a Spanish Minor requirement.

**CUL2240 Mexican American Literature, Language, and Film [CDiv] [CL] (3)**

Explores the recent flowering of Mexican American fiction, poetry, dramas, and film. Includes an introduction to the fundamentals of Spanish. Satisfies a Spanish Minor requirement.

**CUL2248 Culture and Language of Latin America through Film [CDiv] [CL] (3)**

Viewing films with English subtitles, students investigate social, historical, and political issues of Latin America. Spanish language is introduced through the films. Satisfies a Spanish Minor requirement and Film Studies minor requirement.

**CUL2250 Literature of Latin America [CDiv] [CL] (3)**

Introduces the major works of recent Latin American literature by writers such as Borges, Neruda, Garcia Marquez, Vargas Llosa, Fuentes, Allende, and Restrepo, among others. Satisfies a Spanish Minor requirement.

**CUL2300 European Cinema (3) [CDiv]**

Focuses on the study of the art of cinema in Europe and how it reveals various European cultures. Students study films by major European directors: Bergman, Fassbinder, Fellini, Saura, Truffaut, and Wajda. It satisfies European Studies Major and Film Studies Minor requirements.

**CUL2308 Intercultural Cinema [CDiv] (3)**

Focuses on the study of the art of cinema in nonwestern cultures and how it reveals these cultures. Films by major directors in China, Japan, India, Africa: Satyajit Ray, Akira Kurosawa, Euzhan Palcy, Gaston Kabore, and others are studied. Satisfies a Film Studies Minor requirement.



**CUL2316 Cultural Heritage and Language of China [CDiv] [CL] (3)**

Gives an introduction to the history, culture, and language of China with presentations on cultural practices by guest speakers.

**CUL2400 African Cinema, Culture, and Language [CDiv] [CL] (3)**

Studies African culture as well as culture of the French West Indies (Martinique) through their cinema. The course includes films of Cameroon, Senegal, Mali, and Burkina Faso as well as Martinique. Students are introduced to elementary communication skills in French. The course is taught in English with a French component. Satisfies a French Studies Minor requirement, Film Studies Minor requirement and Social Justice Minor requirement.

**CUL2500 Service Learning: Spanish Community Service Project [CDiv] [CL] (1-3)****Prerequisites: SPA1001 and SPA1008 or equivalent**

Provides students the opportunity to receive credit for participation in the annual Guadalajara Community Service Project if they complete required readings and activities during the Spring semester prior to departure, keep specified records of their experiences during their stay in Guadalajara, and write a detailed report upon return to campus in Belmont. Satisfies a Spanish Minor requirement, a Social Justice Studies Minor requirement and a Community Based Learning requirement.

**CUL2886 Special Topics in Culture and Language [CL] (3)**

Offered as needed to satisfy the Core Curriculum requirement in Culture and Language.

**CUL2999 Independent Study in Latin American Studies (1-3)**

Provides an opportunity for independent study or research in Latin American Studies to be arranged under the direction of the instructor.

## **DAN Course Descriptions**

**DAN1000 Hip-Hop (1-2)**

Hip-Hop is a highly aerobic form of dance that draws from jazz, street, funk, and pop styles of movement. This class focuses on building a dance movement vocabulary and developing a student's individual style. May be repeated for credit.

**DAN1005 Swing Dance (1-2)**

Swing dance students are taught 1940's popular dances centered around Big Band Swing Music.

**DAN1010 Dance for Choreographers (1-2)**

Presents the key elements of dance and choreography for successful stage performance in both dance productions and musical theatre. This experiential course focuses on dance psychology – understanding movement on a deeper level through improvisation and refining technical ability to include a broader range of performance styles in dance – in order to have a greater impact on audiences. Discussions also include the collaborative nature of choreography, particularly in theatre.

**DAN1015 Tap (1-2)**

This course is designed for all levels of tap dancers. No prior dance experience is necessary although it is welcomed. Dancers of all levels learn basic tap technique and steps and be able to implement this information in combinations of various styles. This course aims to create a knowledge of and enthusiasm for tap dance as a popular art form. In addition to improving body awareness and rhythmic sensibility, students develop a working vocabulary for various tap steps as well as dance technique. Each student is encouraged to explore both historical and popular culture examples of tap to aid in creating their own artistic style.

**DAN1020 Advanced Tap (1-2)**

This course is designed for the experienced tap dancer and students who have an interest in teaching. Students are able to both further their own growth as a tapper as well as examine their current teaching style. In addition to learning and refining tap technique, students are asked to choreograph and teach combinations of various styles. This course aims to create a knowledge of and enthusiasm for teaching and choreography in tap. Students continue to develop a working vocabulary and implement more advanced dance technique. Students are asked to incorporate these elements in their own teaching and hold fellow students to their own standard. Each student is encouraged to explore both historical and popular culture examples of tap to aid in creating their own artistic style.

**DAN1025 Jazz Dance (1-2)**

Focuses on the study and application of the fundamentals of jazz dance techniques. Students learn various styles of jazz from the lyrical and funk to Afro-Caribbean. May be repeated for credit.

**DAN1030 Dance for Theatre (1-2)**

Focuses on the exploration of dance and movement styles necessary for theatre performance. May be repeated for credit.

**DAN1035 Intermediate/Advanced Jazz Dance (1-2)**

A continuation of Jazz Dance 035/135, this course focuses on the study and application of advanced dance techniques. A strong foundation of technical skill is required for this course. Students also have opportunity to choreograph their own dance pieces and refine their skills in the various forms of jazz dance style and composition.

**DAN1045 Dance Technique I (1)**

This class introduces the fundamentals of ballet, jazz, and modern dance styles. Dance Technique I emphasizes the development of body isolations, rhythmic awareness, and movement coordination through a series of technical sequences and dance combinations. Focus is placed on technical form, and includes barre and floor combinations that increase flexibility, balance, control, muscle tone, and memory. A strong foundation of technical skill is developed in all three genres and is required for advancement into Dance Technique II. May be repeated for credit.

**DAN1050 Dance Technique II (1)****Prerequisite: DAN1045**

This class is a continuation of Dance Technique I with emphasis on discipline, coordination, and the development of practical performing skills in ballet, jazz, modern jazz, and modern dance technique. Continued study in Dance Technique II emphasizes the expressive potential of modern/lyrical dance and its application to the traditional styles of ballet and jazz dance. Focus is placed on technical and performing proficiency and includes barre exercises and extended dance combinations. Students in Dance Technique II are eligible to audition for the Theatre Dance Company and enroll in Dance Choreography and Performance. May be repeated for credit.

**DAN1055 Dance Technique III (1-2)****Prerequisite: DAN1045, DAN1050**

Dance Technique III is designed to refine students technical and performance skills in the art of dance, with special emphasis on advanced axial and locomotor movements of jazz, ballet, and modern dance. Expressive components of dance, cultural dance, and the principles of group/solo choreography are also explored in this course.

**DAN1065 Rehearsal and Performance: Dance (1-2)**

Provides credit for participation as a performer in departmental productions. May be repeated for credit.

**DAN2000 Hip-Hop (1-2)**

Hip-Hop is a highly aerobic form of dance that draws from jazz, street, funk, and pop styles of movement. This class focuses on building a dance movement vocabulary and developing a student's individual style. May be repeated for credit. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**DAN2005 Swing Dance (1-2)**

Swing dance students are taught 1940's popular dances centered around Big Band Swing Music. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**DAN2010 Dance for Choreographers (1-2)**

Presents the key elements of dance and choreography for successful stage performance in both dance productions and musical theatre. This experiential course focuses on dance psychology – understanding movement on a deeper level through improvisation and refining technical ability to include a broader range of performance styles in dance – in order to have a greater impact on audiences. Discussions also include the collaborative nature of choreography, particularly in theatre. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**DAN2015 Tap (1-2)**

This course is designed for all levels of tap dancers. No prior dance experience is necessary although it is welcomed. Dancers of all levels learn basic tap technique and steps and be able to implement this information in combinations of various styles. This course aims to create a

knowledge of and enthusiasm for tap dance as a popular art form. In addition to improving body awareness and rhythmic sensibility, students develop a working vocabulary for various tap steps as well as dance technique. Each student is encouraged to explore both historical and popular culture examples of tap to aid in creating their own artistic style. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

### **DAN2020 Advanced Tap (1-2)**

This course is designed for the experienced tap dancer and students who have an interest in teaching. Students are able to both further their own growth as a tapper as well as examine their current teaching style. In addition to learning and refining tap technique, students are asked to choreograph and teach combinations of various styles. This course aims to create a knowledge of and enthusiasm for teaching and choreography in tap. Students continue to develop a working vocabulary and implement more advanced dance technique. Students are asked to incorporate these elements in their own teaching and hold fellow students to their own standard. Each student is encouraged to explore both historical and popular culture examples of tap to aid in creating their own artistic style. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

### **DAN2025 Jazz Dance (1-2)**

Focuses on the study and application of the fundamentals of jazz dance techniques. Students learn various styles of jazz from the lyrical and funk to Afro-Caribbean. May be repeated for credit. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

### **DAN2030 Dance for Theatre (1-2)**

Focuses on the exploration of dance and movement styles necessary for theatre performance. May be repeated for credit. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

### **DAN2035 Intermediate/Advanced Jazz Dance (1-2)**

A continuation of Jazz Dance 035/135, this course focuses on the study and application of advanced dance techniques. A strong foundation of technical skill is required for this course. Students also have opportunity to choreograph their own dance pieces and refine their skills in the various forms of jazz dance style and composition. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

### **DAN2045 Dance Technique I (1)**

This class introduces the fundamentals of ballet, jazz, and modern dance styles. Dance Technique I emphasizes the development of body isolations, rhythmic awareness, and movement coordination through a series of technical sequences and dance combinations. Focus is placed on technical form, and includes barre and floor combinations that increase flexibility, balance, control, muscle tone, and memory. A strong foundation of technical skill is developed in all three genres and is required for advancement into Dance Technique II. May be repeated for credit. The

amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

### **DAN2050 Dance Technique II (1)**

#### **Prerequisite: DAN2045**

This class is a continuation of Dance Technique I with emphasis on discipline, coordination, and the development of practical performing skills in ballet, jazz, modern jazz, and modern dance technique. Continued study in Dance Technique II emphasizes the expressive potential of modern/lyrical dance and its application to the traditional styles of ballet and jazz dance. Focus is placed on technical and performing proficiency and includes barre exercises and extended dance combinations. Students in Dance Technique II are eligible to audition for the Theatre Dance Company and enroll in Dance Choreography and Performance. May be repeated for credit. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

### **DAN2055 Dance Technique III (1-2)**

#### **Prerequisite: DAN2045, DAN2050**

Dance Technique III is designed to refine students technical and performance skills in the art of dance, with special emphasis on advanced axial and locomotor movements of jazz, ballet, and modern dance. Expressive components of dance, cultural dance, and the principles of group/solo choreography are also explored in this course. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

### **DAN2065 Rehearsal and Performance: Dance (1-2)**

Provides credit for participation as a performer in departmental productions. May be repeated for credit. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

## **EIS Course Descriptions**

### **EIS1000 Academic English: Intermediate Communication Skills (1-3)**

Focuses on developing English speaking, reading, and writing skills through readings in academic areas and writing across the curriculum.

### **EIS1008 Academic English: Advanced Communication Skills (1-3)**

Focuses on the development of advanced writing skills in a variety of academic subjects and includes a research paper in student's major field of study.

### **EIS1016 Spoken English: Pronunciation (1)**

Focuses on study of American English pronunciation, including sounds, intonation, and stress through classroom and language lab activities, using computers, tapes, and videos. May be repeated for credit.

### **EIS1032 Spoken English: Oral Presentation (1)**

Gives students the opportunity to develop speaking skills by participating in classroom debates and discussions and by giving a variety of oral presentations. May be repeated for credit.

**EIS6000 Academic English: Intermediate Communication Skills (1-3)**

Focuses on developing English speaking, reading, and writing skills through readings in academic areas and writing across the curriculum. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**EIS6008 Academic English: Advanced Communication Skills (1-3)**

Focuses on the development of advanced writing skills in a variety of academic subjects and includes a research paper in student's major field of study. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**EIS6016 Spoken English: Pronunciation (1)**

Focuses on study of American English pronunciation, including sounds, intonation, and stress through classroom and language lab activities, using computers, tapes, and videos. May be repeated for credit.

**EIS6032 Spoken English: Oral Presentation (1)**

Gives students the opportunity to develop speaking skills by participating in classroom debates and discussions and by giving a variety of oral presentations. May be repeated for credit. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

## **ENG Course Descriptions**

**ENG1008 The Bohemian (1-2)**

Gives practical experience in all facets of editing, emphasizing the criteria that constitute good writing; writers and would-be writers are encouraged to join. May be repeated for credit.

**ENG1032 Introduction to Literature (4)**

Explores expository and critical writing based on reading, discussion, and analysis of great works of literature from three major genres: narrative, lyric, and drama. Lab section meets weekly in the Writing Center.

**ENG1040 Classics of World Literature I (4)**

Expository and critical writing based on reading, discussion, and analysis of the great works of the Ancient, Medieval, and Renaissance periods, including non-Western literature.

**ENG1041 Classics of World Literature II (3)**

Continuation of ENG1040, exploring great works of literature of the Renaissance, the Neoclassical Age, the Romantic Revolt, and the twentieth century, including non-Western and ethnic American literature.

**ENG2000 Writing Center (1-3)**

Develops the writing process. Topics include brainstorming, clustering, outlining, freewriting, editing, and revising. Students receive individual tutoring in grammar, research, and essay organization. Upper-division students who have taken the Writing Proficiency Exam enroll in ENG2000 based upon their score. Upon completion of one unit, a student may enroll for an additional unit in the same semester. Students enrolled in writing-intensive courses enroll concurrently for one unit of ENG2000. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**ENG2008The Bohemian (1-2)**

Gives practical experience in all facets of editing, emphasizing the criteria that constitute good writing; writers and would-be writers are encouraged to join. May be repeated for credit. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**ENG2010 Writing in the Disciplines (3)**

This course aims to strengthen the writing of upper-division students in their disciplines, preparing them to excel in course work in their majors and in their post-graduate vocations. While attention will be paid to all aspects of writing, including grammar, syntax, and style, emphasis will be placed on the discourse and conventions of the discipline. All students will engage in certain forms of writing common to the workplace (memos, letters, emails, reports, proposals, etc.); individual students will also practice writing that is unique to their field. Students will also collaborate on writing projects, emulating real work environments.

**ENG2100 Intermediate Writing (3)**

Reviews basics of writing, including grammar, paragraphing, essay structure, and thesis and allows students to practice writing in the disciplines. Strongly recommended for students who do not pass the Writing Proficiency Exam. This course satisfies the Writing Proficiency Requirement.

**ENG2108 Advanced Writing (3)**

Prerequisite: Passing score on writing proficiency or passing grade in ENG2160 Intermediate Writing

Offers intensive practice of expository writing and other forms of writing, emphasizing the writing process and including workshopping of works in progress; includes study of rhetoric, critical thinking, composition theory, and modes of great writing.

**ENG2142 Creative Writing (3)**

Study and practice of a variety of literary genres, including poetry, fiction, and memoir. May be repeated for credit.

**ENG2164 Linguistics (3)**

Studies language acquisition, variation, and usage with special emphasis on the structure and history of English. Especially useful for prospective teachers.

**ENG2200 Survey of American Literature I (3)**

Explores American literature from its beginnings to the mid nineteenth century, including the Colonial, Revolutionary, and post-revolutionary periods. Authors studied may include Emerson, Thoreau, Hawthorne, Melville, Twain, Poe, and Dickinson.

**ENG2201 Survey of American Literature II (3)**

Investigates American literature from the mid-nineteenth century to the present, emphasizing realism, naturalism, modernism, and postmodernism.

**ENG2214 Imagism (1)**

Offers in-depth study of imagist writers, including Pound, Williams, and H.D.

**ENG2216 Modernism (1)**

Covers American modernist writers of poetry, prose, and drama during the years encompassing the first and second world wars, including James, Wharton, Frost, Stevens, and O'Neil.

**ENG2218 Postmodernism (1)**

Examines recent American writers who experiment with form and subject, such as Barth, Pynchon, and O'Brien.

**ENG2220 Jazz Age (1)**

Studies the art, literature, and music of the 1920s, including Fitzgerald's *The Great Gatsby*.

**ENG2222 Harlem Renaissance [CDiv] (1)**

Studies the art, music, and literature of the Harlem Renaissance, including the works of Hughes, Hurston, and Toomer.

**ENG2224 Beat Poets (1)**

Studies the achievements of the Beat Poets, including Kerouac's *On the Road* and Ginsberg's poetry.

**ENG2232 Contemporary American Poetry (1)**

Explores themes and trends in American poetry of the contemporary period in both high and low cultures, including poets from diverse ethnicities and political perspectives, including Creeley, Rich, Snyder, Baraka, Harper, Dove, and Lee.

**ENG2236 Contemporary American Fiction (1)**

Traces recent developments in the novel and short story from the 1970s to the present, including the memoir, the new historical novel science fiction, and other experimental forms. Authors may include Updike, Roth, Oates, Beattie, Carver, Moore, and Woolf.

**ENG2240 Contemporary American Drama (1)**

Studies contemporary American dramatists such as Shepherd and Mamet.



**ENG2248 Great American Writer: Hawthorne (1)**

Includes study of Hawthorne's *Scarlet Letter* and major stories.

**ENG2252 Great American Writer: Melville (1)**

Study of *Moby Dick* and other works.

**ENG2256 Great American Writer: Twain (1)**

Investigates *Huckleberry Finn*, *Tom Sawyer*, and selected short stories.

**ENG2400 British Literature: Myth, Epic, and Romance (3)**

Introduces students to masterpieces of the Middle Ages, including *Beowulf* and the works of Chaucer and the Pearl Poet.

**ENG2403 British Literature: The Age of Elizabeth (3)**

Focuses on the English Renaissance (exclusive of Shakespeare), with emphasis on Renaissance sonnet cycles and drama (Marlowe, Jonson, Webster).

**ENG2408 British Literature: Enlightenment and Revolution (3)**

Study of major works on the Augustan Age (Milton, Pope, Swift) and the Romantic Revolt (Blake, Wordsworth, Coleridge, Keats).

**ENG2412 British Literature: Modernism and Postmodernism (3)**

Investigates late nineteenth century and twentieth century British literature, including the Victorians, Modernists, and Postmodernists.

**ENG2544 Shakespeare (3)**

Focuses on reading and analysis of selected masterpieces of the great bard, with emphasis on the development of his career and to the genres of history, tragedy, comedy, and romance.

**ENG2545 Shakespeare in Ashland (1-3)**

Includes attendance of Shakespeare plays at the annual Ashland Shakespeare Festival (every August in Oregon).

**ENG2600 Women's Literature [CDiv] (3)**

Focuses on reading and appreciation of literature written by women, with an emphasis on a particular genre or genres, such as the novel, poetry, and short story. Readings emphasize topics and themes that are most pertinent to women's concerns of the past and present.

**ENG2604 African-American Literature [CDiv] (3)**

Gives a comprehensive overview of African-American literature, from the slave narratives to the Harlem Renaissance to contemporary writers, including Toni Morrison.

**ENG2608 Asian-American Literature [CDiv] (1)**

Briefly surveys Asian-American literature, from the earliest immigrant poems to contemporary novels, poems, and plays.

**ENG2612 Latino Literature [CDiv] (1)**

Gives an overview of Latino literature, including study of Rudolfo Anaya's *Bless Me, Ultima*.

**ENG2616 Native American Literature [CDiv] (1)**

Studies representative works of Native American writers, including Native American songs and twentieth century fiction and nonfiction.

**ENG2624 Children's Literature (3)**

Extensively explores children's literature from early folk and fairytales to contemporary issues in the field; emphasizes reading, evaluating and selecting books for children as a vital part of child development and childhood creativity. Especially useful for prospective teachers.

**ENG2632 Comparative Literature [CDiv] (3)**

Studies selected works of world literature, including nonwestern literature, that may be compared in terms of themes, genres, etc.

**ENG2636 Mythology [CDiv] (3)**

Introduces world mythology, both Western and non-Western, and draws analogies with modern archetypes.

**ENG2656 Literary Theory (3)**

Introduction to major theories about literature, from the ancient Greeks (Plato, Aristotle) to the twentieth century, including major approaches such as formalist, feminist, Marxist, deconstruction, and new historical, applying these theories to sample literary works. This junior-level course is required of English majors and open to all students interested in the nature of literary interpretation.

**ENG2800 Seminar in the Humanities (3)**

The Seminar in the Humanities is an intensive, one week Summer series of workshops and lectures focusing on innovative approaches to teaching English literature and composition at the high school and college levels. Topics covered include: teaching to diversity, interdisciplinary approaches, team teaching, use of media and the Internet, effective reading strategies, incorporating community-based learning, and motivating and challenging students through creative assignments. May be taken to satisfy upper-division, graduate, or continuing education units. May be repeated for credit.

**ENG2886 Special Topics (1-3)****ENG2887 Special Topics [CDiv] (1-3)**

Emphasizes nonwestern literature, a study of writer genre, literary movement, or some other that is not covered in other English courses, usually the specialization of the instructor of the course. Students should consult the current schedule of classes for availability or contact the English Department to learn the exact content of this offering.

**ENG2990 Internship (1-3)**

Majors and minors may prepare for careers in teaching, writing, and editing by tutoring in the Writing Center, working as teaching assistants in English classes, and/or working off campus as tutors, editorial assistants, or interns in technical writing and other fields. See the Department's brochure giving details about this exciting program.

**ENG2994 Teaching Assistant (1-3)**

Offers the opportunity to tutor students in Writing Center on their writing assignments in core courses and in other courses. Includes weekly training sessions. Strongly recommended for prospective teachers.

**ENG2997 Senior Seminar I (3)**

Students engage in a directed research project concentrating upon a writer, period, or theme of the student's choice. Students should consult the Department Chair during their junior year to define their projects in order to read primary materials before their senior year.

Graduate Courses

**ENG4000 Seminar in Literature (3)**

This is a methods and content course, involving reading of critical texts in conjunction with primary texts. Students entertain alternative interpretations of the selected literary works.

**ENG4005 Writing: Theory and Practice (3)**

Investigates current writing theory and practice in various forms of writing, including fiction, article writing, and technical writing, with an emphasis on process and methodology.

**ENG4016 Narrative (3)**

Gives an advanced study of major forms of narrative (epic, romance, novel, short story) from antiquity to the present, with emphasis on theoretical understanding of the genre. Students evaluate selected literary masterpieces in terms of classical and contemporary critical approaches. May be repeated for credit.

**ENG4024 Lyric (3)**

Focuses on study and critical assessment of lyric poetry with emphasis on the works of major poets who have contributed to the development of the genre in English.

**ENG4028 Drama (3)**

Focuses on an understanding and appreciation of the dramatic genre, from its origins to the present, with special attention given to the development of British and American traditions.

**ENG4032 Period Course (3)**

The Period Course is an extensive study of major works representing the thematic and stylistic characteristics of primary developmental periods in the British and American literary canons. The content of the course varies from year to year depending on student and faculty interest and choice. In the past, the course has addressed the medieval, Renaissance, Romantic, early modern, post modern, and contemporary periods of literature.

**ENG4048 Creative Writing (3)**

Study and practice of a variety of literary genres, including poetry, fiction, and memoir. May be repeated for credit.

**ENG4884 Thesis: Directed Research (3)**

Students write an original, in-depth study in an area of his or her discipline using primary sources when available, demonstrating an awareness of the latest developments in the area, and presenting thorough research.

**ENG4886 Special Topics (3)**

Content varies as students' needs and interest require. Content may include approaches to expository, technical, and creative writing, or focus on specific authors or literary movements. Students should contact the English Department to learn the exact scheduling and content of this offering.

**ENG4894 Teaching Apprenticeship (3)**

Supervised experience in college teaching in the Writing Center or in a lower-division or upper-division literature course at NDNU or a local community college is available.

**ENG4994 Community-Based Pedagogy/Teaching Assistantship (3)**

Students in this class have the opportunity to work as teaching assistants in a variety of settings including community college classrooms, juvenile detention facilities, and the women's jail. Each student works in the classroom with a mentor teacher for three hours per week. In addition, Community-Based Pedagogy will meet twice per month to enable students to share their experiences, role play, get support, and discuss assigned readings from the field of pedagogy.

**ENG4997 Thesis: Directed Writing (3)**

Students may develop a creative project in poetry, narrative, playwriting, or other areas. The student consults regularly with a faculty member serving as a mentor.

## **FRE Course Descriptions**

**FRE1001 Basic Practical French I (3)**

Begins the study of French, using direct audiovisual method; focuses on lively, efficient, and fast learning of everyday practical vocabulary, basic grammar, and conversation.

**FRE1008 Basic Practical French II (3)**

**Prerequisite: FRE1001 or equivalent**

Continuation of FRE1001.

**FRE1016 Intermediate Conversation I (3)**

**Prerequisite: FRE1008 or equivalent and/or Placement Test**

Students discuss various issues of French culture. Course includes short compositions written on those issues, grammar review, pronunciation and vocabulary building exercises, and extensive use of multimedia technology.

**FRE1024 Intermediate Conversation II (3)**

Continuation of FRE1016.

**FRE1032 Grammar Review and Conversation (1-3)****Prerequisite: FRE1024 or equivalent and/or Placement Test**

Offers an advanced grammar review. Includes discussion of French cultural issues, research using Internet in French, extensive conversation practice, and viewing of French media.

**FRE2100 Advanced Conversation (1-3)****Prerequisite: FRE1024 or equivalent and/or Placement Test**

Provides in depth discussion of issues in contemporary France. Students use French press and French web sites in their research and oral presentations.

**FRE2108 Advanced Conversation: Issues in Contemporary France (1-3)****Prerequisite: FRE2100 or the equivalent**

Study, discussion and analysis of French TV programs and articles in the current press. Research on France and Francophone countries and written reports in French on the issues studied.

**FRE2116 Pronunciation in Cultural Context (1-3)****Prerequisite: FRE1024 or the equivalent**

Practice of pronunciation and study of phonetics in discussing cultural and literary texts. Study of French idioms, acquisition of vocabulary. The course is conducted in French. Satisfies a French Minor requirement.

**FRE2124 French Society in Texts and Films (3)**

Studies French culture and society in literary texts and press articles. Explores how cultural and social aspects of France are represented in films. The class is taught in French.

**FRE2132 The French Today (1-3)****Prerequisite: FRE2108 or the equivalent**

Study and discussion of French behavior, institutions and creations, as well as social structure and values in France today.

**FRE2140 Women in French Literature [CDiv] [CL] (1-3)**

Studies the role of women in French Literature as well as the changing attitudes of French society toward women as expressed in the literature. Satisfies Women's Studies Minor requirement.

**FRE2994 Teaching Assistant (1-3)**

Advanced undergraduate French students, through classroom observation, tutoring, and some teaching, are shown the techniques used in foreign language instruction. May be used as upper-division units in the minor.

**FRE2999 Independent Study (1-3)**

Provides an opportunity for independent study or research in French under the direction of the instructor. See Undergraduate Policies and Procedures section on Independent Study.

# **LAT Course Descriptions**

## **LAT1007 Introduction to Latin (3)**

Introduces the language and culture of the Latin-speaking world, from classical Latin through the Middle Ages. Students develop reading skills, learning the basics of grammar and vocabulary which are useful in many fields. The Latin classics will be read.

## **LAT1008 Introduction to Latin II (3)**

Continuation of LAT1007.

# **MTR Course Descriptions**

## **MTR2120 Musical Theatre Workshop (2)**

Students are taught the skills and techniques required to prepare and perform individual and group musical numbers along with audition skills in singing, dancing, and acting.

## **MTR2125 Musical Theatre History/Repertoire I (3)**

Offers a survey of the individuals and organizations responsible for the creation and development of the modern musical. The course traces the beginnings of theatrical musicals from the 17th and 18th centuries and study the major innovations in structure, composition, and performance throughout the 20th and 21st centuries.

## **MTR2885 Musical Theatre Final Project (3)**

Students prepare and present a musical theatre program which may consist of several musical theatre numbers or a short musical play. Selection of the materials and production arrangements is planned and approved by the student with the theatre and music faculty.

## **MTR2891 Musical Theatre Internship (2)**

Students apply their accumulated skills and techniques in a performance position in an off-campus, professionally produced musical theatre production. Satisfies two units of the Career Development Requirement.

## **\*MTR3000 Level Coursework**

Graduate students may be permitted to take upper-division undergraduate courses (2000-2999) for graduate credit with prior approval of their program director. A separate syllabus will reflect the additional work required for graduate credit beyond the undergraduate course descriptions listed in the catalog. Approved courses counting towards graduate credit will be identified on student transcripts as 3000-3999.

# MUS Course Descriptions

## **MUS1000 Piano and Instrumental Performance and Repertoire (1)**

**Prerequisite:** MUS1605

Focuses on performance and repertoire of solo literature. May be repeated for credit.

## **MUS1005 Vocal Performance and Repertoire (1)**

**Prerequisite:** MUS1600 or MUS1610

Singers get the chance to learn performance strategies, while discovering solo literature from listening to other performers. May be repeated for credit.

## **MUS1050 Opera Workshop (1)**

**Prerequisite:** Permission of instructor

Students learn a role and participate in an operatic production. This class is by audition only. Open to majors and nonmajors. May be repeated for credit. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

## **MUS1060 NDNU Concert Choir (1)**

Open to majors and nonmajors, the choir offers rehearsal and performance of serious choral works. May be repeated for credit. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

## **MUS1065 Camerata Chamber Ensemble (1)**

**Prerequisite:** Permission of instructor

Camerata is a chamber ensemble including both instrumentalists and vocalists. Students study, rehearse, and perform ensemble pieces selected by the instructor. Repertoire includes early music through contemporary styles. Emphasis is on ensemble musicianship, collaboration, and performance skills. Rehearsal and performance time outside class time is required.

## **MUS1070 Orchestra (1)**

**Prerequisites:** Audition and permission of instructor

Open to majors and nonmajors, this course offers rehearsal and performance of serious orchestral works with the Redwood Symphony Orchestra. May be repeated for credit. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

## **MUS1100 Exploring Music at the Keyboard (3)**

This course focuses on the basics of piano technique and the fundamentals of music theory, including melody, harmony, rhythm, timbre, and texture. The student develops sight-reading and beginning sight-singing skills. The course includes utilization of music technology and experience in music listening. This course is open to majors and nonmajors, and can be used to fulfill the Core Curriculum Arts Requirement.

## **MUS1100L Exploring Music At The Keyboard Lab (1)**

Lab component of MUS1100 Exploring Music At The Keyboard Lab.

**MUS1105 Comprehensive Musicianship: Diatonic Techniques (3)**

This course continues from MUS1100, with increasing focus on musicianship skills (sight singing and music dictation), diatonic harmony, and keyboard skills.

**MUS1105L Comp Musicianship: Diatonic Techs Lab (1)**

Lab component of MUS1105 Comprehensive Musicianship: Diatonic Techniques.

**MUS1110 Comprehensive Musicianship: Chromatic Techniques (3)**

This course continues focus on musicianship skills and keyboard skills and use of music technology, with a new focus on chromatic harmony.

**MUS1110L Comp Musicianship: Chromatic Techs Lab (1)**

Lab component of MUS1110 Comprehensive Musicianship: Chromatic Techniques.

**MUS1115 Comprehensive Musicianship: 20th Century Techniques (3)**

Advanced musicianship skills, keyboard skills, and 20th Century techniques (e.g., serial techniques), and music of diverse cultural sources are explored in this final semester of MUS1100.

**MUS1115L Comp Musicianship: 20th Century Tech Lab (1)**

Lab component of MUS1115 Comprehensive Musicianship: 20th Century Techniques.

**MUS1150 Computer Applications in Music (1-3)**

This course is a study of computer and synthesizer applications in music. Applications studied include MIDI technology, including performance and sequencing, and computer programs for developing musicianship skills, creating original compositions, and notating music. Required for BM and BFA majors. Open to other students as space allows. Three units satisfy the Core Curriculum Arts Requirement if taken within a four semester sequence.

**MUS1320 World Music [CDiv] (3)**

Students study music of cultures throughout the world. This course features listening and readings from the music of China, Japan, India, Bali, Java, Africa, South America, and the Near East. Fulfills the Core Curriculum Cultural Diversity and Arts Requirements.

**MUS1405 Beginning Voice Class I (3)**

This course is an introduction to basic vocal techniques. This course may be repeated for credit. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

**MUS1407 Beginning Voice Class II (3)**

Continuation of MUS1405.



**MUS1505 Composing and Improvising (1-3)**

Students learn composing and improvising in various musical styles. This course covers classical, pop, jazz, rock, and nonwestern music performed on both acoustical and synthesized instruments. MUS1505 is open to nonmajors for the Core Curriculum Arts Requirement (three units) and to music majors for elective credit (one to three units).

**MUS1600 Individual Instruction: Voice (1-4)****Prerequisite: Permission of instructor**

Students take individual weekly lessons in voice. Additional fees apply. May be repeated for credit. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

**MUS1605 Individual Instruction: Piano (1-4)****Prerequisite: Permission of instructor**

Students take individual weekly lessons in piano. Additional fees apply. May be repeated for credit. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

**MUS1610 Individual Instruction: Instrument Majors (1-4)****Prerequisite: Permission of instructor**

Students take individual weekly lessons in organ, strings, harp, winds, or conducting. Additional fees apply. May be repeated for credit. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

**MUS1700 Beginning Guitar (2)**

Beginning guitar players can learn more quickly in a class setting. This class offers techniques for playing the guitar and training in reading music for guitar. Open to nonmajors.

**MUS1710 Chamber Music Class (1)****Prerequisite: Permission of Instructor**

This class is for intermediate to advanced level string and piano students and is designed to explore the broad range of ensemble music literature through rehearsal and performance of chamber works. Participants are assigned to one or more chamber groups, which rehearse regularly, receive coaching sessions bi-weekly, and perform several times during the semester. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

**MUS1715 Chamber Singers (1)****Prerequisite: Permission of instructor**

Chamber Singers is an SATB vocal ensemble which offers rehearsal and performance of vocal chamber music. Open to majors and nonmajors. May be repeated for credit. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

**MUS1720 Choral Conducting (1)**

**Prerequisites:** MUS1100, MUS1105, MUS1110, MUS1115, MUS1100L, MUS1105L, MUS1110L, MUS1115L

This course is a study of basic techniques required for choral conductors.

**MUS1725 Class Piano (1)**

This class is an introduction to basic piano technique and repertoire. May be repeated for credit. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

**MUS1730 Ensemble (3)**

**Prerequisite:** Permission of instructor

Ensemble offers rehearsal and performance of serious instrumental works. May be repeated for credit. Open to majors and nonmajors. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

**MUS1745 Individual Instruction: Instrument NonMajors (1)**

**Prerequisite:** Permission of instructor

Students take individual weekly lessons for nonmajors in organ, strings, harp or winds. Additional fees apply. May be repeated for credit. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

**MUS1750 Introduction To Music Management (3)**

**Prerequisite:** Permission of instructor

Focuses on in-depth study of concert production, including fundraising, promotion, and audience development.

**MUS1780 Special Topics (1-3)**

A course to be utilized for seminars and special lectures in topics which are not offered on a regular basis. The course will address a specific need, or current interest and/or a trend in the field pertaining to the program's curriculum. Consult syllabus as content will vary from semester to semester depending on the research interests of the Faculty member teaching the course.

**MUS1890 Music Management Internship (1-3)**

**Prerequisite:** Permission of instructor

Provides in-the-field experience with concert production and promotion.

**MUS1999 Independent Study (1-3)**

Provides an opportunity for independent study or research under the direction of an instructor. See Undergraduate Policies and Procedures section on Independent Study for more details.

**MUS2000 Piano and Instrumental Performance and Repertoire (1)**

**Prerequisite:** MUS1605

Focuses on performance and repertoire of solo literature. May be repeated for credit.

**MUS2005 Vocal Performance and Repertoire (1)****Prerequisite: MUS1600 or MUS1610**

Singers get the chance to learn performance strategies, while discovering solo literature from listening to other performers. May be repeated for credit.

**MUS2050 Opera Workshop (1)****Prerequisite: Permission of instructor**

Students learn a role and participate in an operatic production. This class is by audition only. Open to majors and nonmajors. May be repeated for credit. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

**MUS2060 NDNU Concert Choir (1)**

Open to majors and nonmajors, the choir offers rehearsal and performance of serious choral works. May be repeated for credit. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

**MUS2065 Camerata Chamber Ensemble (1)****Prerequisite: Permission of instructor**

Camerata is a chamber ensemble including both instrumentalists and vocalists. Students study, rehearse, and perform ensemble pieces selected by the instructor. Repertoire includes early music through contemporary styles. Emphasis is on ensemble musicianship, collaboration, and performance skills. Rehearsal and performance time outside class time is required.

**MUS2067 Music Education Concepts (3)**

This course offers a study of basic musical concepts and skills: playing of several instruments, singing, writing, and analyzing music. Required for students preparing for the California State Multiple Subject Teaching Credential. Fulfills the Core Curriculum Arts Requirement.

**MUS2070 Orchestra (1)****Prerequisites: Audition and permission of instructor**

Open to majors and nonmajors, this course offers rehearsal and performance of serious orchestral works with the Redwood Symphony Orchestra. May be repeated for credit. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

**MUS2150 Computer Applications in Music (1-3)**

This course is a study of computer and synthesizer applications in music. Applications studied include MIDI technology, including performance and sequencing, and computer programs for developing musicianship skills, creating original compositions, and notating music. Required for BM and BFA majors. Open to other students as space allows. Three units satisfy the Core Curriculum Arts Requirement if taken within a four semester sequence. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**MUS2200 Survey of Music in Western Civilization to 1650 (3)****Prerequisite:** MUS1100, MUS1105

The second of a four course/four-semester sequence that explores the history and literature of music from ancient Greek to the present. No semester may be taken separately without the consent of the instructor. Six units fulfill the Core Curriculum History Requirement for BM majors. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**MUS2205 Survey of Music in Western Civilization from 1650 to 1850 (3)****Prerequisite:** MUS1100, MUS1105

The third of a four course/four-semester sequence that explores the history and literature of music from ancient Greek to the present. No semester may be taken separately without the consent of the instructor. Six units fulfill the Core Curriculum History Requirement for BM majors. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**MUS2210 Survey of Music in Western Civilization from 1850 (3)****Prerequisite:** MUS1100, MUS1105

The last of a four course/four-semester sequence that explores the history and literature of music from ancient Greek to the present. No semester may be taken separately without the consent of the instructor. Six units fulfill the Core Curriculum History Requirement for BM majors. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**MUS2215 History and Literature of Vocal Music I (2)****Prerequisite:** MUS1600

This course is an in-depth study of the forms and literature of solo vocal music.

**MUS2220 History and Literature of Vocal Music II (2)****Prerequisite:** MUS1600

This course is an in-depth study of the forms and literature of solo vocal music.

**MUS2300 History and Literature of Piano Music I (1)**

This course is an in-depth study of the forms and literature of keyboard music.

**MUS2302 History and Literature of Piano Music II (1)****Prerequisite:** MUS1605

Builds on MUS2300 with in-depth study of the forms and literature of keyboard music.

**MUS2305 Overview of Music Literature (3)**

The first course in a four-semester sequence of classic and popular music, this course explores the roots and foundations of music from early music to the present. The emphasis is on the commonality of Western music style employed in art, music, and popular genres. Fulfills the Core Curriculum Arts Requirement.

**MUS2320 World Music [CDiv] (3)**

Students study music of cultures throughout the world. This course features listening and readings from the music of China, Japan, India, Bali, Java, Africa, South America, and the Near East. Fulfills the Core Curriculum Cultural Diversity and Arts Requirements. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**MUS2400 Piano Pedagogy I (1-3)****Prerequisite: MUS1605**

This course explores the pedagogy of studio teaching for piano players.

**MUS2402 Piano Pedagogy II (1-3)****Prerequisite: MUS1605**

Builds on MUS2400 with in-depth exploration of the pedagogy of studio teaching for piano players.

**MUS2405 Beginning Voice Class I (3)**

This course is an introduction to basic vocal techniques. This course may be repeated for credit. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

**MUS2407 Beginning Voice Class II (3)**

This course is an introduction to basic vocal techniques. This course may be repeated for credit. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

**MUS2500 Conducting (3)****Prerequisites: MUS1100, MUS1105, MUS1120, MUS1125 or equivalent**

Explores techniques of vocal and instrumental conducting, including beat patterns, transpositions, cueing, and dynamics.

**MUS2500L Conducting Lab (1)**

Lab component of MUS2500 Conducting.

**MUS2505 Composing and Improvising (1-3)**

Students learn composing and improvising in various musical styles. This course covers classical, pop, jazz, rock, and nonwestern music performed on both acoustical and synthesized instruments. MUS1505 is open to nonmajors for the Core Curriculum Arts Requirement (three units) and to music majors for elective credit (one to three units). The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**MUS2510 Lyric Diction I (2)**

Covers phonetics and diction in singing Italian, English, French, and German.

**MUS2512 Lyric Diction II (2)**

Builds on MUS2510 covering phonetics and diction in singing Italian, English, French, and German.

**MUS2520 Form and Analysis (3)****Prerequisites: MUS1110 and MUS1130 or equivalent**

Students study musical forms and analyze compositions from all periods of music.

**MUS2520L Form & Analysis Lab (1)**

Lab component of MUS2520 Form and Analysis.

**MUS2600 Individual Instruction: Voice Majors (1-4)****Prerequisite: Permission of instructor**

Students take individual weekly lessons in voice. Additional fees apply. May be repeated for credit. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**MUS2605 Individual Instruction: Piano Majors (1-4)****Prerequisite: Permission of instructor**

Students take individual weekly lessons in piano. Additional fees apply. May be repeated for credit. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**MUS2610 Individual Instruction: Instrument Majors (1-4)****Prerequisite: Permission of instructor**

Students take individual weekly lessons in organ, strings, harp, winds, or conducting. Additional fees apply. May be repeated for credit. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**MUS2700 Beginning Guitar (2)**

Beginning guitar players can learn more quickly in a class setting. This class offers techniques for playing the guitar and training in reading music for guitar. Open to nonmajors.

**MUS2710 Chamber Music Class (1)****Prerequisite: Permission of Instructor**

This class is for intermediate to advanced level string and piano students and is designed to explore the broad range of ensemble music literature through rehearsal and performance of chamber works. Participants are assigned to one or more chamber groups, which rehearse regularly, receive coaching sessions bi-weekly, and perform several times during the semester. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

**MUS2715 Chamber Singers (1)****Prerequisite: Permission of instructor**

Chamber Singers is an SATB vocal ensemble which offers rehearsal and performance of vocal chamber music. Open to majors and nonmajors. May be repeated for credit. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

**MUS2720 Choral Conducting (3)****Prerequisites: MUS1100, MUS1105, MUS1110, MUS1115, MUS1100L, MUS1105L, MUS1110L, MUS1115L**

This course is a study of basic techniques required for choral conductors.

**MUS2725 Class Piano (1)**

This class is an introduction to basic piano technique and repertoire. May be repeated for credit. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

**MUS2730 Ensemble (1)****Prerequisite: Permission of instructor.**

Ensemble offers rehearsal and performance of serious instrumental works. May be repeated for credit. Open to majors and nonmajors. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

**MUS2745 Individual Instruction: Instrument NonMajors (1)****Prerequisite: Permission of instructor**

Students take individual weekly lessons for nonmajors in organ, strings, harp or winds. Additional fees apply. May be repeated for credit. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

**MUS2750 Introduction to Music Management (3)****Prerequisite: Permission of instructor**

Focuses on in-depth study of concert production, including fundraising, promotion, and audience development.

**MUS2780 Special Topics (1-3)**

A course to be utilized for seminars and special lectures in topics which are not offered on a regular basis. The course will address a specific need, or current interest and/or a trend in the field pertaining to the program's curriculum. Consult syllabus as content will vary from semester to semester depending on the research interests of the Faculty member teaching the course.

**MUS2890 Music Management Internship (1-3)****Prerequisite: Permission of instructor**

Provides in-the-field experience with concert production and promotion. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**MUS2994 Teaching Assistant (1-3)**

This course offers an opportunity for outstanding Music majors to earn credit for assisting instructors.

**MUS2999 Independent Study (1-3)**

Provides an opportunity for independent study or research under the direction of an instructor. See Undergraduate Policies and Procedures section on Independent Study for more details.

**MUS3000 Level Coursework**

Graduate students may be permitted to take upper-division undergraduate courses (2000-2999) for graduate credit with prior approval of their program director. A separate syllabus will reflect the additional work required for graduate credit beyond the undergraduate course descriptions listed in the catalog. Approved courses counting towards graduate credit will be identified on student transcripts as 3000-3999.

**MUS4550 Graduate Seminar in Analysis I (3)**

Focuses on research methodology and analysis of music from the 14th to the early 19th centuries. Required in all graduate music programs.

**MUS4555 Graduate Seminar in Analysis II (3)**

Continuation of MUS4500. Intensive analysis of music from the 19th and 20th centuries is the focus.

**MUS4600 Individual Instruction: Voice (1-4)****Prerequisite: Consent of Instructor**

Individual weekly lessons in voice are available. Additional fees apply. May be repeated for credit.

**MUS4605 Individual Instruction: Piano(1-4)****Prerequisite: Consent of Instructor**

Individual weekly lessons in piano are available. Additional fees apply. May be repeated for credit.

**MUS4610 Individual Instruction: Instrumental (1-4)****Prerequisite: Consent of Instructor**

Individual weekly lessons in organ, strings, harp, winds, or conducting are available. Additional fees apply. May be repeated for credit.

**MUS4700 Graduate Lecture Recital (1)**

Students give a public presentation including both lecture-analysis and performance of selected musical repertoire, planned, presented, and evaluated under the guidance of the Graduate Seminar in Analysis instructor.

**MUS4705 Graduate Final Recital (1)**

Students give a public recital planned, presented, and evaluated under the guidance of the individual instruction teacher.



## **MUS4885 Graduate Final Project (1)**

## **MUS4999 Independent Study (1-3)**

Provides an opportunity for independent study or research under the direction of an instructor. See Undergraduate Policies and Procedures section on Independent Study for more details.

# **PHL Course Descriptions**

## **PHL1001 Introduction to Philosophy (3)**

Introduces some of the major figures and doctrines in the history of philosophy and to some enduring and contemporary philosophical questions.

## **PHL1100 Ancient Philosophy (3)**

Examines the origins of philosophical inquiry in the ancient world. Figures to be discussed may range from Confucius and Lao-Tzu to Plotinus and the Neo-Platonists. There is special emphasis on the writings of Plato and Aristotle and their continued influence.

## **PHL1105 Modern Philosophy (3)**

The seventeenth and eighteenth centuries were marked by the intellectual turmoil produced by the scientific revolution. This course introduces students to the ideas of some of the major philosophers of this period, from Descartes to Kant, and their efforts to come to terms with developments that remain crucial for us today. Topics to be discussed include the nature and limits of knowledge, science and religion, and freedom and determinism.

## **PHL1200 Moral Problems (3)**

After a brief introduction to some basic ideas in ethical theory, this course allows students to examine and discuss critically various contemporary moral problems, such as abortion, the death penalty, affirmative action, free speech, and civil disobedience.

## **PHL1205 Law, Morality, and Society (3)**

Introduces a variety of urgent moral, political, and social controversies that are closely connected with the law. There will be special emphasis on issues of race, gender, and class.

## **PHL1210 Political and Social Philosophy (3)**

Reading important historical philosophers from Plato to Marx, and examining how Eastern philosophers from Confucius to Ibn Khaldun have answered the question of "what is good government?", this course raises basic questions about politics, society, and social change. Why is government necessary? What are the limits of government action? When is revolution justified? Why is democracy a good thing? When are human beings genuinely free? Does capitalism promote or undermine democracy and freedom? Are there feasible alternatives to capitalism? The course will include contemporary problems and questions about government and society.

**PHL1215 Theories of the Good Life (3)**

What constitutes a good life for a human being? Where, if anywhere, is human happiness to be found? What makes a human life worth living? What gives meaning or purpose to a human life? Beginning with Plato and Aristotle and continuing into modern philosophy we will examine what makes a life worth living.

**PHL1300 Logic and Critical Thinking (3)**

An introduction to the analysis and evaluation of arguments using both formal and informal methods. Recommended for everyone who wants to improve their critical thinking and reading skills. Especially useful for anyone planning to take a graduate school admissions test, including the Graduate Record Examination (GRE), the Law School Admission Test (LSAT), and the Medical College Admission Test (MCAT).

**PHL1400 Philosophy of Science (3)**

**Prerequisite: A previous course in Philosophy or Natural Science, or permission of the instructor.**

The philosophy of science addresses questions about the nature and methods of science, about conceptual and foundational issues within the various sciences, and about the broader implications of scientific research. Specific topics may vary, but students will be introduced to competing views of the nature of scientific reasoning, learn to think critically about important scientific developments, and consider some of the ethical, social, political, and religious questions which they raise.

**PHL1405 Philosophy of Mind (3)**

**Prerequisite: A previous course in Philosophy or Psychology, or permission of the instructor**

The nature of mind and its relation to the physical world has been a perennial philosophical question. Can modern science offer a solution to this problem? This course examines both traditional issues (such as the mind-body problem, personal identity, and free will) and contemporary variants of these issues raised by research into artificial intelligence and work in cognitive science.

**PHL2105 Modern Philosophy (3)**

The seventeenth and eighteenth centuries were marked by the intellectual turmoil produced by the scientific revolution. This course introduces students to the ideas of some of the major philosophers of this period, from Descartes to Kant, and their efforts to come to terms with developments that remain crucial for us today. Topics to be discussed include the nature and limits of knowledge, science and religion, and freedom and determinism. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**PHL2110 Nineteenth Century Philosophy (3)**

Offers detailed discussions of the philosophical work of such figures as Hegel, Schopenhauer, Kierkegaard, Marx, and Nietzsche. This course is essential background for anyone who wants to understand the contemporary intellectual scene.

**PHL2200 Moral Problems (3)**

After a brief introduction to some basic ideas in ethical theory, this course allows students to examine and discuss critically various contemporary moral problems, such as abortion, the death penalty, affirmative action, free speech, and civil disobedience. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**PHL2205 Law, Morality, and Society (3)**

Introduces a variety of urgent moral, political, and social controversies that are closely connected with the law. There will be special emphasis on issues of race, gender, and class. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**PHL2210 Political and Social Philosophy (3)**

This course raises basic questions about politics, society, and social change. Why is government necessary? What are the limits of government action? When is it permissible to disobey the law? When is revolution justified? Why is democracy a good thing? When are human beings genuinely free? Does capitalism promote or undermine democracy and freedom? Are there feasible alternatives to capitalism? Readings may be from historical figures (e.g., Plato, Hobbes, Locke, Marx, Mill) or contemporary sources or both.

**PHL2220 Philosophy and the Environment (3)**

Offers a philosophical examination of a variety of key environmental issues. Topics to be discussed include the value of nature, property rights, world hunger, and the moral status of animals.

**PHL2225 Business Ethics (3)**

This course introduces students to competing ethical theories and conceptions of economic justice, and applies them to specific moral and social issues raised by contemporary business practices.

**PHL2230 Ethics and Professional Responsibility (3)**

This course is open only to students admitted to the Intensive Evening Degree Program. Examines major ethical theories and explores the application of those theories to current business, moral, and social issues. Illustrative case studies are used as well as other group exercises to enable the student to identify justice issues involved in specific problem areas of the work environment.

**PHL2235 Bioethics (3)**

This course considers some of the many ethical issues arising from the biological and medical sciences. Topics may include: reproductive rights, genetic research and engineering, ethical, social, and legal implications of the Human Genome Project, euthanasia and assisted suicide, resource allocation, organ donation, experimentation with humans and non-humans, and ethical issues in health care.

**PHL2300 Logic and Critical Thinking (3)**

An introduction to the analysis and evaluation of arguments using both formal and informal methods. Recommended for everyone who wants to improve their critical thinking and reading skills. Especially useful for anyone planning to take a graduate school admissions test, including the Graduate Record Examination (GRE), the Law School Admission Test (LSAT), and the Medical College Admission Test (MCAT). The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**PHL2400 Philosophy of Science (3)**

**Prerequisite:** A previous course in Philosophy or Natural Science, or permission of the instructor

The philosophy of science addresses questions about the nature and methods of science, about conceptual and foundational issues within the various sciences, and about the broader implications of scientific research. Specific topics may vary, but students will be introduced to competing views of the nature of scientific reasoning, learn to think critically about important scientific developments, and consider some of the ethical, social, political, and religious questions which they raise. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**PHL2405 Philosophy of Mind (3)**

**Prerequisite:** A previous course in Philosophy or Psychology, or permission of the instructor

The nature of mind and its relation to the physical world has been a perennial philosophical question. Can modern science offer a solution to this problem? This course examines both traditional issues (such as the mind-body problem, personal identity, and free will) and contemporary variants of these issues raised by research into artificial intelligence and work in cognitive science. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**PHL2410 Woman and Philosophy [CDiv] (3)**

Examines philosophical questions related, or of special concern, to women. Topics include the nature, status and role of women in influential religious, philosophical and cultural contexts, and theoretical and practical feminist issues addressed by traditional and contemporary philosophers. Emphasis is placed on ethical and political problems facing women today.

**PHL2415 Philosophy of Religion (3)**

Surveys traditional and modern problems associated with religion. Topics may include the nature of God, arguments for theism, the problem of evil, foreknowledge and freedom, science and religion, faith and the nature of religious belief, myths, symbols, and rituals, and spirituality. Fulfills three units of the Religion and Spirituality requirement.

**PHL2994 Teaching Assistant (1-3)**

Philosophy majors are required to earn at least one unit of credit as a teaching assistant to an instructor. Satisfies one unit of Career Development Requirement.

**PHL2997 Senior Thesis (3)**

Taken by majors in their senior year. Students write a 15-25 page paper on a topic of their choice in conjunction with an upper-division Philosophy course being offered in the same semester.

**PHL2999 Independent Study in Philosophy (1-3)**

Provides an opportunity for independent study or research in Philosophy under the direction of the instructor. See Undergraduate Policies and Procedures section on Independent Study.

## **REL Course Descriptions**

**REL1000 Introduction to the Old Testament (3)**

Reviews the Sacred Scriptures, which Jews and Christians share, as interpreted by the latest Biblical scholarship. Course includes guided reading of the Old Testament. Special attention is given to the role of women in the Bible and to issues of justice and peace.

**REL1005 Introduction to the New Testament (3)**

Offers an overview of the New Testament in keeping with the document of Vatican II on Revelation. Special attention is given to the way in which the teaching of the historical Jesus was transmitted in preaching before the final production of the canonical gospels.

**REL1100 Jesus of History, Christ of Faith (3)**

Examines Jesus Christ as a person in the light of the questions "Who do people say that I am?" and "Who do you say that I am?" (Mark 8:27, 29), and in the light of the answers given to these questions from the beginning of Christianity down to our own day.

**REL1105 Jesus and the Gospels (3)**

Introduces the messianic activity and person of Jesus proclaimed in the synoptic gospels.

**REL1110 The Study of the Gospel of Mark (3)**

Explores the earliest Gospel and attempts to discern the purposes of Mark in creating the Gospel-genre. Interpretive approaches through modern critical and feminist scholarship are studied.

**REL1120 Study of the Gospel of Luke and Acts (3)**

An in-depth study of the two volume work known as the Gospel of Luke and the Acts of the Apostles. Luke is credited with being the first Christian historian and the only evangelist to carry the story of Jesus into the early Christian era. In addition to a verse-by-verse examination of Luke-Acts, a special effort will be made to discern Luke's purpose in writing this work, the sociological situation of the community for which he was writing, and his understanding of Salvation History.

**REL1130 John, Gospel, and Letters (3)**

Explores the composition and structure of the Gospel of John and analyzes the Book of Signs and the Book of Glory, the relationship between the Gospel and the first Letter of John, and an introduction to a reading of the Apocalypse.

**REL1140 The Pauline Letters (3)**

Studies the letters of Paul to understand how the early Christians separated from Judaism and met the challenge of Hellenism.

**REL1145 Mystical Experience in the Religions of the Book (3)**

This course enables students to understand the similarities and originalities of the Judeo-Christian-Islamic religions through the lens of mysticism. We begin with mysticism in the Hebrew Bible and then read from the Christian mystics such as Julian of Norwich and Hildegard of Bingen, Kabbalah and Sufi mystics. We study what occurs when mysticism encounters the scientific revolution and the post-modern world.

**REL1200 Christianity: Beginnings to 1500 (3)**

Covers Christianity during its formative early period, growth and reaction to "Imperial Church", rise of monasticism, development of scholastic theology, and origins of Protestantism. Emphasizes richness and diversity of life-giving faith within the Christian communities from first to 16th centuries.

**REL1205 Modern Christianity (3)**

Explores Christianity from Reformation to the present. Emphasizes richness and diversity of various Christian communities. Analyzes how developments in Christianity reflect needs of the times. Reflects on the Christian message in our day.

**REL1210 Reel Religion: Christianity in Film (3)**

This course is designed to be an introduction to the study of the portrayal of Christianity in films. It introduces the vision and vocabulary helpful for film criticism and uses these tools in coordination with those of cultural studies and historical and theological criticism to critique films in terms of their composition, historical accuracy and theological and ethical messages. The interplay of the arts, particularly cinema, and religion in American culture is examined from both a historical and cultural standpoint

**REL1300 Church and Sacraments (3)**

Explores the history and theology of the Christian sacramental life with special emphasis on contemporary understandings of Baptism and Eucharist.

**REL1400 Challenged by Christian Ethics (3)**

Focuses on Christian ethical responsibility, including introductory moral foundations and selected contemporary issues of individual and social morality.

**REL1405 The Christian in Society (3)**

Considers revolutionary forces in the fields of economics, politics, culture, and religion which have been and are still shaping the modern world, and the responses formulated and being formulated by Christian theologians.

**REL1410 Marriage and Friendship (3)**

Explores the human and religious dimensions of marriage, family, and friendship. An exploration of the psychological, sociological, cultural, and theological factors that impact the problems, challenges, and possibilities of intimate relationships in the contemporary world.

**REL2000 Introduction to the Old Testament (3)**

Reviews the Sacred Scriptures, which Jews and Christians share, as interpreted by the latest Biblical scholarship. Course includes guided reading of the Old Testament. Special attention is given to the role of women in the Bible and to issues of justice and peace. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**REL2005 Introduction to the New Testament (3)**

Offers an overview of the New Testament in keeping with the document of Vatican II on Revelation. Special attention is given to the way in which the teaching of the historical Jesus was transmitted in preaching before the final production of the canonical gospels. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**REL2100 Jesus of History, Christ of Faith (3)**

Examines Jesus Christ as a person in the light of the questions "Who do people say that I am?" and "Who do you say that I am?" (Mark 8:27, 29), and in the light of the answers given to these questions from the beginning of Christianity down to our own day. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**REL2105 Jesus and the Gospels (3)**

Introduces the messianic activity and person of Jesus proclaimed in the synoptic gospels. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**REL2110 The Study of the Gospel of Mark (3)**

Explores the earliest Gospel and attempts to discern the purposes of Mark in creating the Gospel-genre. Interpretive approaches through modern critical and feminist scholarship are studied. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**REL2120 Study of the Gospel of Luke and Acts (3)**

An in-depth study of the two volume work known as the Gospel of Luke and the Acts of the Apostles. Luke is credited with being the first Christian historian and the only evangelist to carry the story of Jesus into the early Christian era. In addition to a verse-by-verse examination of Luke-Acts, a special effort will be made to discern Luke's purpose in writing this work, the sociological situation of the community for which he was writing, and his understanding of Salvation History. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**REL2130 John, Gospel, and Letters (3)**

Explores the composition and structure of the Gospel of John and analyzes the Book of Signs and the Book of Glory, the relationship between the Gospel and the first Letter of John, and an introduction to a reading of the Apocalypse. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**REL2140 The Pauline Letters (3)**

Studies the letters of Paul to understand how the early Christians separated from Judaism and met the challenge of Hellenism. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**REL2145 Mystical Experience in the Religions of the Book (3)**

This course enables students to understand the similarities and originalities of the Judeo-Christian-Islamic religions through the lens of mysticism. We begin with mysticism in the Hebrew Bible and then read from the Christian mystics such as Julian of Norwich and Hildegard of Bingen, Kabbalah and Sufi mystics. We study what occurs when mysticism encounters the scientific revolution and the post-modern world. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**REL2200 Christianity: Beginnings to 1500 (3)**

Covers Christianity during its formative early period, growth and reaction to "Imperial Church", rise of monasticism, development of scholastic theology, and origins of Protestantism. Emphasizes richness and diversity of life-giving faith within the Christian communities from first to 16th centuries. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**REL2205 Modern Christianity (3)**

Explores Christianity from Reformation to the present. Emphasizes richness and diversity of various Christian communities. Analyzes how developments in Christianity reflect needs of the times. Reflects on the Christian message in our day. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**REL2210 Reel Religion: Christianity in Film (3)**

This course is designed to be an introduction to the study of the portrayal of Christianity in films. It introduces the vision and vocabulary helpful for film criticism and uses these tools in coordination with those of cultural studies and historical and theological criticism to critique films in terms of their composition, historical accuracy and theological and ethical messages. The interplay of the arts, particularly cinema, and religion in American culture is examined from both a historical and cultural standpoint. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.



**REL2250 Religions of the World [CDiv] (3)**

Focuses on a critical survey of world religions, exploring the beliefs, rituals, sacred texts, and ethical ideals of representative religious manifestations of the past and present. Covers characteristic traits and patterns in tribal, imperial, naturalistic, mystical, and national religions. Examines the role assigned to women by world religions and the importance given to building a just and peaceful society.

**REL2300 Church and Sacraments (3)**

Explores the history and theology of the Christian sacramental life with special emphasis on contemporary understandings of Baptism and Eucharist. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**REL2400 Challenged by Christian Ethics (3)**

Focuses on Christian ethical responsibility, including introductory moral foundations and selected contemporary issues of individual and social morality. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**REL2405 The Christian in Society (3)**

Considers revolutionary forces in the fields of economics, politics, culture, and religion which have been and are still shaping the modern world, and the responses formulated and being formulated by Christian theologians. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**REL2410 Marriage and Friendship (3)**

Explores the human and religious dimensions of marriage, family, and friendship. An exploration of the psychological, sociological, cultural, and theological factors that impact the problems, challenges, and possibilities of intimate relationships in the contemporary world. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**REL2425 Liberation Theologies [CDiv] (3)**

This class focuses on theologies that strive to liberate oppressed and marginalized peoples, including Liberation Theology in Latin America, Dalit Theology in India, and Feminist and Black Theology.

**REL2430 Developments in Gender and Sexuality in Christianity [CDiv] (3)**

This course discusses and analyzes the evolution of images of masculinity and femininity, sexuality and gender beginning with Greco-Roman and Jewish traditions and analyzes their influence upon Christianity examining from its origins to the present day. We study changing understandings of celibacy, marriage, homosexuality and power using the tools of queer theory, feminist studies, and men's studies.

**REL2600 Voices in Christian Spirituality (3)**

Reading the Desert Mothers and Fathers, Augustine's Confessions, medieval mystics, Teresa of Avila, and modern spiritual leaders, this course explores the evolution of a personal spirituality in the Christian life. How do these authors form their personal spirituality, their connection to God, and a better understanding of themselves? How do they then relate this inner spirituality to the world around them?

**REL2605 Women's Spirituality [CDiv] (3)**

Focuses on history and experience of women in Christian churches using women's writings to better understand how women view themselves and their spiritual development. Explores underlying questions: "How do women live within the Christian community and express their spirituality?" "What influences might Christian feminist views have on our world?"

**REL2620 Way of the Earth [CDiv] (3)**

Explores the profound links between ecology and spirituality, between "Mother Nature" (Gaia concept) and conceptions of human/divine nature(s). The course aims to integrate perspectives on such topics as science and religion, the spirituality of indigenous peoples, ecofeminism, Creation Spirituality, and reverence for nature in the teachings of world religions.

**REL2994 Teaching Assistant (1-3)**

Offers an opportunity for outstanding Religious Studies majors to earn credit for assisting instructors may be arranged. Three units may be used as upper-division elective units in the major. Satisfies one unit of Career Development Requirement.

**REL2997 Senior Thesis (3)**

Taken by majors in their senior year. Students write a 15-25 page paper on a topic of their choice, written in conjunction with an upper-division Religious Studies course being offered in the same semester.

**REL2999 Independent Study in Religious Studies (1-3)**

Provides an opportunity for independent study or research in Religious Studies, which may be arranged under the direction of the instructor. See Undergraduate Policies and Procedures section on Independent Study.

## **SPA Course Descriptions**

**SPA1001 Introduction to Spanish I (3)**

Introduces the language and culture of the Spanish-speaking world. Students develop listening, speaking, reading, and writing skills, with emphasis on communication and introduction to the culture of the Spanish-speaking world. Increasing use of the Internet opens up new worlds to the beginning language student.

**SPA1008 Introduction to Spanish II (3)**

**Prerequisite:** SPA1001 or equivalent

Continuation of SPA 1001.

**SPA1016 Intermediate Spanish I (3)****Prerequisite: SPA1008 or equivalent, and/or Placement Test**

Students will continue developing their Spanish skills by reading, writing, researching, and conversing about actual issues facing a diverse community. Students will apply their learning in community-based learning activities that correspond to the focus of the class. Taking SP196 concurrently for one additional credit of community-based learning, which may also apply as one career development unit, is optional but highly recommended.

**SPA1024 Intermediate Spanish II (3)**

Continuation of Intermediate Spanish I.

**SPA2100 Advanced Spanish Composition and Grammar Review (3)****Prerequisite: SPA1024 or equivalent, and/or Placement Test**

Building on preceding foundation courses, this course provides a guided development of writing skills in Spanish along with a review of grammatical structures which generally need special attention at this level.

**SPA2106 Spanish Conversation Through Theatre(3)****Prerequisite: Two years of college Spanish or its equivalent such as completion of SPA1024**

Intermediate Spanish II, speaking Spanish at home, or by permission of the instructor.

ACTivate your Spanish through reading, discussing and acting out One-Act plays from some of the best known playwrights from the Spanish speaking world. Emphasis is on improving your oral skills in Spanish while learning about theatre written in Spanish from Latin America, Spain and the USA. Banish your inhibitions and have fun discovering how much you can communicate in Spanish after all.

**SPA2108 Advanced Spanish: La herencia cultural de latinoamérica [CDiv] (3)****Prerequisite: SPA2100 or SPA2124 or equivalent and/or Placement Test**

Taught in Spanish, this course gives a panoramic view of the culture and history of Latin America through journalistic and literary readings and film, not only in textbook form but also through the reading of daily newspapers via the Internet from countries all over the Spanish speaking world.

**SPA2116 Spanish Conversation through Film (3)****Prerequisite: SPA1024 or equivalent, and/or Placement Test**

Students have the opportunity to view films in Spanish, produced and directed in Spanish speaking countries. Conversation in Spanish follows on the issues raised regarding a variety of contemporary themes of relevance to recent developments.

**SPA2124 Spanish for a Bilingual World: Community Service and Business [CDiv] (3)****Prerequisites: SPA1024 (i.e., 4th semester or equivalent) and basic fluency**

This course is intended to help and prepare those who are working in community service agencies and offices where they are expected to perform a variety of tasks in Spanish for non-English speaking clients and patients. Assignments will focus on the writing of memos, e-mail, letters, reports, and filling out forms, interpreting and translating in role play situations, addressing groups in Spanish, and eliciting information. The content of the class will be tailored

to the areas in which students either are or expect to be working during their internships and community service work. Visits to local agencies and companies will be included, where possible.

**SPA2178 Community-Based Learning (1)**

**Prerequisite:** Concurrent enrollment in SPA1016 or SPA1024 or approval of the instructor

Students will organize lessons, maintain records, develop evaluation procedures and teach an English as a Second Language class on the NDNU campus. The ESL cafeteria class is offered Wednesday afternoons from 3:30-4:30 with students devoting an additional hour, 30 minutes before and after, for coordination of lessons and reflection.

**SPA2994 Teaching Assistant (1-3)**

Advanced undergraduate Spanish students, through classroom observation, tutoring, and some teaching, are shown the techniques used in foreign language instruction. May be used as upper-division units in the minor.

**SPA2999 Independent Study in Spanish (1-3)**

Provides an opportunity for independent study or research in Latin American Studies under the direction of the instructor.

## **THE Course Descriptions**

**THE1000 Introduction to the Theatre (3)**

Provides a survey of artistic collaborations, materials, and processes used in the creation of theatre arts events through a study of the evolution of drama, comparisons of playwrights, actors, directors and performance styles, design processes, and stage technology. Fulfills the Core Curriculum Arts Requirement.

**THE1005 Introduction to Oral Interpretation of Literature (3)**

Gives intensive analysis and oral performance of a wide range of literary genre: prose, poetry, and Romantic literature. Fulfills the Core Curriculum Arts Requirement.

**THE1010 All the World's a Stage (3)**

Students learn about the history of art forms and focus specifically on several important production companies along with film and television studies. Students attend performances and tour performance and production facilities and attend presentations by professionals from the theatre, dance, film, and television.

**THE1013 Theatre and Drama in the Schools (3)**

Students and faculty create a children's theatre touring production to be presented at elementary and middle schools throughout the Bay Area. Students learn the skills and techniques needed to create play scripts. They learn basic design and construction skills for costumes, properties, scenic elements, and musical components. Although some experience in theatre is preferred, there are no prerequisites for the course. Fulfills the Core Curriculum Arts Requirement.

**THE1015 Beginning Acting (3)**

Develops student's awareness of his/her physical response to emotion in order that he/she may truthfully recreate these responses in an appropriate way in acting scenes. The class utilizes constant activity including structured exercise and sensory practice. Fulfills the Core Curriculum Arts Requirement.

**THE1020 Makeup (1)**

Focuses on theory and practice of using theatre makeup. Emphasis is placed on corrective, middle age, old age, and character makeup.

**THE1025 Theatre Production and Stagecraft I (3)**

Provides an introduction to theatre production principles and theories, including stage management, theatre architecture, and basic scenic design, drafting, and rendering processes. Classroom work is reinforced with hands-on practice in the Theatre Arts Department stage facilities. Coursework is centered on individual projects and participation in departmental productions. Course requires a minimum of 15 hours of laboratory stagecraft time.

**THE1030 Theatre Production and Stagecraft II (3)****Prerequisite: THE1025**

Provides an introduction to the tools, materials, techniques, and procedures of scenic construction, stage operations, shop safety, properties, and scenic painting. Discusses the processes utilized to create scenic and properties components of stage productions. In-class work includes practice with tools and materials. Course requires a minimum of 15 hours of laboratory stagecraft time.

**THE1055 Scenic Design and Model Building (3)****Prerequisites: THE1000 and THE1025 or THE1030**

Provides an in-depth study of the process of creating theatrical scenery through a study of historical staging techniques to the most current scenic technology. Students are taught drafting and model-building skills and are challenged through projects in drafting, perspective, life drawing, and faux painting to communicate design ideas and construction information. Fulfills the Core Curriculum Arts Requirement.

**THE1059 Introduction to Arts Management (3)**

Students examine the various administrative functions that relate to selection, planning, financing, promotion, and staffing of performing arts events. Study includes theory and practice of arts administration ranging from professional to amateur organizations; practical experience in the management functions of theatre arts productions. Fulfills the Core Curriculum Arts Requirement.

**THE1060L Theatre Production: Theatre Administration (1-2)**

Provides practical experience in box office, house management, public relations and audience development.

**THE1065L Theatre Production: Costume Laboratory (1-2)**

Provides practical experience in building costumes or working on costume and/or make-up crews for Theatre Arts productions.

**THE1070L Theatre Production: Lighting and Sound Laboratory (1-2)**

Provides practical experience in working on light and sound crews for Theatre Arts productions.

**THE1075 Theatre Production: Rehearsal and Performance (1-2)**

Provides credit for participation as a performer in departmental productions. May be repeated for credit.

**THE1076L Theatre Production: Stagecraft Laboratory (1-2)**

Provides practical experience in working stage crews, scenic construction, painting, and lighting for Theatre Arts productions. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**THE1090 Assistant Stage Manager (1)**

Provides the opportunity for students to serve as Assistant Stage Manager for an NDNU Theatre Department production. Student Assistant Stage Managers are responsible for assisting the Stage Manager and the Director. They gain experience in the organization and implementation of the necessary theatre production process.

**THE1095 Stage Manager (1)**

Provides the opportunity for students to serve as Stage Manager for an NDNU Theatre Department production. Student Stage Managers are responsible to assist the production Director. They supervise technical crews, auditions, rehearsals, and performances. They gain experience in overseeing all aspects of organizing and implementing the necessary Theatre production process.

**THE1097 Assistant Director (1)**

Provides the opportunity for students to serve as Assistant Directors for an NDNU Theatre Department production. Student Assistant Directors assist the Director in planning and preparing all aspects of the play production. They serve as a liaison with the performers, Stage Manager, theatre staff and administration, and production personnel.

**THE2100 Intermediate Acting (3)****Prerequisite: THE1015 or permission of instructor**

Provides for intensive work in character analysis and development through exercises and scene study. Fulfills the Core Curriculum Arts Requirement.

**THE2105 Introduction to Oral Interpretation of Literature (3)**

Gives intensive analysis and oral performance of a wide range of literary genre: prose, poetry, and Romantic literature. Fulfills the Core Curriculum Arts Requirement.

**THE2110 All the World's a Stage (3)**

Students learn about the history of art forms and focus specifically on several important production companies along with film and television studies. Students attend performances and tour performance and production facilities and attend presentations by professionals from the theatre, dance, film, and television.

**THE2115 Advanced Acting (3)**

**Prerequisites:** THE1000, THE1015, THE2100

Provides an intensive study of period acting styles through monologue and ensemble scene work. Fulfills the Core Curriculum Arts Requirement.

**THE2120 Stage Lighting and Electrics (3)**

**Prerequisites:** THE1000, THE1025 or THE1030, and THE1055

Provides an introduction to the art and technology of theatrical and stage lighting through a study of the nature and psychology of light and the principles of electrics, production, documentation, lighting control systems (including computers), and conceptualization. Hands-on practice and application are highlighted in this course.

**THE2123 Costume Development and Design (4)**

**Prerequisites:** THE1000 and THE1025 or THE1030

Provides an introduction to the process of creating theatrical costumes, through a study of clothing style, historically and across cultures. Includes character and script analysis, conceptualization, patterning, and construction techniques. Sewing techniques and rendering skills are taught and exercised.

**THE2125 Theatre Production and Stagecraft I (3)**

Provides an introduction to theatre production principles and theories, including stage management, theatre architecture, and basic scenic design, drafting, and rendering processes. Classroom work is reinforced with hands-on practice in the Theatre Arts Department stage facilities. Coursework is centered on individual projects and participation in departmental productions. Course requires a minimum of 15 hours of laboratory stagecraft time. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**THE2130 Theatre Production and Stagecraft II (3)**

**Prerequisite:** THE2125

Provides an introduction to the tools, materials, techniques, and procedures of scenic construction, stage operations, shop safety, properties, and scenic painting. Discusses the processes utilized to create scenic and properties components of stage productions. In-class work includes practice with tools and materials. Course requires a minimum of 15 hours of laboratory stagecraft time. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**THE2135 Development of Drama and Theatre to 1600 (3)****Prerequisite: THE1000**

Provides the history of the theatre and its literature from ancient Greece to 1600. Fulfills the Core Curriculum Arts Requirement.

**THE2140 Development of Drama and Theatre from 1600 to 1800 (3)****Prerequisite: THE1000**

Provides the history of the theatre and its literature from the 17th century to 1800. Fulfills the Core Curriculum Arts Requirement.

**THE2145 Development of Drama and Theatre from 1800 to Present****Prerequisite: THE1000**

Provides a survey of modern theatre history and literature. Fulfills the Core Curriculum Arts Requirement.

**THE2150 Directing (3)****Prerequisite: THE1000, THE1015 or by permission of instructor**

Students examine the theories and practices of stage direction. Study includes the emergence of the position of the stage director, script selection and analysis, casting procedures, staging concepts, and discussions of the relationship of the director to the cast, designers, and technicians.

**THE2151 Children's Theatre (3)**

Provides theory of theatre education in the elementary school with practical projects planned for specific developmental levels. Fulfills the Core Curriculum Arts Requirement.

**THE2153 Theatre and Drama in the Schools (3)**

Students and faculty create a children's theatre touring production to be presented at elementary and middle schools throughout the Bay Area. Students learn the skills and techniques needed to create play scripts. They learn basic design and construction skills for costumes, properties, scenic elements, and musical components. Although some experience in theatre is preferred, there are no prerequisites for the course. Fulfills the Core Curriculum Arts Requirement. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**THE2155 Scenic Design and Model Building (3)****Prerequisites: THE1000 and THE1025 or THE1030**

Provides an in-depth study of the process of creating theatrical scenery through a study of historical staging techniques to the most current scenic technology. Students are taught drafting and model-building skills and are challenged through projects in drafting, perspective, life drawing, and faux painting to communicate design ideas and construction information. Fulfills the Core Curriculum Arts Requirement. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.



**THE2157 Acting for the Camera (3)**

Provides an exploration of specific techniques required for acting in television and film productions. Fulfills the Core Curriculum Arts Requirement.

**THE2159 Introduction to Arts Management (3)**

Students examine the various administrative functions that relate to selection, planning, financing, promotion, and staffing of performing arts events. Study includes theory and practice of arts administration ranging from professional to amateur organizations; practical experience in the management functions of theatre arts productions. Fulfills the Core Curriculum Arts Requirement. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**THE2160L Theatre Production: Theatre Administration (1-2)**

Provides practical experience in box office, house management, public relations and audience development.

**THE2165L Theatre Production: Costume Laboratory (1-2)**

Provides practical experience in building costumes or working on costume and/or make-up crews for Theatre Arts productions.

**THE2170L Theatre Production: Lighting and Sound Laboratory (1-2)**

Provides practical experience in working on light and sound crews for Theatre Arts productions.

**THE2175 Theatre Production: Rehearsal and Performance (1-2)**

Provides credit for participation as a performer in departmental productions. May be repeated for credit.

**THE2176L Theatre Production: Stagecraft Laboratory (1-2)**

Provides practical experience in working stage crews, scenic construction, painting, and lighting for Theatre Arts productions. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**THE2190 Assistant Stage Manager (1)**

Provides the opportunity for students to serve as Assistant Stage Manager for an NDNU Theatre Department production. Student Assistant Stage Managers are responsible for assisting the Stage Manager and the Director. They gain experience in the organization and implementation of the necessary theatre production process. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**THE2195 Stage Manager (1)**

Provides the opportunity for students to serve as Stage Manager for an NDNU Theatre Department production. Student Stage Managers are responsible to assist the production Director. They supervise technical crews, auditions, rehearsals, and performances. They gain experience in overseeing all aspects of organizing and implementing the necessary Theatre production process. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**THE2197 Assistant Director (1)**

Provides the opportunity for students to serve as Assistant Directors for an NDNU Theatre Department production. Student Assistant Directors assist the Director in planning and preparing all aspects of the play production. They serve as a liaison with the performers, Stage Manager, theatre staff and administration, and production personnel. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**THE2883 Directing Practicum (2)****Prerequisite: THE2150**

Offers practical experience in play directing.

**THE2886 Special Topics in Theatre (1-3)**

Special projects in theatre theory and design are available.

**THE2990 Theatre Internship (2)****Prerequisite: Permission of instructor**

Provides practical theatrical experience with an off-campus theatre organization. Satisfies two units of the Career Development Requirement.

**THE2994 Teaching Assistant (1-3)****Prerequisite: Permission of instructor**

Provides an opportunity for advanced Theatre Arts students to earn credit by assisting instructors in planning and conducting theatre courses and production activities.

**THE2999 Independent Study in Theatre Arts (1-3) Fall, Spring**

Provides an opportunity for independent study or research under the direction of an instructor. See Undergraduate Policies and Procedures section on Independent Study.

# **DIVISION OF BEHAVIORAL AND SOCIAL SCIENCES**

*Gregory B. White, Ph.D., Interim Dean*  
*Office of the Dean: (650) 508-3771*

The Division Behavioral and Social Sciences strives to improve the quality of life by addressing major contemporary social and scientific issues through problem- solving and logical inquiry. Our faculty are committed to exhibiting the highest personal, professional, and ethical standards. We foster respect for diversity in a multicultural society and we actively combat discrimination in all its forms. Our programs strive to instill a personal and professional appreciation and commitment to community, global service, and justice. We foster tolerance and acceptance for individual and group differences. An important element of our core curriculum is the education and training of students in the development of interpersonal skills, empathy, and respect for others as well as self-reflection and self-awareness.

## **Programs**

### **Undergraduate Majors / Minors**

- History
- Political Science
- Psychology
- Sociology

### **Master's Degrees**

- Art Therapy
- Marital and Family Therapy
- Clinical Psychology
- Clinical Psychology/Marriage and Family Therapy (MFT)

### **Graduate Certificates**

- Gerontology

# History

*Dr. Ali Ferdowsi, Chair, (650) 508-3610, aferdowsi@ndnu.edu*

The Department of History and Political Science offers a Bachelor of Arts degree in History. This major helps students comprehend the political, economic, social, religious, intellectual, and artistic experiences of peoples all over the world, and develop personal skills of research, organization, writing, and analysis. We challenge our students to understand how decisions made in the past continue to shape society and political discourse, and to appreciate their own agency in shaping a better world. Completing a major in History is excellent preparation for graduate study and for careers in law, politics, journalism, business, public administration, social work, nongovernmental advocacy organizations, and education.

## Bachelor of Arts: History

In addition to major requirements, students must meet Core Curriculum Requirements and General Degree Requirements.

Prerequisites		Units
HST1000	World History I	3
HST1010	World History II	3
PSC1000	Introduction to American Government	3
PSC1100	Introduction to Comparative Governments	3
<b>Total Prerequisites</b>		<b>12</b>
Major Requirements		Units
United States History		
Six units chosen from HST2300, HST2310, HST2330, HST2340, and PSC2320		6
European History		
Six units chosen from HST2200, HST2210, HST2220, and HST2230		6
Area Studies (Latin America, Asia, Africa, Middle East)		6
Six units chosen from PSC2130, PSC2140, PSC2150, and PSC2160		
PSC2400	Methods and Methodology	3
PSC2400L	Statistical Software in Behavioral Science Research	1
HST2880	Capstone: Versions of Utopia	3
Upper-division History Electives		6
<b>Total Major Requirements</b>		<b>31</b>
Other Degree Requirements* and General Electives		
* Other degree requirements include Core Curriculum Requirements and General Degree Requirements (e.g., Career Development, U.S. History).		81
<b>Total Unit Requirement</b>		<b>124</b>

*The distribution of units evenly among U.S., European, and Area Studies (6, 6, and 6) is only a recommended, not a required distribution. Because of the large number of general elective units available, the Department usually recommends a double major.*

## **Minor Requirements: History**

<b>Required Courses</b>		<b>Units</b>
HST1000	World History I	3
HST1010	World History II	3
PSC1000	Introduction to American Government	3
PSC1100	Introduction to Comparative Governments	3
Upper-division units in History, approved by Department Chair		9

Courses closely related to History but offered in other departments include:

- PSC2130 Latin American Area Studies
- PSC2140 African Area Studies
- PSC2150 Asian Area Studies
- PSC2160 Middle East Area Studies
- PSC2161 Model Arab League
- PSC2320 The Constitution
- PSC2330 Gender and the Law
- PSC2400 Methods and Methodology
- PSC2400L Statistical Software in Behavioral Science Research
- PSC2410 Political Psychology

# Political Science

*Dr. Ali Ferdowsi, Chair, (650) 508-3610, aferdowsi@ndnu.edu*

The Department of History and Political Science offers a Bachelor of Arts degree in Political Science. The program provides an understanding of important political ideas and ideologies as well as the workings of basic political processes and institutions. We challenge our students to understand how decisions made in the past continue to shape society and political discourse, and to appreciate their own agency in shaping a better world. Completing a major in Political Science is excellent preparation for graduate study and for careers in law, politics, journalism, business, public administration, social work, nongovernmental advocacy organizations, and education.

## Bachelor of Arts: Political Science

In addition to major requirements, students must meet Core Curriculum Requirements and General Degree Requirements.

Prerequisites		Units
HST1000	World History I	3
HST1010	World History II	3
<b>Total Prerequisites</b>		<b>6</b>
<b>Major Requirements</b>		<b>Units</b>
HST2110	History of Political and Social Thought	3
PSC1000	Introduction to American Government	3
PSC1100	Introduction to Comparative Governments	3
PSC2110	International Relations	3
PSC2300	State and Local Government	3
PSC2310	Parties, Politics, and Campaigning	3
PSC2400	Methods and Methodology	3
PSC2400L	Statistical Software in Behavioral Science Research	1
PSC2880	Capstone: Versions of Utopia	3
Upper-division Electives in Political Science		6
<b>Total Major Requirements</b>		<b>31</b>
Other Degree Requirements* and General Electives		
* Other degree requirements include Core Curriculum Requirements and General Degree Requirements (e.g., Career Development, U.S. History).		87
<b>Total Unit Requirement</b>		<b>124</b>

Because of the large number of elective units available, the department usually recommends a double major.

## Minor Requirements: Political Science

### Required Courses      Units

HST1000/1010	World History I	3
HST1010	World History II	3
PSC1000	Introduction to American Government	3
PSC1100	Introduction to Comparative Governments	3
Upper-division units in Political Science, approved by Department Chair		9

Courses closely related to Political Science but offered in other departments include:

- HST2110 History of Political and Social Thought
- HST2120 Modern Western Thought
- HST2220 Nazi Germany
- HST2230 Europe since World War II
- HST2300 American History, 1607-1877
- HST2310 American History, 1877-Present
- HST2330 History and Politics of the Civil Rights Movement in the United States
- HST2340 America's Ethnic History
- HST2400 Novels as History
- HST2410 Modern Times
- HST2420 History and Politics in Film

## Pre-Law Minor

*Dr. Ali Ferdowsi, Chair, (650) 508-3610, [aferdowsi@ndnu.edu](mailto:aferdowsi@ndnu.edu)*

The Pre-Law Minor at Notre Dame de Namur University is an interdisciplinary program that helps students to prepare for law school by enhancing their critical thinking and writing skills, and giving them substantial understanding of the social, cultural, historical, economic and political development of the law in the US and the world. The minor is designed for students who plan to attend law school or are interested in careers in fields closely related to the legal profession. Although the program is hosted by the Department of History and Political Science, students in any major in the undergraduate day school may participate.

The most common undergraduate majors for law students nationwide are Political Science, History and English. Nevertheless, the American Bar Association (ABA) does not recommend any particular major as the best preparation for law school. Instead, the ABA recommends that pre-law students take "a broad range of difficult courses from demanding instructors," and "seek courses and other experiences that will engage you in critical thinking about important issues, challenge your beliefs and improve your tolerance for uncertainty." NDNU's Pre-Law Minor has been designed with these factors in mind.

<b>Prerequisites</b>		<b>Units</b>
HST2320	Modern America	3
PHL2330	Formal Logic/Critical Thinking	3
PSC1000	Introduction to American Government	3
<b>Total</b>		<b>9</b>

\* These courses may be used to fulfill other requirements including General Degree Requirements.

<b>Requirements</b>		<b>Units</b>
ENG2108	Advanced Writing	3
PSC2320	The Constitution	3
PSC2340	Legal Reasoning and LSAT	3
<b>Total</b>		<b>9</b>

\*Students majoring in Political Science may not take PSC 2340 to fulfill their major requirements.

\* These courses may be used to fulfill other requirements including General Degree Requirements.

## **Electives Grouped by Program** **Six (6) Units**

### **Political Science**

PSC2110	International Relations	3
PSC2300	State & Local Government	3
PSC2330	Gender & the Law	3

### **English**

ENG1041	Classics of World Literature II	3
ENG2200	Survey of American Literature I	3
ENG2201	Survey of American Literature II	3
ENG2400	British Lit: Myth, Epic, and Romance	3
ENG2403	British Lit: The Age of Elizabeth	3
ENG2408	British Lit: Enlightenment and Revolution	3
ENG2412	British Lit: Modernism & Postmodern	3

### **History**

HST2110	History of Political and Social Thought	3
HST2120	Modern Western Thought	3
HST2330	History & Politics of Civil Rights Move	3
HST2440	Environmental Hist/Env Justice	3



**Philosophy**

PHL2100	Ancient Philosophy	3
PHL2200	Moral Problems	3
PHL2205	Law, Morality & Society	3
PHL2210	Political and Social Philosophy	3
PHL2235	Bioethics	3
PHL2410	Women and Philosophy	3

**Sociology**

SOC2309	Criminology	3
SOC2317	Deviant Behavior	3
SOC2345	The Color of Crime	3
SOC2349	Youth, Crime and Society	3
SOC2527	Urban Sociology	3
SOC2725	Social Problems	3

\* Students must take these six elective units from courses other than their majors.

## Psychology

*Dr. Gretchen Wehrle, Chair, (650) 508-3659, [gwehrle@ndnu.edu](mailto:gwehrle@ndnu.edu)*

The Bachelor of Arts degree in Psychology is offered by the Department of Psychology and Sociology. The degree is offered as both a traditional day and a part-time evening major. The evening psychology major does not differ from the day curriculum in any way, although some evening courses are offered in accelerated format for qualified students. Students have access to Windows, Macintosh and UNIX computer labs

Psychology is the branch of science that studies human behavior and mental processes. The department offers a strong general psychology curriculum, as recommended by the American Psychological Association. The core curriculum consists of basic coursework spanning the different subfields of psychology, from the clinical to the social to the experimental.

Special emphasis is placed on helping the psychology student to develop analytic skills and interdisciplinary perspectives, through lively classroom work, individual research, and community-based learning experiences. Students are encouraged to develop their own personalized curriculum after fulfilling the core courses, to equip them to bring innovation and interpersonal knowledge to their initial employment, or to go on to further graduate work. Undergraduate Psychology offers special articulated programs with NDNU's graduate programs in Art Therapy and Clinical Psychology, and with NDNU's Special Education degree programs. Articulated programs allow qualified students in their last year of undergraduate work to begin study for the master's degree, while completing the bachelor's degree. They are allowed to enroll in up to six units of selected graduate coursework, that fulfills the undergraduate psychology elective requirements, while also counting toward the master's degree.

## Bachelor of Arts: Psychology

In addition to major requirements, students must meet Core Curriculum Requirements and General Degree Requirements.

Prerequisites		Units
MTH2502	Statistics	3
PSY1001	Introduction to Psychology	3
Total Prerequisites		6

Major Requirements		Units
PSY2101	Personality Theory	3
PSY2109	Research Methods	4
PSY2117	Psychobiology	3
PSY2125	Cognitive Psychology	3
PSY2133	Social Psychology	3
PSY2141	Developmental Psychology (3)	3
or		
PSY2149	Developmental Psychology in the Classroom and Community (4)	
PSY2157	Abnormal Psychology (3)	3
or		
PSY2157W	Abnormal Psychology (Writing Intensive) (4)	
PSY2180W	History and Systems of Psychology (Capstone class/Writing Intensive)	4
Upper-division Psychology courses (electives)		9
Total Major Requirements		35
Other Degree Requirements* and General Electives		
* Other degree requirements include Core Curriculum Requirements and General Degree Requirements (e.g., Career Development, U.S. History).		83
Total Unit Requirement		124

*Note: Certain psychology courses help fulfill the Career Development Requirement, e.g., PSY2149, PSY2309. See course descriptions for the number of units satisfying the Career Development Requirement.*

## Minor Requirements: Psychology

Required Courses		Units
PSY1001	Introduction to Psychology	3
Upper-division units in Psychology (PSY2101 Personality Theory is recommended)		12
Total Unit Requirement		15

Courses listed below can be used as electives for the Psychology major:

- BIO2124 Forensic Science
- PSC2410 Political Psychology
- PHL2405 Philosophy of Mind
- REL2415 Discovering Values
- SOC1501 The Inner City: The Good, the Bad, and the Ugly
- SOC1502 Exploring the Inner World of the Inner City
- SOC1503 Lifestyles of the Poor and Infamous
- SOC1504 The Promise of the Inner City
- SOC2201 Social Change through Social Service I
- SOC2205 Social Change through Social Service II
- SOC2301 The Family
- SOC2317 Deviant Behavior
- SOC2325 Love and Violence
- SOC2333 Social Issues in the Community
- SOC2341 Crime in American Society
- SOC2349 Youth, Crime, and Society
- SOC2357 Careers in Community and Criminal Justice
- SOC2365 Careers in Sociology and Social Work
- SOC2417 Interpersonal/Intercultural Communication
- SOC2425 Cultures, Communities, and Criminality
- SOC2501 The Inner City: The Good, the Bad, and the Ugly
- SOC2502 Exploring the Inner World of the Inner City
- SOC2503 Lifestyles of the Poor and Infamous
- SOC2504 The Promise of the Inner City
- SOC2512 Sports, Service, and Society
- SOC2601 Animals in Society
- SOC2609 The Animal-Human Bond
- SOC2617 Teaching, Learning, and Healing through Animals

# Sociology

**Dr. Gretchen Wehrle, Chair, (650) 508-3659, gwehrle@ndnu.edu**

The Psychology/Sociology Department offers a Bachelor of Arts in Sociology degree with concentrations in Animals in Human Society, and Community and Criminal Justice. Sociology begins with the premise that human beings are social animals whose individual behavior is shaped by the interaction that takes place in the groups to which we belong. This perspective allows us to view the world beyond our immediate experiences and to recognize the relationship between our private lives and world events. Sociologists contend that social environments shape human behavior and that alternately, human beings are capable of changing social environments. As such, the Sociology major encourages direct involvement in communities of all kinds and ensures that ample opportunities to use sociology in community-based programs exist in our courses.

Students who major in Sociology at NDNU are prepared with the background to work with diverse populations in a variety of physical and social environments including human services, business, government, criminal justice, advocacy, education, health care, law, international relations, travel enterprises, and ecological concerns as well as arenas that foster the human-animal bond. A degree in Sociology also leads directly to graduate study in numerous disciplines and professions.

Sociology/MPA Articulated Program

The Sociology/Animals in Human Society concentration and the Sociology/Community and Criminal Justice concentration articulate with NDNU's graduate program Public Administration (MPA). The qualified student applies in advance of the last semester of undergraduate work to begin study for a master's degree while completing the bachelor's degree. The student is allowed to enroll in up to six units in selected graduate courses that fulfill undergraduate major requirements while also counting towards the master's degree.

## Bachelor of Arts: Sociology

In addition to major requirements, students must meet Core Curriculum Requirements and General Degree Requirements.

Prerequisites		Units
PSY1001	Introduction to Psychology (required for Animals in Human Society concentration)	3
SOC1001	Introduction to Sociology	3
SOC1009/2009	Cultural Anthropology	3

<b>Major Core Requirements</b>		<b>Units</b>
SOC2101	Classical Sociological Theory	3
or		
SOC2105	Contemporary Sociological Theory	
SOC2117	Analyzing Social Settings (Capstone)	4
PSY2133	Social Psychology	3
SOC2201	Social Change through Social Service I	3
SOC2205	Social Change through Social Service II	3
or		
Two 4-unit community engagement courses, selected with faculty advisor, from the Inner City Studies Series (SOC2501-2504), Streetwise Sociology (SOC2519)), Urban Sociology(SOC2527), or other community engagement classes in sociology as they are introduced.		6-8
SOC2317	Deviant Behavior	3
SOC2401	Race and Ethnicity in Cross Cultural Perspective	3
SOC2741	Social Class and Social Inequality(Stratification)	3
Two courses selected from sociology offerings with a prefix SOC and/or PSY2309 Community Psychology, and PSY2409 Building Community through Diversity.		6
<b>Lower division prerequisites</b>		<b>6</b>
<b>Upper division requirements</b>		<b>31-33</b>
Other Degree Requirements* and General Electives		
* Other degree requirements include Core Curriculum Requirements and General Degree Requirements (e.g., Career Development, U.S. History).		
<b>Total Unit Requirement</b>		<b>124</b>

## **Areas of Concentration**

Students will select one specialized area of courses as their concentration. Concentration(s) available for selection are:

### **Animals in Human Society**

#### **Requirements**

(3 upper division units from the list below, approved by advisor)

SOC2601	Animals in Society	1
SOC2609	The Animal-Human Bond	3
SOC2617	Teaching, Learning, and Healing through Animals	3
SOC2625	Animals, People, and the Environment	4
SOC2692	Animals, People, and the Environment---Fieldwork	1

#### **Electives**

BIO2148	Vertebrate Zoology (no lab)	3
BIO2108	Contemporary Environmental Issues (lab optional)	3-4
BIO2132	General Ecology (lab optional)	3-4
BUS2432	Technical Writing	3
SOC2633	Animals in Literature	3

\*With the approval of the minor advisor, SOC2886 Special Topics in Animals in Human Society, or SOC2999 Independent Study(specific to the minor) may be selected as AHS electives.

**Total Units** **15**

### **Community and Criminal Justice**

#### **Requirements**

SOC2309 Social Problems	3
SOC2317 Deviant Behavior	3
SOC2349 Youth, Crime, and Society	3
SOC2345 The Color of Crime	3

#### **Electives**

(3 upper division units from the list below, approved by advisor)

BIO2124 Forensic Science	4
PSC2320 The Constitution	3
SOC2333 Social Issues in the Community	3
SOC2357 Careers in Community and Criminal Justice	0.5
SOC2425 Cultures, Communities, and Criminality	3
SOC2725 Social Problems	3

\*With the approval of the advisor, SOC2886 Special Topics in CCJ, or SOC2999 Independent Study(specific to the concentration) may be selected as CCJ electives. Community Engagement Courses listed in Community Engagement requirements may also be selected as CCJ electives, but not double-counted as satisfying both an elective and I/CE requirement.

**Total Units** **15**

### **Minor Requirements: Sociology Minor**

#### **Prerequisite**

SOC1001 Introduction to Sociology	3
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#### **Core Requirement**

SOC2317 Deviant Behavior	3
SOC2401 Race and Ethnicity in Cross Cultural Perspective	3
SOC2741 Social Class and Social Inequality (Stratification)	3

#### **Electives**

One course selected from sociology offerings with a prefix of SOC and/or PSY2133 Social Psychology, PSY2309 Community Psychology, and PSY2409 Building Community through Diversity	3
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**Total Units** **12**

## Minor Requirements: Animals in Human Society Minor

Prerequisite		
SOC1001	Introduction to Sociology	3
Core Requirement		
SOC2609	The Animal-Human Bond	3
Electives		
(9 upper division units from the list below, approved by advisor)		
BUS2432	Technical Writing	3
SOC2601	Animals in Society	1
SOC2617	Teaching, Learning, and Healing through Animals	3
SOC2625	Animals, People, and the Environment	4
SOC2633	Animals in Literature	3
SOC2692	Animals, People, and the Environment---Fieldwork	1

\*With the approval of the minor advisor, SOC2886 Special Topics in Animals in Human Society, or SOC2999 Independent Study(specific to the minor) may be selected as AHS electives.

**Total Units 12**

## Minor Requirements: Community and Criminal Justice Minor

Prerequisite		
SOC1001	Introduction to Sociology	3
Core Requirement		
SOC2309	Criminology	3
SOC2317	Deviant Behavior	3
SOC2349	Youth, Crime, and Society	3
SOC2345	The Color of Crime	3
Electives		
(3 upper division units from the list below, approved by advisor)		
BIO2124	Forensic Science	4
PSC2320	The Constitution	3
SOC2333	Social Issues in the Community	3
SOC2357	Careers in Community and Criminal Justice	0.5
SOC2425	Cultures, Communities, and Criminality	3
SOC2725	Social Problems	3

\*With the approval of the minor advisor, Community Engagement Courses listed in Internship/Community Engagement requirements, SOC2886, Special Topics in CCJ, or SOC2999 Independent Study (specific to the concentration) may be selected as CCJ electives.

**Total Units 15**

# Master's Degrees in Art Therapy Psychology

*Dr. Richard Carolan, Chair, (650) 508-3556, rcarolan@ndnu.edu*

The Art Therapy Psychology Department at Notre Dame de Namur University is the only one of its kind in northern California. It is unique because it provides a Master of Arts Art Therapy as well as a clinical licensure track leading to a Master of Arts in Marriage and Family. Both the MA in Art Therapy and the MA in Marriage and Family Therapy degrees lead to registration as an art therapist (ATR). The department also offers a Post Master's Advanced Standing option toward the MA in Art Therapy.

The Art Therapy Psychology Department draws applicants from around the world; more than 30% of students come from outside of California. NDNU's Art Therapy Psychology graduates work with children, adolescents, couples, adults, families, groups, and communities, bringing art therapy into a wide variety of settings-- including, schools, mental health programs, inpatient, outpatient, hospitals, community centers, nursing homes, assisted living centers, prisons, private practice, and more. NDNU Art Therapy students are interested in creativity and imagery and how both promote healing.

The MA in Art Therapy has two tracks of study. For those with a Bachelor's degree and are not interested in clinical licensure as an MFT in California, the program of study consists of 54 units. For those with a Master's degree in a related field (e.g. behavioral science, education, art), the department offers a Post Master's Advanced Standing program of study that consists of 30 units within the MA Art Therapy program (see below for details). The MA in Marriage and Family Therapy is a 60 unit program of study that leads to licensure as a Marriage and Family Therapist (MFT) in the state of California.

**Course of Study I leads to a Master of Art in Marriage and Family Therapy.** This course of study consists of 60 units (not including prerequisite courses) and is designed to prepare a Marriage and Family Art Therapist whose education is intended to fulfill the requirements of the Marriage and Family Therapist (MFT) in California. This can often satisfy certification or licensure in other states. This course of study also meets the requirements to become eligible for Registration (ATR) by the Art Therapy Credentials Board.

**Course of Study II leads to a Master of Arts in Art Therapy.** This course of study consists of two tracks (IIa and IIb) and prepares students who wish to be eligible for the ATR, but who are not intending to pursue clinical licensing as an MFT in California or any other state.

- IIa. For those with a Bachelor's degree and are not interested in clinical licensure as an MFT in California, the program of study consists of 54 units (not including prerequisite courses). This course of study prepares students who wish to be eligible for the ATR.
- IIb. Post Masters Advanced Standing option: This course of study is 30 units (not including prerequisite courses) and is for students who hold a graduate degree in a related field (Art, Education, and Behavioral Science) from an accredited institution.



This course of study prepares students who wish to be eligible for the ATR. Seven hundred (700) hours of supervised clinical practicum are required over at least two academic terms. (See Admission requirements below for qualifications to enter this track).

Applicants desiring an ATR must, after completing the program, complete an additional 1000 hours of supervised art therapy experience. One hundred (100) hours of supervision by a licensed professional are required (one hour of supervision for every ten hours of direct client contact) of which a minimum of fifty (50) hours must be provided by an ATR or ATR-BC. (Post-Master's Advanced Standing students should consult the American Art Therapy Association and the Art Therapy Credentials Board for updated requirements). Advancement to candidacy is not automatic. The Professional Evaluation Committee (PEC) provides ongoing professional and academic evaluation of students as they progress throughout the program. The Masters' programs in the Art Therapy Psychology Department at Notre Dame de Namur University are approved by the American Art Therapy Association, Inc.

## **Program Requirements**

### **Foundation Courses/Prerequisites for Course of Study I (60 units) and II a (54 units)**

A bachelor's degree in art, psychology, or behavioral science is preferred. A total of twelve semester units (or 18 quarter units) in psychology which includes courses in each of the following foundation areas are required:

- General Psychology
- Personality Theory
- Developmental Psychology
- Abnormal Psychology

Additionally, eighteen units, 27 quarter units, or equivalent are required in the foundation content areas of two and three dimensional studio art and design. All foundation areas must be completed within the first year.

### **Foundation Courses/Prerequisites for Course of Study IIb**

#### **Post Master's Advanced Standing Track (30 units)**

Transcript of Master's degree (minimum 48 semester units or 72 quarter units) from an accredited institution in the United States, or equivalent academic preparation outside of the U.S. (Related Master's degrees include: counseling, social work, psychology, psychiatric nursing, other mental health professions, expressive or creative arts therapies. Related degrees not tied to licensure include the fine arts, art education, and special education. Other related degrees may be considered with approval from the Department Chair).

18 semester units (or 27 quarter units) or equivalent in a range of media in studio art must be completed no later than 12 months after entering the program (including credits taken before admission).

Prior to completion of the (Advanced Standing Post Masters) Master's in Art Therapy Degree, the student must supply the Art Therapy Psychology Department documentation of the following content areas at the graduate level: psychopathology, human growth and development, counseling and psychological theories, cultural and social diversity, assessment, research, and studio art. Content areas can be completed as part of related Master's degree or taken simultaneously during the Post Master's Art Therapy studies; however, a completed Master's degree in a related field is required in order to pursue the Post-Master's option.

## Programs of Study and Course Requirements

### Courses of Study I, IIa, and b

Course Code	Course Title	Course I 60 Unit MFT	Course IIa 54 Unit MA	Course IIb 30 Unit Post Master's
GPY4178	Introduction to Art Therapy I	-	1	1
GPY4179	Introduction to Art Therapy II	-	2	2
GPY4200	Communication and Counseling Skills	3	3	-
GPY4205	Advanced Human Development	3	3	-
GPY4210	Methods of Group and Family	3	3	-
GPY4215	Principles of MFT	3	3	-
GPY4220	Psychological Assessment I	2	2	-
GPY4225	Psychological Assessment II	1	1	1
GPY4230	Psychopathology*	3	-	-
GPY4235	Substance Abuse: Theory/Assessment/Intervention	2	-	-
GPY4240	Cross-Cultural Issues	3	3	1
GPY4245	Human Sexuality	2	2	-
GPY4250	Psychopharmacology*	2	-	-
GPY4255	Professional Ethics and Law I	2	2	-
GPY4260	Professional Ethics and Law II	1	1	1
GPY4263	Child Abuse	1	1	1
GPY4266	Domestic Violence	1	1	-
GPY4269	Eldercare	1	1	-
GPY4300	Art Therapy Techniques: Group Experience	1	1	1
GPY4305	Art Therapy Techniques: Special Populations	1	1	1
GPY4310	Art Therapy Techniques: Integrating Creative Arts	1	1	1
GPY4315	Metaphors in Psychopathology: Children	1	1	1
GPY4320	Metaphors in Psychopathology: Adolescents	1	1	1
GPY4325	Metaphors in Psychopathology: Adults	1	1	1

GPY4350	Practicum I	3	3	3
GPY4355	Practicum II	3	3	3
GPY4365	Seminar I	3	3	3
GPY4370	Seminar II	3	3	3
GPY4384	Research: Methodology	2	2	-
GPY4396	Research: Project	3	3	3
GPY4397	Research: Thesis Completion	3	-	-
GPY4286	Special Topics	1	2	2
<b>Total</b>		<b>60</b>	<b>54</b>	<b>30</b>

\*Special Topics includes courses such as Sandplay, Trauma and Art Therapy, Focusing-Oriented Art Therapy, and more.

Oral and Thesis/Grant must be satisfactorily completed before graduation. Orals Guidelines are available in the Art Therapy Office.

## Licensing Options after Graduation

### Course of Study I MA in Marital and Family Therapy

#### MFT/ATR Internship

MFT: Register for an MFT Intern Number;  
3000 hours supervised by licensed clinician;  
May Include up to 1300 pre-graduation  
hours

ATR: 1000 art therapy direct contact hours;  
Post-education supervision hours: 199 of  
which a minimum of 50 hours must be under  
a current ATR or current ATR-BC

#### MFT Exams

**Art Therapy Registration and Board  
Certification (BC) Exam**

**Primary Family Therapist and Art  
Therapist**

### Course of Study IIa MA in Art Therapy

Iib check with AATA and ATCB

#### ATR Internship

ATR: 1000 art therapy direct client contact  
hours; Post-education supervision hours:100  
of which a minimum of 50 hours must be  
under a current ATR or Current ATR-BC

**Art Therapy Registration and Board  
Certification (BC) Exam**

**Art Therapist**

## **Program-Specific Admission Requirements**

### **Courses I (MFT 60 units) and II a (MA in Art Therapy, 54 units)**

Completed application materials are due by April 1, August 1, or December 1 for entrance in Summer, Fall, or Spring, respectively

- A bachelor's degree from an accredited institution
- Foundation Courses/Prerequisites
- A minimum of eighteen (18) semester hour credits or twenty seven (27) quarter-hour credits, of study in studio art; and
- A minimum of twelve (12) semester hour credits or eighteen (18) quarter-hour credits, of study in psychology: general psychology, developmental psychology, abnormal psychology, and personality theory
- A cumulative grade-point average of 2.5 or better
- Two recommendation forms
- An autobiographical statement which discusses the applicant's interests in art therapy
- A portfolio of 12 color images of personal art work representing a range of media.

For further information contact the Art Therapy Psychology Department at (650) 508-3556 or [arttherapy@ndnu.edu](mailto:arttherapy@ndnu.edu) or Graduate Admission at (800) 263-0545.

### **Course IIb: Post Masters Advanced Standing (MA in Art Therapy, 30 units)**

- Transcript of Master's degree minimum 48 semester units or 72 quarter units) from an accredited institution in the United States, or equivalent academic preparation outside of the U.S. (Related Master's degrees include: counseling, social work, psychology, psychiatric nursing, other mental health professions, expressive or creative arts therapies. Related degrees not tied to licensure include the fine arts, art education, and special education. Other related degrees may be considered with approval from the Department Chair).
- 18 semester units (or 27 quarter units) or equivalent in a range of media in studio art must be completed no later than 12 months after entering the program (including credits taken before admission).
- Prior to completion of the Post-Master's Art Therapy master's degree, the student must supply the Art Therapy Psychology Department documentation of the following content areas at the graduate level: psychopathology, human growth and development, counseling and psychological theories, cultural and social diversity, assessment, research, and studio art. Content areas can be completed as part of related Master's degree or taken simultaneously during the Post Master's Art Therapy studies; however, a completed Master's degree in a related field is required in order to pursue the Post-Master's option.

For additional information, please contact the Art Therapy psychology office (650) 508-3556 or [arttherapy@ndnu.edu](mailto:arttherapy@ndnu.edu), or Graduate Admissions at (650) 508-3600 or [grad.admit@ndnu.edu](mailto:grad.admit@ndnu.edu).

# **Master's Degrees in Clinical Psychology/ Marriage and Family Therapy (MFT)**

Master of Science (for all new students accepted and enrolled in the program from the Spring 2009 semester and beyond, as well as those current students who applied and were accepted into the degree name change).

Master of Arts (for students accepted and enrolled in the program prior to the Spring 2009 semester). Please note that program requirements, course descriptions, etc apply to both the Master of Science and Master of Arts degree.

***Dr. Nusha Askari, Chair, (650) 508-3557, askari@ndnu.edu***

The Department of Clinical Psychology and Gerontology offers programs leading to the Master of Science in Clinical Psychology (Option 1) and in Clinical Psychology/ Marriage and Family Therapy (MFT) (Option 2). These exciting master's programs are based upon the scientist-practitioner model and provide training, research, and personal growth in the field of Clinical Psychology and Marriage and Family Therapy (preparation for MFT licensure). Both programs provide comprehensive clinical training, and offer a range of innovative courses in psychotherapy and psychological assessment. Our students have the opportunity to learn psychodynamic, cognitive behavioral, dialectic behavioral, interpersonal, emotionally-focused, family systems, humanistic, marital and family, play, sand play, expressive arts, experiential, somatic, and brief psychotherapies. Similarly, our students practice Psychodiagnostic Assessment (adult and child) in personality, intellectual functioning, emotional functioning, cognitive functioning and art therapy, as well as Geriatric Assessment, which includes capacity evaluation, cognitive functioning, independent living, and elder abuse. Students also acquire a solid foundation in research via an individual capstone Thesis Project in a trilogy of Thesis courses. The Department also offers an embedded Concentration in Clinical Gerontology. Five prerequisite undergraduate foundation courses may be obtained at Notre Dame de Namur University or transferred from other accredited institutions. The two program options are:

## **Option I: Master of Science in Clinical Psychology**

This degree program consists of 37 units. This option prepares students for future doctoral studies in the field of psychology or may serve as a terminal degree for master's level mental health professionals who wish to work within a broad range of clinical and administrative settings, integrating psychobehavioral-educational interventions, within the healthcare field. Courses review those skills and topics most useful to the beginning mental health practitioner. Students may also choose an optional embedded Concentration in Clinical Gerontology, comprising 8 additional units of study. Upon completion of the degree requirements and the concentration, students are awarded both the MS in Clinical Psychology degree and a Concentration in Clinical Gerontology (with certificate).

## **Option II: The Master of Science in Clinical Psychology/Marriage and Family Therapy (MFT)**

This degree program consists of 60 units. The program meets the educational requirements for MFT licensure as defined by the California Board of Behavioral Sciences (BBS). Once licensure is successfully obtained, the individual is qualified for work as a therapist in a variety of mental health professions. For MFT licensure, the BBS presently requires 3000 hours of field practicum experience. A maximum of 1300 hours may be acquired prior to graduation from our program. The 60 unit MS Clinical Psychology/MFT program provides 500 hours of field practicum experience (250 per semester), to be gained concurrently with enrollment in Case Seminar. Approved training sites include government agencies, nonprofit agencies, schools, and licensed health facilities. Additionally, personal psychotherapy is strongly recommended during the program and may even be required by instructor, advisor, faculty or chair.

Courses review the highly specific range of skills required by the beginning practitioner, prepare the student for the MFT licensing exams, and also address the needs of any student who desires to continue studies in a doctoral psychology program or work in a clinical setting. An optional embedded Concentration in Clinical Gerontology, comprising 8 units, can also be earned with the MS in Clinical Psychology/MFT degree. Upon completion of the degree requirements and the concentration, students are awarded both the MS in Clinical Psychology/Marriage and Family Therapy (MFT) degree and a Concentration in Clinical Gerontology (with certificate).

## **Program Requirements for both Master of Science in Clinical Psychology Programs (MS and MFT)**

### **Prerequisites (may be taken at NDNU)**

A prerequisite with a grade of B- or better in the following courses is required:

- General Psychology
- Personality Theory
- Developmental Psychology
- Abnormal Psychology
- Statistics

\* Please note that while public California Colleges and Universities may not allow “retaking” of courses with “D or better” grade, we require a B- or better for each prerequisite. If these courses need to be retaken, the student may opt to retake them here at NDNU, upon approval of the Clinical Psychology and Gerontology Department Chair. Also, please note that no online, web-based or distance learning classes will be accepted towards any degree requirements inclusive of prerequisite and transfer courses. All prerequisites must be completed by 15 graduate units.

## **Admission**

Both Master's programs in Clinical Psychology require the following:

1. Completed Application and Fee (see Graduate Admissions)
2. Transcripts (see Graduate Admissions)
3. Minimum GPA 3.0
4. Prerequisites (see above)
5. Four letters of recommendation (two academic, two professional)
6. Autobiographical Statement: About 2-3 pages describing why you are interested in the field, program, NDNU, as well as other pertinent personal or professional experience.

## **Clinical Psychology and Gerontology Department Application Submission Timelines**

To be considered for Fall Semester, please submit your completed application packet to the Graduate Admissions Office by May 15th.

To be considered for Spring Semester, please submit your completed application packet to the Graduate Admissions Office by November 7th.

To be considered for Summer, please submit your completed application packet to the Graduate Admissions office by April 3rd.

Other: Upon recommendation of the faculty, based on evaluation of writing samples, students may be required by the Program Director or Chair to take additional coursework in writing, inclusive of APA style writing.

At 15 graduate units, students will be evaluated for advancement to candidacy, pending academic performance and suitability (all five prerequisites met, grade of B- or better in all classes, 3.0 overall GPA). Professional and clinical suitability will be evaluated by the department. Registration may be delayed due to failure to fulfill prerequisites and requirements.

No incompletes will be given in any of the research courses. Similarly, no incompletes will be given in other courses unless approved at department level, and only under documented extenuating circumstances, upon approval.

Letter grades will be earned for the embedded Concentration in Clinical Gerontology (with certificate)

.The CPY6992 course will be taken as Pass/No Pass.

A student may not take the same course more than two times, inclusive of withdrawals. Doing so may result in dismissal from the program and non-conferment of degree. Exceptions may be made by the Department.

## Research Guidelines

CPY4884 Research: Methodology, CPY4996 Research: Proposal and CPY4997 Research: Completion must be completed during the semester that the course is taken. Students must attend all three courses at Notre Dame de Namur University while completing the Research track. No Incompletes or arrangements for an Independent Study are accepted. Failure to successfully complete the Research and fulfill all course requirements within the semester the course is taken will result in a NP (No Pass) grade and the student will be required to repeat the course. However, please note, as above, a student may not take the same course more than two times and doing so may result in dismissal from any program in the department and non-conferment of degree. Students must have completed all Research courses prior to graduation, displaying academic competence and meeting all of the requirements.

## Master of Science in Clinical Psychology (Option I)

Core Courses		Units
CPY4205	Neurophysiology and Psychopharmacology	2
CPY4210	Psychopathology I	3
CPY4215	Psychopathology II	3
CPY4230	Lifespan Development	3
CPY4235	Human Sexuality	1
CPY4240	Psychodynamic Psychotherapy	3
CPY4245	Professional Ethics and Law	3
CPY4310	Cognitive Behavioral Therapy	2
CPY4420	Clinical Practicum I *	3
CPY4430	Clinical Case Seminar*	3
CPY4884	Research: Methodology	3
CPY4996	Research: Proposal	3
CPY4997	Research: Completion	3
<b>Elective Course(s) **</b>		
Two elective units that may be chosen from any of the following courses:		2
CPY4200	Group Psychotherapy (1)	
CPY4220	Cross-cultural Issues (2)	
CPY4225	Principles of MFT (3)	
CPY4250	Clinical Child Assessment and Treatment (3)	
CPY4255	Clinical Assessment of Adults (3)	
CPY4260	Abuse in Family Systems (2)	
CPY4265	Diagnosis and Treatment of Addictions (1)	
CPY4270	Psychotherapeutic Techniques of Brief Therapy (2)	
CPY4275	Couples Psychotherapy (3)	
CPY4422	Clinical Practicum * (3)	
CPY4432	Clinical Case Seminar * (3)	
<b>Total</b>		<b>37</b>



**Optional:**

CPY6992      Field Supervised Experience (3)

<b>Concentration in Clinical Gerontology (Includes Certificate)</b>	<b>8</b>
GER4110 Assessment In Clinical Gerontology	2
GER4115 Biopsychosocialspiritual Aspects of Aging	2
GER4120 Psychotherapeutic Techniques in Aging	2
GER4135 Ethnicity & Aging	1
GER4145 Dying, Death, and Bereavement	1
<b>Total</b>	<b>45</b>

A certificate will be awarded for the Concentration in Clinical Gerontology upon successful completion of the Clinical Psychology degree and requisite Clinical Gerontology courses. Letter grades will be earned for the embedded Concentration in Clinical Gerontology (with certificate).

\*Students must complete all core courses except CPY4884, CPY4996, CPY4997 prior to taking this two semester sequence. The Fall semester of Practicum / Clinical Case Seminar (six units) is required for students prior to or during any field work. Students may opt to get placement in a research facility if they are planning to go on to doctoral studies. Such a placement should be coordinated with and must be approved by the Program Director or Chair.

\*\* The two unit elective may be in a specialized area of interest to be approved by advisor.

## **Master of Science in Clinical Psychology/Marriage and Family Therapy (MFT) (Option II)**

<b>Required Core Courses</b>	<b>Units</b>
CPY4200      Group Psychotherapy	1
CPY4205      Neurophysiology and Psychopharmacology	2
CPY4210      Psychopathology I	3
CPY4215      Psychopathology II	3
CPY4220      Cross-cultural Issues	2
CPY4225      Principles of MFT	3
CPY4230      Lifespan Development	3
CPY4235      Human Sexuality	1
CPY4240      Psychodynamic Psychotherapy	3
CPY4245      Professional Ethics and Law	3
CPY4250 *      Clinical Child Assessment and Treatment	3
or	
CPY4255 *      Clinical Assessment of Adults	
CPY4260      Abuse in Family Systems	2
CPY4265      Diagnosis and Treatment of Addictions	1
CPY4270      Psychotherapeutic Techniques of Brief Therapy	2
CPY4275      Couples Psychotherapy	3
CPY4310      Cognitive Behavioral Therapy	2

CPY4420	Clinical Practicum I **	3
CPY4422	Clinical Practicum II **	3
CPY4430	Clinical Case Seminar I **	3
CPY4432	Clinical Case Seminar II **	3
CPY4540	Advanced Clinical Seminar	2
CPY4884	Research: Methodology	3
CPY4996	Research: Proposal	3
CPY4997	Research: Completion	3
<b>Total</b>		<b>60</b>

**Optional:**

CPY6992      Field Supervised Experience (3)

<b>Concentration in Clinical Gerontology (with certificate)</b>		<b>8</b>
GER4110	Assessment In Clinical Gerontology	2
GER4115	Biopsychosocialspiritual Aspects of Aging	2
GER4120	Psychotherapeutic Techniques in Aging	2
GER4135	Ethnicity & Aging	1
GER4145	Dying, Death, and Bereavement	1
<b>Total</b>		<b>68</b>

\*Students may take either CPY4250 or CPY4255 to fulfill degree requirements.

A certificate will be awarded for the Concentration in Clinical Gerontology upon successful completion of the Clinical Psychology degree and requisite Clinical Gerontology courses. Letter grades will be earned for the embedded Concentration in Clinical Gerontology (with certificate).

\*\* Students must complete all core courses except CPY4884, CPY4996, CPY4997 prior to taking this two semester sequence. The Fall semester of Practicum / Clinical Case Seminar (six units) is required for students prior to or during any field work. Students may opt to get placement in a research facility if they are planning to go on to doctoral studies. Such a placement should be coordinated with and must be approved by the Program Director or Chair.

*Letter grades will be earned for the embedded Concentration in Clinical Gerontology (with certificate).*

## **Concentration in Clinical Gerontology (with certificate)**

This optional embedded Concentration in Clinical Gerontology is available to students pursuing either the Master of Science in Clinical Psychology degree or the Master of Science in Clinical Psychology/ Marriage and Family Therapy degree. Please note: Effective Fall 2008, the Department of Clinical Psychology and Gerontology will no longer offer a master's degree in Clinical Gerontology.

The Clinical Gerontology Certificate encompasses:

	<b>Units</b>
GER4110      Assessment in Clinical Gerontology	2
GER4115      Biopsychosocialspiritual Aspects of Aging	2
GER4120      Psychotherapeutic Techniques in Aging	2
GER4135      Ethnicity & Aging	1
GER4145      Dying, Death, and Bereavement	1
<b>Total Unit Requirement</b>	<b>8</b>

# CPY Course Descriptions

## **CPY4200 Group Psychotherapy (1)**

Explores the composition, development, and process of the group as a vehicle for individual and social change including a cursory survey of current group methodologies. The development of effective group membership and leadership skills is emphasized. BBS 4980.40 (2)

## **CPY4205 Neurophysiology and Psychopharmacology (2)**

**Prerequisites:** PSY1001, PSY2101, and PSY2157

This course introduces the basic components of the brain and the central nervous system, focusing upon the role of sensation, perception, learning, mood, and memory in mental health. A review of the range of psychotropic medications used in the management of psychological health is included. BBS 4980.81 (g)

## **CPY4210 Psychopathology I (3)**

**Prerequisites:** PSY1001, PSY2101, and PSY2157

**Corequisite:** CPY4205

This two-semester course focuses upon the diagnostic system of psychological disorders outlined in the Diagnostic and Statistical Manual of Mental Disorders IV-TR. The major paradigms of mental distress are thoroughly reviewed and students are trained in the use of Mental Status Exams, five axis diagnostic criteria, and differential diagnoses. BBS 4980.37 (a-1).

## **CPY4215 Psychopathology II (3)**

**Prerequisites:** PSY1001, PSY2101, PSY2157, and CPY4210

This two-semester course focuses upon the diagnostic system of psychological disorders outlined in the Diagnostic and Statistical Manual of Mental Disorders IV-TR. The major paradigms of mental distress are thoroughly reviewed and students are trained in the use of Mental Status Exams, five axis diagnostic criteria, and differential diagnoses. BBS 4980.37 (a-1).

## **CPY4220 Cross-cultural Issues (2)**

Explores the effects of ethnicity on the counseling process, with attention to the unique cultural traits of various minority groups, focusing upon culturally appropriate interventions and an awareness of multicultural dynamics in a larger society. BBS 4980.37 (a-7)

## **CPY4225 Principles of MFT (3)**

In-depth study of marital and family therapy, focusing on salient theories, problems, and critical issues from all major psychotherapeutic orientations, including family systems therapy and behavioral-cognitive therapy. BBS 4980.37 (a-3), 4980.40 (1,2)

## **CPY4230 Lifespan Development (3)**

**Prerequisites:** PSY1001, and PSY2141

Analysis of major approaches to the study of human development from infancy to old age, reviewing specific family life events and the psychological implications of developmental milestones such as childbirth, childrearing, childhood, adolescence, adulthood, marriage, divorce, blended families, parenting, and gero-psychology. Includes ten hours of coursework in aging and long term care. BBS 4980.40 (3)

**CPY4235 Human Sexuality (1)****Prerequisite: PSY2157**

Analysis of normal and dysfunctional sexual behavior with attention to diagnosis of sexual problems and to the major approaches to sex therapy. BBS 4980.81 (c)

**CPY4240 Psychodynamic Psychotherapy (3)****Prerequisites: PSY1001, PSY2101, PSY2157, and CPY4225**

Provides a clinical survey of psychodynamic psychotherapy, addressing the nature of the psychotherapeutic relationship, transference, counter-transference, and conscious and unconscious processes. Psychodynamic perspectives including Freudian, Jungian, Ego Psychology, Object Relations, and Self Psychology are introduced as the integrative foundations of other major schools of psychotherapy including cognitive- behavioral psychology and humanistic psychology. BBS 4980.37 (a-5)

**CPY4245 Professional Ethics and Law (3)****Prerequisites: CPY4210, and CPY4215**

This course examines ethical and legal standards, codes, and issues within the mental health professions, and their relevant professional, clinical, and personal dimensions. While covering legal and ethical issues requisite for licensure, it also emphasizes personal and professional development as an integral part of cultivating an ethical attitude within the field of psychology. BBS 4980.81 (a,1-5)

**CPY4250 Clinical Child Assessment and Treatment (3)****Prerequisites: PSY1001, PSY2141, and PSY2157**

Focuses on developmental theories and intervention techniques in the clinical diagnosis and treatment of the child in distress or the child who may have been abused. Addresses the concept of the individuality of the child in the context of both a developmental and familial-social framework. Introduces the use of the clinical interview, and some of the basic objective and projective assessment tools, and provides initial experience in psychological testing with children. BBS 4980.40 (4), 4980.81 (b, f)

**CPY4255 Clinical Assessment of Adults (3)****Prerequisites: PSY1001, PSY2141, and PSY2157**

A review of the basic principles of psychological measurement of adults, providing an introduction to, and experience with, the most commonly used projective and objective psychological testing instruments. BBS 4980.81 (f)

**CPY4260 Abuse in Family Systems (2)**

This course meets the legal requirements of the Board of Behavioral Sciences for seven class hours devoted to the diagnosis and treatment of child abuse and 15 class hours devoted to the study of the diagnosis and treatment of domestic violence.

**CPY4265 Diagnosis and Treatment of Addictions (1)****Prerequisite: CPY4205**

Identifies and defines the addiction syndrome, examines the physiological, psychological, and social variables considered in making a diagnosis and discusses the legal, ethical, and financial constraints involved in making a referral. BBS 4980.81 (d)

**CPY4270 Psychotherapeutic Techniques of Brief Therapy (2)****Prerequisites: PSY1001, PSY2141, and PSY2157**

Describes a nonnormative model of behavior focusing on the presenting problem of the client. Discusses strategic therapy: problem-and-solution-focused approaches to behavior change derived from communications theory and family systems theory. Demonstrates techniques to achieve significant change swiftly through use of a one-way mirror lab. BBS 4980.40 (1)

**CPY4275 Couples Psychotherapy (3)**

Offers an introduction to psychotherapy with couples. Reviews effective couples therapy techniques including object relations theory. Predictors of successful relationships, developmental aspects of couples relationships, cross-cultural issues, and the concerns of nontraditional couples are explored. Identifying domestic violence and spousal abuse and exploring techniques for preventing violence in the home, as well as necessary interventions to ensure domestic safety are discussed. BBS 4980.81 (e), 4980.40 (2) (3)

**CPY4310 Cognitive Behavioral Therapy (2)****Prerequisite: CPY4270**

Reviews the most commonly used approaches to psychotherapy, focusing upon the quality of mental representations held by the individual, and how these representations initiate and control both behavior and affect. Students explore the specific range of cognitive-behavioral interventions that have proved most successful in alleviating distress. BBS 4980.40 (1)

**CPY4420 Clinical Practicum I (3)****Prerequisites: MTH1111, CPY4200, CPY4205, CPY4210, CPY4215, CPY4220, CPY4225, CPY4230, CPY4235, CPY4240, CPY4245, CPY4250 or CPY4255, CPY4260, CPY4265, CPY4270, CPY4275, and CPY4310**

This two-semester sequence of supervised practicum in the field provides 20 hours weekly (250 hours per semester) of face-to-face counseling experience with children, adolescents, adults, couples, and families in community agencies, schools, detention centers, and hospitals throughout the Bay Area. This clinical field placement meets the requirements of the Board of Behavioral Sciences for ongoing experience in the use of applied psychotherapeutic techniques, assessment, diagnosis, crisis intervention, and the treatment of individuals in need. BBS 4980.40 (b,1,2, B, f, g), 4980.42 4980.43

**CPY4422 Clinical Practicum II (3)****Prerequisites: MTH1111, CPY4200, CPY4205, CPY4210, CPY4215, CPY4220, CPY4225, CPY4230, CPY4235, CPY4240, CPY4245, CPY4250 or CPY4255, CPY4260, CPY4265, CPY4270, CPY4275, CPY4310, and CPY4420**

This two-semester sequence of supervised practicum in the field provides 20 hours weekly (250 hours per semester) of face-to-face counseling experience with children, adolescents, adults,

couples, and families in community agencies, schools, detention centers, and hospitals throughout the Bay Area. This clinical field placement meets the requirements of the Board of Behavioral Sciences for ongoing experience in the use of applied psychotherapeutic techniques, assessment, diagnosis, crisis intervention, and the treatment of individuals in need. BBS 4980.40 (b,1,2, B, f, g), 4980.42 4980.43

### **CPY4430 Clinical Case Seminar I (3)**

#### **Corequisite: CPY4420**

This two-semester sequence accompanies CP320A/B and provides an intensive small- group seminar setting within which students may discuss their field placement experiences and their cases. Students focus on the personal issues involved in transference and counter-transference in their cases, learn to integrate theory with practice, benefit from feedback from their colleagues and instructor, learn how to construct and present case analyses, and explore this opportunity for profound professional growth. BBS 4980.42, 4980.43, 4980.40, 4980.37 (a,1-7,b), 4980.81 (a-5)

### **CPY4432 Clinical Case Seminar II (3)**

#### **Prerequisite: CPY4430**

#### **Corequisite: CPY4422**

This two-semester sequence accompanies CP320A/B and provides an intensive small- group seminar setting within which students may discuss their field placement experiences and their cases. Students focus on the personal issues involved in transference and counter-transference in their cases, learn to integrate theory with practice, benefit from feedback from their colleagues and instructor, learn how to construct and present case analyses, and explore this opportunity for profound professional growth. BBS 4980.42, 4980.43, 4980.40, 4980.37 (a,1-7,b), 4980.81 (a-5)

### **CPY4540 Advanced Clinical Seminar (2)**

#### **Prerequisites: CPY4420, and CPY4430**

#### **Corequisites: CPY4422, and CPY4432**

This course provides a series of topical lectures and discussions in a seminar setting that range across the broad spectrum of clinical practice and research in the field of Psychology, bringing students into contact with the most recent and sometimes controversial clinical issues. Note: This course must only be taken in conjunction with CP321 A and B No exceptions. BBS 4980.37 (2)

### **CPY4884 Research: Methodology (3)**

#### **Prerequisites: MTH1111, CPY4200, CPY4205 CPY4210, CPY4215, CPY4220, CPY4225, CPY4230, CPY4235, CPY4240, CPY4245, CPY4250 or CPY4255, CPY4260 CPY4265, CPY4270, CPY4275, and CPY4310**

Provides an overview of research design and methodology. Special emphasis is placed on helping the student understand conceptually the principles of psychosocial research. Topics include Observation and Measurement, Study Design and Implementation, and Descriptive and Inferential Statistics. Course grades are determined by midterm and final exams, assignments, as well as a first draft of a research proposal. BBS 4980.37 (2,6), 4980.81 (a-2) Note that all three thesis courses must be completed in residence.

**CPY4996 Research: Proposal (3)****Prerequisite: CPY4884**

This course is designed as a workshop to help students develop and implement their Master's Thesis research projects. The course involves a more pragmatic application of the material presented in 359A. Writing assignments facilitate students' completing their proposals in a timely fashion. Students are expected to finish their research proposals by the end of the semester, inclusive of comprehensive literature review, methodology, and anticipated analyses. Note that all three thesis courses must be computed in residence.

**CPY4997 Research: Completion (3)****Prerequisite: CPY4996**

This course enables the student to complete the data collection, discussion, and conclusion sections of the thesis, in reference to the hypothesis, and to complete the entire thesis and present at the Graduate Research Conference of NDNU. Note that all three thesis courses must be computed in residence.

**CPY6992 Supervised Field Experience (3)****Prerequisite: CPY4210/4215, CPY4245**

Offers supervised practicum hours which are not part of the degree or certificate program, but that provide the opportunity for the collection of extra MFT field placement hours after the completion of 12 graduate units. Students meet with their University Field Supervisor by appointment after obtaining an approved field placement. Requires written approval by advisor. BBS 4980.40 (b-g), 4980.42, 4980.43

## **GER Course Descriptions**

**GER4110 Assessment in Clinical Gerontology (2)**

Presents research relating behavior to the neurobiological bases of aging. Data on neural and hormonal systems is used in examining such complex behaviors as memory, learning, perception, and motivation along with the impact of aging on the brain processes. Topics studied include neuroanatomical structures and functions, neuroendocrine regulation of behavior, neuronal basis of perception, and attention. BBS 4980.37, 4980.40

**GER4115 Biopsychosocialspiritual Aspects of Aging (2)**

Applied gerontology in the public and private sector is developed. Studies current conditions involving the physical, social, and psychological aspects of aging. Examines health concerns of the elderly, including medical care, long term care, nutrition, elder abuse, and Medicare and Medicaid. Exercise, stress, health, nutrition, and aging will be discussed. BBS 4980.37, 4980.40

**GER4120 Psychotherapeutic Techniques in Aging (2)**

Explores issues of aging including spirituality, using major approaches to psychotherapy and comparative analysis of theories of change and the psychotherapeutic process. BBS 4980.37, 4980.40



**GER4135 Ethnicity and Aging (1)**

Examines the characteristics and needs of various ethnic and minority aging groups and how government and other social institutions can respond to them. BBS 4980.37, 4980.40

**GER4145 Dying, Death, and Bereavement (1)**

Addresses the psychological reactions of terminally ill people and their families and examines appropriate therapeutic interventions related to the grief process. BBS4980.37, 4980.40

## **GPY Course Descriptions**

All classes are offered every other semester unless otherwise noted.

**GPY4200 Communication and Counseling Skills (3)**

Systematically studies communication skills and the major approaches to family counseling and psychotherapy. Areas such as self awareness, feelings, self-concepts, perception, nonverbal communication, and resolving interpersonal conflicts are addressed through group discussion and experiential exercises.

**GPY4205 Advanced Human Development (3)****Prerequisite: PSY2141**

Analyzes major approaches to the study of human development throughout the lifespan. Ability to recognize and understand theoretical presuppositions of various approaches to human development from a systemic point of view is emphasized.

**GPY4210 Methods of Group and Family Therapy (3)**

Explores the composition, development, and process of the family and the larger group as a vehicle for individual and social change, including a cursory survey of current group methodologies using verbal and nonverbal modalities. Development of effective interventions and leadership skills is emphasized.

**GPY4215 Principles of MFT (3)**

Provides an overview of the theoretical concepts from the major theories of family systems therapy with an emphasis on assessment and treatment planning. Assessment and consultation skills are explored. Domestic violence and its effects on the family system are reviewed. Integrates art as a second language in family diagnosis, communication, and treatment.

**GPY4220 Psychological Assessment I (2)**

Studies the design and use of psychological tests of ability, personality, interests, and attitudes. The major intelligence tests and projective tests are emphasized, along with family and art-based assessment.

**GPY4225 Psychological Assessment II (1)**

Continuation of GPY4220 Psychological Assessment I

**GPY4230 Psychopathology (3)****Prerequisite: PSY2157**

Systematically examines major paradigms of mental distress including medical, behavioral, and psychosocial models. Primary emphasis is on familiarity with and differential diagnosis of conditions covered by the current DSM.

**GPY4235 Substance Abuse: Theory, Assessment, and Intervention Strategies (2)**

Issues within the physiological, psychological, social, and familial context are explored using both verbal and nonverbal modalities. Assessment issues are addressed. Treatment interventions appropriate to individuals and families in various phases of recovery are explored through both verbal and nonverbal modalities.

**GPY4240 Cross-cultural Issues (3)**

Studies the effects of ethnicity in the counseling process with attention to the unique cultural traits and symbols of each individual within family structures. Addresses historical, ethical, and socioeconomic issues and their verbal and visual psychological impact.

**GPY4245 Human Sexuality (2)**

Analyzes normal and dysfunctional sexual behavior with attention to diagnosis of sexual problems and to the major approaches to sex therapy using both verbal and nonverbal modalities.

**GPY4250 Psychopharmacology (2)**

Participants are provided with an overview and working knowledge of current common psychopharmacological interventions.

**GPY4255 Professional Ethics and Law I (2)**

Focuses on the laws related to marriage, family, and child counseling and the ethical issues that pertain to the practice of Art Therapy.

**GPY4260 Professional Ethics and Law II (1)**

Continuation of GPY4255 Professional Ethics and Law I.

**GPY4263 Child Abuse (1)**

The laws for reporting child abuse are covered. Assessment and treatment are studied and family approaches explored.

**GPY4266 Domestic Violence: Assessment and Treatment (1)**

Examination of domestic violence from a systems perspective. Students learn how to conduct an in-depth assessment to uncover the forms and patterns of abuse, their impact, and the level of danger. Presentation of the phases of healing and successful intervention strategies is presented. Attention is devoted to the co-occurring addiction, cross-cultural perspectives, and legal and community resources.

**GPY4269 Eldercare in the 21st Century (1)**

Aging in America is rapidly changing. The life span is steadily increasing and seniors are engaged in active living until older and older ages. This course will examine these changes and

how they are, and will continue, to impact us as individuals and as a society. We will explore the myths of aging, the way our elders actually live and, finally, how we as a society view and care for them at the end of life. We will also look at the physical, mental, social, emotional and spiritual issues faced by aging people at different "stages" of old age. The central goal of the class will be to provide tools and information to equip art therapists to work with an expanding aging population.

**GPY4286 Special Topics in Art Therapy (1-3)**

Special Topics courses are 1-3 units and course topics vary each semester. Students are required to take a one unit class in Special Topics.

**GPY4300 Art Therapy Techniques: Group Experience (1)**

Provides an opportunity for members to explore group membership and dynamics using art therapy techniques.

**GPY4305 Art Therapy Techniques: Special Populations (1)**

Focuses on the specific adaptations of art activities for special needs populations.

**GPY4310 Art Therapy Techniques: Integrating Creative Arts (1)**

Emphasizes integration of creative arts therapies.

**GPY4315 Metaphors in Psychopathology: Children (1)**

Emphasizes the dynamics, metaphors, and DSM classification of abnormal characteristics, disorders, and behavior. Offers a comprehensive overview of art therapy approaches for children with abnormal characteristics, disorders, and behaviors.

**GPY4320 Metaphors in Psychopathology: Adolescents (1)**

Offers a comprehensive overview of art therapy approaches for adolescents. Emphasis is on understanding major highlights of normal and pathological developments.

**GPY4325 Metaphors in Psychopathology: Adults (1)**

Offers a comprehensive overview of art therapy approaches for adults with mental disorders or psychiatric diagnosis as classified in DSM-IV. Emphasis is on acute inpatient treatment from both an individual and group perspective.

**GPY4350 Practicum I (3)**

**Prerequisites:** Completion of all prerequisites in art and psychology and at least two courses of the required Art Therapy Master's Core.

Internship is a 750-hour nonresident period in which the student works with clients in an institutional or community setting. Schedule may be worked out to the advantage of the student and the agency.

**GPY4355 Practicum II (3)**

Continuation of GPY4350 Practicum I.

**GPY4360 Explorations in Sandplay (1)**

This course reviews the basic tenets of sandplay and its use in psychotherapy. The work of founder Dora Kalff is viewed and discussed. Students study sandplay figures and their meaning, especially in the sequencing of trays, with a variety of patients. Experientials and the deepening of symbols are included.

**GPY4365 Seminar I (3)**

Provides an opportunity for presentation of cases from the field and feedback from a faculty member and students. GPY4365 is taken in conjunction with GPY4350.

**GPY4370 Seminar II (3)**

GPY4370 is taken in conjunction with GPY4355.

**GPY4384 Research: Methodology (2)**

The series of research courses is taken near the end of the program. The research is completed in three segments. In the first segment students examine methods and tools of scientific research and the interpretation of research reports.

**GPY4396 Research: Project (3)**

In the second segment, students submit a research proposal for an in-depth investigation of a clinical topic utilizing an appropriate methodology.

**GPY4397 Research: Thesis Completion (3)**

In the final phase (thesis completion) students submit the formal written presentation.

**GPY4398 Research: Thesis Extension (1)**

The Thesis Extension segment is offered as an alternative to students who do not complete their thesis in the previous three segments.

**GPY4400 Trauma and Art Therapy Treatment (1)**

Students explore history and verbal and graphic narratives of theory and practice in Trauma. The course features a variety of proven art therapy interventions including "externalized" dialogues and self-soothing clay experience.

**GPY4415 Explorations in Art Therapy Literature (1)**

An independent study review of classic and recently published literature in the field of art therapy.

**GPY4450 Focusing-Oriented Art Therapy (1)**

Focusing-Oriented Art Therapy (FOAT) integrates psychologist Eugene Gendlin's Focusing with Art therapy. This course covers basic approaches of FOAT, reflective listening, and application to a variety of clinical populations.

**GPY6188 Introduction to Clinical Art Therapy I (1)**

Explores the uses of art therapy in schools, special education, and psychiatric settings as well as in personal growth.

**GPY6189 Introduction to Clinical Art Therapy II (2)**

Continuation of GPY6189 Introduction to Clinical Art Therapy I.

**GPY6400 Trauma and Art Therapy Treatment (1)**

Students explore history and verbal and graphic narratives of theory and practice in Trauma. The course features a variety of proven art therapy interventions including "externalized" dialogues and self-soothing clay experience.

**GPY6415 Explorations in Art Therapy Literature (1)**

An independent study review of classic and recently published literature in the field of art therapy.

**GPY6992 Supervised Field Experience (1-3)**

Supervised practicum hours for MFT licensure which are not part of the Practicum/Seminar sequence. This course is not a program requirement. Approval is required.

## **HST Course Descriptions**

**HST1000 World History I [CDiv] (3)**

A survey of main trends, events, and themes separating and uniting major civilizations from the prehistoric to Early Modern Era (1650 CE).

**HST1010 World History II [CDiv] (3)**

A survey of main trends, events, and themes separating and uniting major civilizations from the Early Modern Era (1650 CE) to the present.

**HST1020 United States History (3)**

Introduces American history and political institutions; especially designed for international students whose native language is not English.

**HST1999 Independent Study in Political Science (1-3)**

Provides an opportunity for individual study or research under the direction of an instructor. See Undergraduate Policies and Procedures section on Independent Study.

**HST2000 World History I [CDiv] (3)**

A survey of main trends, events, and themes separating and uniting major civilizations from the prehistoric to Early Modern Era (1650 CE). The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**HST2010 World History II [CDiv] (3)**

A survey of main trends, events, and themes separating and uniting major civilizations from the Early Modern Era (1650 CE) to the present. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**HST2020 World History [CDiv] (3)**

Gives a brief survey of major civilizations, their evolution, and mutual influence. This special course is designed for Professional Studies students. Others may take it for credit as well.

**HST2100 History of Western Culture (3)**

Surveys the ideas, people, and movements that have shaped the modern western world. Does not satisfy an upper-division History requirement for History majors.

**HST2110 History of Political and Social Thought (3)**

Analyzes various political philosophies in their specific historic context.

**HST2120 Modern Western Thought (3)**

Surveys the intellectual history of the Western world from the Renaissance to the 20th century.

**HST2130 Sex and Myth in History (3)**

Surveys Western attitudes toward love and sexuality and their relationship to myth and religion from prehistoric times to present.

**HST2200 History, Culture, and Language of France I [CL] (3)**

Surveys French history and culture from its origins in Gaul to the French Revolution at the end of the eighteenth century. Topics include politics, literature, art, and daily life. Taught in English with a French component. Included also is an introduction to basic French. Satisfies a French Studies Minor requirement and a History/Western Culture requirement.

**HST2210 History, Culture, and Language of France II [CL] (3)**

A continuation of HST2200 from the French Revolution to the present. Taught in English with a French component. Satisfies a French Studies Minor requirement and a History/Western Culture requirement.

**HST2220 Nazi Germany (3)**

Investigates the development of Nazism in Germany with special emphasis upon the historical/cultural roots in the 19th century as well as the personality of Adolf Hitler.

**HST2230 Europe since World War II (3)**

This course provides an overview of European history and politics since the end of WWII, using a narrative history, publications of international organizations, memoirs, films, novels, and essays. The course considers European societies as a whole, though also focuses on individual nations to illustrate specific developments. Recovery after the war, the Cold War, the collapse of communism, the emergence of supranational organizations and the development of the European Union, and the impact of globalization are among the topics covered in this course.

**HST2300 American History, 1607-1877 (3)**

Surveys American history from the colonial period to the end of Reconstruction after the Civil War. Topics covered include the founding of colonies in the New World, social and economic change in the eighteenth century American colonies, the American Revolution and the making of the Constitution, politics in the early republic, territorial expansion, slavery, and the Civil War and Reconstruction.

**HST2310 American History, 1877-Present (3)**

This survey of American history considers the nation's rise to industrial and economic preeminence in the world and the tumultuous social, cultural, political, and international changes of the "American century".

**HST2320 Modern America, 1932-Present (3)**

Causes and results of the Great Depression, World War II, and Cold War; growth in the role of government; the liberal consensus; the Vietnam War; the struggles to expand the promise of America; Watergate; and the conservative revival are included in this class.

**HST2330 History and Politics of the Civil Rights Movement in the United States [CDiv] (3)**

Traces the history of the social and political movement for achieving justice and equality in the United States. Although the course's focal point is the struggle of African-American people to end racial injustice, it discusses a number of other movements, including women's rights, freedom of speech, environment, and labor, which together made the middle decades of the twentieth century the crucible for the emergence of a new vision for a more diverse and just United States.

**HST2340 America's Ethnic History [CDiv] (3)**

In contradistinction to other courses on U.S. History, this course explores the histories of subaltern racial and ethnic minorities in the U.S. The course emphasizes the struggles of subaltern people to achieve a just solution to the American project of forging a nation out of diverse people.

**HST2350 California History (3)**

Surveys California history and institutions. Meets state teaching credential requirement.

**HST2400 Novels as History (3)**

Explores the interplay between the "facts of fiction" and the "fiction of facts." Introduces some of the recent theories on reading novels as valuable and legitimate historical narrative. Selected novels, from different historical settings, are read and analyzed in light of these theories.

**HST2410 Modern Times (3)**

Provides a panoramic history of political, social, and cultural developments in the 20th century world.

**HST2420 History and Politics in Films (3)**

Introduces some of the basic concepts and categories in film theory along with an exploration of how historical facts and narratives translate into cinematic images.

**HST2430 Islam and the West [CDiv] (3)**

Gives a brief survey of the encounters between Islam and the West in four periods: the early Age of Islam, the Crusades, the Renaissance, and the recent decades. Fulfills three units of the Religion and Spirituality requirement.

**HST2440 Environmental History/Environmental Justice (4)**

This class approaches contemporary environmental issues-ecological degradation to global warming, resource depletion to sustainability-by considering their historical antecedents. Grounded, then, in environmental history, mostly but not exclusively in the United States, it also examines the various contemporary struggles for environmental justice and the challenge of re-imagining a world less dependent on fossil fuels and less wasteful of its natural resources. Students are responsible for at least fifteen hours of community-based learning per semester or one hour per week. Students will be allowed to choose a particular area of interest and participate in the community in some way exploring that interest.

**HST2880 Capstone: Versions of Utopia (3)**

Intended to be taken close to a student's graduation, this is a summative course in which students learn to synthesize their learning over the course of the program by means of articulating their own visions for a better society.

**HST2886 Special Topics in History (3)**

Current issues or special courses may be offered periodically

**HST2994 Teaching Assistant (1-3)**

Provides an opportunity for outstanding history majors to earn credit for assisting instructors.

**HST2999 Independent Study in History (1-3)**

Provides an opportunity for independent study or research under the direction of an instructor. See Undergraduate Policies and Procedures section on Independent Study.

## **PSC Course Descriptions**

**PSC1000 Introduction to American Government (3)**

Introduces American government and institutions.

**PSC1100 Introduction to Comparative Governments (3)**

Surveys comparative governments and institutions.

**PSC1999 Independent Study in Political Science (1-3)**

Provides an opportunity for individual study or research under the direction of an instructor. See Undergraduate Policies and Procedures section on Independent Study.

**PSC2100 Introduction to Comparative Governments (3)**

Surveys comparative governments and institutions. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.



**PSC2110 International Relations (3)**

Examines the history and values out of which nations have devised ways of relating to one another.

**PSC2120 World Geography [CDiv] (3)**

Introduces the cultural and physical geography with special emphasis upon the relationship between geography and social/political and economic developments.

**PSC2130 Latin American Area Studies [CDiv] (3)**

Reviews geography, history, and politics in light of colonialism and independence of the states of Latin America with emphasis on current international relations

**PSC2140 African Area Studies [CDiv] (3)**

Surveys African events in the light of precolonial, colonial, and modern developments.

**PSC2150 Asian Area Studies [CDiv] (3)**

Surveys the geography, history, culture, ethics, politics, and economics of the Asian countries with special emphasis on current geopolitical relations.

**PSC2160 Middle East Area Studies [CDiv] (3)**

Must be taken concurrently with PSC2161.

Studies the geography, history, politics, economics, and culture of the states of the Middle East with emphasis on Islam and its impact on the region; familiarizes the student with a key geopolitical region.

**PSC2161 Model Arab League [CDiv] (1)****Corequisite: PSC2160 or permission of the instructor**

Model Arab League (MAL), like its better known exemplar the Model UN, is an educational program aimed at educating students about the Arab world and the twenty two states that comprise the Arab League. MAL holds an annual event in a number of regions throughout the US. Students from each of the participating universities form a delegation representing one of the 22 Arab states in a three day assembly organized by MAL. In preparation for sending a delegation to this assembly, students study economic, political, social, and cultural aspects of the Arab country that they represent in that year's MAL event.

**PSC2300 State and Local Government (3)**

Introduces the functions and services of government on the state and local levels.

**PSC2310 Parties, Politics, and Campaigning (3)**

Surveys the history of the development of political parties in the United States and examines their current ideologies and functions.

**PSC2320 The Constitution (3)**

Surveys the history of the U.S. Constitution. Includes article by article analysis, study of outstanding Supreme Court cases related to the document, and research in constitution-making processes.

**PSC2330 Gender and the Law [CDiv] (3)**

Introduces the question of gender relations and the law, with particular emphasis on recent developments in law and on issues of sexual harassment. Particularly recommended for pre-law students.

**PSC2340 Legal Reasoning and LSAT (3)**

This course examines strategies for maximizing a student's chance of entry into law school. It includes exercises for developing logical and analytical reasoning, reading comprehension and writing. It is suited for students who plan to take the LSAT, and gain admission to a law school.

**PSC2400 Methods and Methodology (3)**

Introduces qualitative and quantitative methods used in history and political science and briefly discusses the epistemological foundations of these methods.

**PSC2400L Statistical Software in Behavioral Science Research (1)**

**Prerequisite:** MTH2502 or permission of instructor

**Corequisite:** Concurrent enrollment in PSC2400

Reviews basic statistical concepts and procedures, both descriptive and inferential, through a software approach with examples from behavioral and social sciences. Hands-on application of statistical software (e.g.SPSS) is integrated with the design analysis of various research paradigms. Students receive individualized assistance to develop and implement the statistical design, analysis, interpretation, and reporting suitable to their research projects.

**PSC2410 Political Psychology (3)**

Studies the psychological roots of political behavior and decision-making as well as theories relating to political activism and violence.

**PSC2880 Capstone: Versions of Utopia (3)**

Intended to be taken close to a student's graduation, this is a summative course in which students learn to synthesize their learning over the course of the program by means of articulating their own visions for a better society.

**PSC2886 Special Topics in Political Science (3)**

Current issues and special courses may be offered periodically.

**PSC2999 Independent Study in Political Science (1-3)**

Provides an opportunity for individual study or research under the direction of an instructor. See Undergraduate Policies and Procedures section on Independent Study.

# PSY Course Descriptions

## **PSY1001 Introduction to Psychology (3)**

Surveys the content and method of psychology, the scientific study of behavior and mental processes. The course provides an overview of topics such as how the brain impacts behavior, how we develop, personality, psychopathology, and group and individual behavior.

## **PSY2101 Personality Theory (3)**

**Prerequisite: PSY1001 for psychology majors; no prerequisite for non-majors**

Surveys classic and modern theories of personality development in their biographical and historical context, e.g. Sigmund and Anna Freud, Carl Jung, Alfred Adler, Karen Horney, Margaret Mahler, Melanie Klein, D.W. Winnicott, Heinz Kohut, Abraham Maslow, and Rollo May.

## **PSY2109 Research Methods (4)**

**Prerequisites: PSY1001 and MTH2502 (or other approved statistics course)**

Introduces empirical, quantitative, and qualitative research in the behavioral sciences.

## **PSY2117 Psychobiology (3)**

**Prerequisite: PSY1001**

Studies the brain and its functions as they relate to behavior. This course explores topics such as learning and memory, the rhythms of the brain, emotions, and the senses. Some disorders such as epilepsy, Alzheimer's, Huntington's Chorea, and memory defects are reviewed.

## **PSY2125 Cognitive Psychology (3)**

**Prerequisite: PSY1001**

This course is designed to provide a general overview of the field of cognitive psychology. Topics include sensation and perception, learning, thinking, problem-solving, inductive and deductive reasoning, creativity, language and memory, and cognitive neuroscience. Both theory and research will be discussed.

## **PSY2133 Social Psychology (3)**

**Prerequisite: PSY1001 for psychology majors; no prerequisite for non-majors**

Gives an overview of the classic research areas in social psychology, including conformity, group influence, persuasion, prejudice, aggression, altruism, and interpersonal attraction. In addition, the newer approaches of social cognition, gender and cross-cultural factors, and applied social psychology are discussed.

## **PSY2141 Developmental Psychology (3)**

**Prerequisite: PSY1001**

Studies human growth and development from prenatal stages through adolescence. Attention is given to various developmental theories, interdisciplinary research, interconnected roles of biological and environment, and practical applications. Students may not receive credit for both PSY2141 and PSY2149.

**PSY2149 Developmental Psychology in the Classroom and Community (4)****Prerequisite: PSY1001**

Studies human growth and development from prenatal stages through adolescence. Attention is given to various developmental theories, interdisciplinary research, interconnected roles of biological and environment, and practical applications. PSY2149 allows students to choose a particular area of interest and participate in the community in some way exploring that interest. May be used to satisfy one unit of the Career Development/Community Based Learning Requirement. Students may not receive credit for both PSY2141 and PSY2149.

**PSY2157 Abnormal Psychology (3)****Prerequisite: PSY1001 for psychology majors; no prerequisite for non-majors**

Focuses on introduction to mental disorders: classification, causes, diagnosis, and treatment. Emphasizes diagnosis using the current edition of the Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association.

**PSY2157W Abnormal Psychology (4)****Prerequisite: PSY1001**

Focuses on an introduction to mental disorders: classification, diagnosis, causes, and treatment. Emphasizes diagnosis according to the current edition of the Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association. This version will include a writing intensive component, focusing on issues in the general writing of scholarly papers, as well as the specifics of APA-style writing. This is a writing intensive-course.

**PSY2180W History and Systems of Psychology (Capstone Course) (4)****Prerequisite: PSY1001**

Taken by graduating seniors, this course provides an overview of the field of psychology from a historical perspective. The course examines the major systems, theoretical models, and personalities that have shaped the field since its inception.

**PSY2201 Counseling and Psychotherapy (3)****Prerequisite: PSY1001**

Reviews the theoretical foundations and clinical techniques of a wide variety of psychotherapeutic approaches, including psychoanalytic, behavioral, cognitive, humanistic, existential, Gestalt, group, and family therapy. Basic counseling skills, useful in a vast range of context, are also explored and practiced.

**PSY2209 Psychological Assessment (3)****Prerequisite: PSY1001**

Introduces the design, validation, and use of different kinds of psychological tests: ability, personality, psychopathology, interests, attitudes, and intelligence. Useful for those going on to graduate school, or interested in clinical, organizational, neuropsychological, occupational, and educational psychology.

**PSY2217 Conflict Resolution (3)**

This course gives students the basic skills needed to be a mediator, including an introduction to conflict theory and conflict styles, active listening and collaborative speaking techniques, skills

for managing interaction in conflict settings, and knowledge about the stages of a mediation process. There is a strong emphasis on practice through role-play activities and sharing of real life experience. This course meets the State of California requirements for volunteer mediators at a community mediation center, and prepares students to volunteer at the on-campus Mediation Center.

**PSY2233 Jungian Psychology (3)**

**Prerequisite: PSY1001 for psychology majors; no prerequisite for non-majors**

Surveys the basic concepts in Jungian psychology, or Analytic Psychology, including the persona, shadow, anima and animus, the Self, the process of individuation, as well as the application of the Jungian system in the analysis of case histories, literature, film, and the political process.

**PSY2309 Community Psychology (4)**

**Prerequisite: PSY1001 for psychology majors; no prerequisite for non-majors**

Studies a wide variety of forces and structures in the community which affect the positive growth, development, and functioning of its members. As a service learning course, this class includes community work, theoretical discussions, and reflection activities. May be used to satisfy one unit of the Career Development/Community Based Learning Requirement.

**PSY2409 Building Community through Diversity (1)**

This course examines cultural diversity as it relates to leadership development and community building. Students explore the impact of diversity on four levels: intrapersonally, interpersonally, in groups, and in the community. This is a weekend course totaling 15 hours. Elements of the course include discussion, experiential activities, small group sharing, dialogues, and reflection.

**PSY2701 Human Sexuality (3)**

**Prerequisite: PSY1001**

Explores personal, interpersonal, and transpersonal dimensions of sexual experience: awareness, attitudes, meaning, expression, response, and different sexual orientations.

**PSY2717 Women, Shakespeare, and Psychoanalysis [CDiv] (3)**

Examines some of the sophisticated ways in which Shakespeare explores the feminine psyche across the stages of psychological development. The course incorporates into this investigation the concepts of certain modern psychologists, including C. G. Jung, D. W. Winnicott, and Heinz Kohut.

**PSY2725 Death and Dying (3)**

This course commences with theoretical principles of death awareness in illnesses, accidents, suicides and homicides. This course continues with therapeutic processes and clinical case studies of mourning and healing. It concludes with theological meanings of death and immortality from world cultures and world spiritualities. Fulfills three units of the Religion and Spirituality requirement.

**PSY2778 Introduction to Clinical Art Therapy I (1)**

Explores the uses of art therapy in schools, special education, and psychiatric settings as well as in personal growth.

**PSY2779 Introduction to Clinical Art Therapy II (2)**

Continuation of PSY2778 Introduction to Clinical Art Therapy I.

**PSY2886 Special Topics in Psychology (3)**

Various topics are offered, providing elective opportunities for psychology majors.

**PSY2994 Teaching Assistant (1-3)**

This is an opportunity for advanced students to earn credit by special arrangement with the Psychology Department Chair.

**PSY2999 Independent Study in Psychology (1-3)**

Provides an opportunity for independent study or research under the direction of an instructor. See Undergraduate Policies and Procedures section on Independent Study.

## **SOC Course Descriptions**

**SOC1001 Introduction to Sociology (3)**

Introduces the general principles that underpin sociology by examining the influence of group life and the larger society on individual behavior. The nature and consequences of contemporary social problems as well as the impact of social inequality in such forms as social class privilege, racism, and sexism are explored. Current trends and social events are incorporated into a conceptual framework to provide an understanding of today's society and tomorrow's world.

**SOC1009 Cultural Anthropology [CDiv] (3)**

This course introduces the study of human societies and cultures through the concepts and methods of cultural anthropology. Course material explores the great diversity of human, social and cultural arrangements through the comparison of a wide variety of peoples around the world. Through investigating how groups of people define themselves and others, make sense of their world, and organize their lives, we consider similar and different way of constructing society. Themes of the course include anthropological method, race and gender, family and kinship, and contemporary issues of globalization, inequality, and development. Films are shown to complement lectures, readings, and discussions.

**SOC1501 The Inner City: The Good, the Bad, and the Ugly [CDiv] (4)**

Explores of the complex nature of San Francisco's inner city neighborhood, the Tenderloin. Why is it that street crime exists here? Why do the poor live here? Why do so many children love living here? How is this a place of both crime and creativity? What is the history of the Tenderloin? What is its connection to such artistic luminaries as Dashiell Hammett, Mark Twain, Robert Louis Stevenson, Truman Capote, Alice B. Toklas, Isadora Duncan, Billie Holiday, and Miles Davis? How is the art and literary world part of this community today? What are the physical and cultural boundaries of the Tenderloin and how are they maintained? What is the

relationship of the Tenderloin, and inner city tenderloins everywhere, to the rest of American society? A community-based course.

#### **SOC1502 Exploring the Inner World of the Inner City [CDiv] (4)**

What is the structure of the inner city? What is its culture? What is its economy? What legal and illegal businesses take resources in and out of San Francisco's inner city Tenderloin district? How many children live here? How many families? How many homeless people? What ethnic groups live here? Who else lives here? What is the crime rate here? What kinds of crime? How many theaters? What kinds of theaters? How many art galleries? How many murals? What about graffiti? Who are the taggers? What do they have to say? What else is here? Students in this course will conduct qualitative and quantitative studies of patterns of behavior that characterize the inner city, assessing and explaining them and the greater community's response to the world of the inner city. A community-based course.

#### **SOC1503 Lifestyles of the Poor and Infamous [CDiv] (4)**

What groups live in the inner city? How are their lives organized? What is the lifestyle of the Tenderloin sex worker? What is the community of drug dealers, users, and abusers? What is the criminal subculture? Is there really a code of honor among thieves? Are there gangsters here? Gangbangers? Is there a subculture of the homeless? What is it like to be a youth living here? What about homeless teenagers? How do immigrant families get by? Transgender people? The mentally ill? Old people? What other subcultures characterize the inner city? A community-based course.

#### **SOC1504 The Promise of the Inner City [CDiv] (4)**

A discovery of reasons to celebrate life in the Inner City. Includes and examination of the inner city as fertile ground for personal and social development. Areas of interest include the positive impact of government services, human service organizations, the art community, and social activism on the lives of the people of the inner city. Looks at the inner city as a model and catalyst for broad-based social change. Studies methods and opportunities for inner city youth, and others, to learn skills such as democratic leadership, community organizing, and cross-cultural communication, and to develop empathy, sensitivity, and the appreciation of others – abilities and attitudes that are significant in building meaningful lives anywhere. A community-based course.

#### **SOC2009 Cultural Anthropology [CDiv] (3)**

This course introduces the study of human societies and cultures through the concepts and methods of cultural anthropology. Course material explores the great diversity of human, social and cultural arrangements through the comparison of a wide variety of peoples around the world. Through investigating how groups of people define themselves and others, make sense of their world, and organize their lives, we consider similar and different way of constructing society. Themes of the course include anthropological method, race and gender, family and kinship, and contemporary issues of globalization, inequality, and development. Films are shown to complement lectures, readings, and discussions. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**SOC2101 Classical Sociological Theory (3)**

Surveys ideas and impact of social theorists from the Enlightenment Period to World War I. Course material includes both European and U.S. sociologists with focus on Durkheim, Weber, Marx, Dubois, and selected early feminists. The relevance of theory to daily life is explored through classroom interaction and simulation. Alternates with SOC2105.

**SOC2105 Contemporary Sociological Theory (3)**

Surveys ideas of social theorists from World War I to the present and examines their impact on our lives today. Lectures, readings, and discussions focus on the Frankfurt and Chicago schools, Veblen, Mills, Merton, Foucault, Goffman, Smith, and Collins. Non-Western and Third World theorists like Nakane, Freire, and Fanon are also examined. Alternates with SOC2101.

**SOC2117 Analyzing Social Settings (4)**

Introduces the use of qualitative methods in the study of community issues by using such research techniques as participant observation, the interview, and focus groups. The class, acting as a research team, selects some aspect of a social setting to study. Past subjects have included social services in San Francisco's Tenderloin district, gay youth in San Francisco's Castro district, the Mexican-American community in the "Little Michoacan" neighborhood of Redwood City, and pathways for youth in the City of East Palo Alto.

**SOC2201 Social Change through Social Service I (3)**

Provides students with the knowledge, skills, and encouragement to assist populations in need while learning from community-based experiences. Students learn about the histories and functions of various human service agencies in San Mateo/ San Francisco Counties as well as the characteristics and needs of the clients with whom they work. Students are required to intern on their own time, with a nonprofit organization of their choice for the duration of the semester. A community-based course. May be used to satisfy one unit of Career Development Requirement.

**SOC2205 Social Change through Social Service II (3)**

Students can either continue the internship they began in SOC2201 or start service anew. Supervised community-based learning provides valuable insights into social need response as well as career opportunities in the social services. Working with professionals, students put theories and skills into practice. One hour of class time per week focuses on specific situations that students encounter in their field work. Communications skills, assertiveness, conflict resolution, and coping techniques are typical topics explored in this class. May be used to satisfy two units of Career Development Requirement.

**SOC2301 The Family [CDiv] (3)**

Gives a systematic and comparative analysis of the family structure and its relationship to other social institutions. History and evolution of the family are discussed, as are contemporary issues such as violence in the family, intimacy, and the future of the family.

**SOC2309 Criminology (3)**

Examines the sociological study of crime, criminal behavior, and society's reaction to perceived crime. The historical roots of criminology and controversial issues in the field today are studied. Theories of criminal behavior are analyzed and related to the broader social picture. Criminal



law and the criminal justice system are discussed, as are modern methods of punishment, rehabilitation, prevention, and social reform.

### **SOC2317 Deviant Behavior (3)**

Studies the identification of certain behavior and states of being as deviant, from ancient to modern times. The social forces that create definitions of deviance, contribute to patterns of "deviant" behavior, and attempt to confine, control, and change deviants are addressed. Specific issues explored include crime, "mental illness", "normal deviants", social control, and social change, including emerging social trends that are redefining what is "normal" and "deviant".

### **SOC2325 Love and Violence (3)**

Studies biological, psychological, and cultural forces that encourage or inhibit the expression of love and its antithesis, violence, within the structure of the greater community and intimate social relationships.

### **SOC2333 Social Issues in the Community (3)**

This course covers selected contemporary social issues in the community at the turn of the 21st century. Five significant topics provide the focus: prostitution, homelessness, violence and gun control, safety in the city, and pornography, with emphasis on child pornography. Numerous other ancillary issues to these are also addressed. Lectures and discussion include policy implications of the subject matter.

### **SOC2341 Crime in American Society (3)**

Focuses on deviant behavior, the social and psychological causes of crime, and how they are related. It explores a conceptually the nature of crime, who commits crime, how crime is studied, why it occurs, and distinguishes between white collar and traditional crime.

### **SOC2345 The Color of Crime: Race and the Criminal Justice [CDiv] (3)**

This course will systematically examine the role that race, ethnicity, and, to a lesser extent, gender play in the American criminal justice system. A central hypothesis of the course is that race is a significant sociological factor that helps explain how people of color experience the criminal justice system and that such different experiences owe to the deep history of systemic racism and its current manifestations. The course will challenge us to examine critically the existing disparities in rates of victimization, criminal behavior, legal procedures, and incarceration rates.

### **SOC2349 Youth, Crime, and Society (3)**

Surveys the field of juvenile delinquency at the turn of the 21st century: the nature and extent of the antisocial behavior of youths, the causes of youthful law violations, the legal rights of juveniles, prevention and treatment, theories of delinquency, and the functions of the juvenile justice system. Particular issues, such as bullying and mental health, are highlighted. Lectures and discussion include policy implications.

**SOC2357 Careers in Community and Criminal Justice (0.5)**

Uses the insights and experiences of professionals working in crime prevention, rehabilitation, community safety, and community advocacy to explore the characteristics of these and related careers. Effective career search techniques are also discussed. Pass/No Pass.

**SOC2365 Careers in Sociology and Social Work (0.5)**

Explores career options open to sociologists and social workers along with the characteristics of these careers. Effective career techniques are also examined. Pass/No Pass.

**SOC2401 Race and Ethnicity in Cross-cultural Perspective [CDiv] (3)**

Throughout the world race and ethnicity are powerful identities that affect how people live their day-to-day lives. While paying some attention to the complexities of race in the United States this course focuses on how race is socially constructed and experienced in a range of countries and cultures. Issues discussed will include white supremacy, race-mixing, indigenouness, varying forms of discrimination, and potential for political mobilization around race and ethnic identity.

**SOC2401W Race and Ethnicity in Cross-Cultural Perspective [CDiv] (4)**

As this is a four unit writing-intensive course, writing will be emphasized in the context of the course content. Written work will include a 10-12 page research paper as well as five two page reflection papers. Both the research paper as well as the reflection papers will involve the process of careful review and re-writing of drafts in order to improve student writing. Class time will be used to address common problems in writing and a system of professor-facilitated peer editing will be used. The ultimate goal of the writing component is to enable students to build on what they have learned in lower-division composition courses in order to produce a high quality university-level sociological research paper properly formatted to APA (American Psychological Association) style.

**SOC2417 Interpersonal/Intercultural Communication [CDiv] (3)**

Focuses on the individual as the link in effective communication as well as the impact of culture on personal interactions. Through experiential exercises and group discussions, such areas as self awareness, emotions, self concept, perception, body language, and assertiveness are explored.

**SOC2425 Cultures, Communities, and Criminality (1-3)**

Addressed by experts in their field, this class explores the relationship between culture, community, and criminality. We investigate changes in the definition of crime and social response throughout history as well as some of the causes and consequences of contemporary crime. We discuss the influence of race/ethnicity, social class, gender, and prison experience on the characteristics of gangs and gang behavior. Within this context, we include the role of animals. Speakers also address some of the newest concerns of criminology, i.e., terrorism, both domestic and international, along with white collar crime. We conclude by considering the merits of balanced and restorative justice. Units vary with semester in which class is offered.

**SOC2433 Cross-cultures and Subcultures [CDiv] (3)**

Analyzes the nature of domination and oppression among various groups in the United States and explores characteristics of various subcultures particularly as they relate to the processes of acculturation, assimilation, and accommodation. The nature and effects of prejudice and discrimination are also addressed.

**SOC2501 The Inner City: The Good, the Bad, and the Ugly [CDiv] (4)**

Explores of the complex nature of San Francisco's inner city neighborhood, the Tenderloin. Why is it that street crime exists here? Why do the poor live here? Why do so many children love living here? How is this a place of both crime and creativity? What is the history of the Tenderloin? What is its connection to such artistic luminaries as Dashiell Hammett, Mark Twain, Robert Louis Stevenson, Truman Capote, Alice B. Toklas, Isadora Duncan, Billie Holiday, and Miles Davis? How is the art and literary world part of this community today? What are the physical and cultural boundaries of the Tenderloin and how are they maintained? What is the relationship of the Tenderloin, and inner city tenderloins everywhere, to the rest of American society? A community-based course. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**SOC2502 Exploring the Inner World of the Inner City [CDiv] (4)**

What is the structure of the inner city? What is its culture? What is its economy? What legal and illegal businesses take resources in and out of San Francisco's inner city Tenderloin district? How many children live here? How many families? How many homeless people? What ethnic groups live here? Who else lives here? What is the crime rate here? What kinds of crime? How many theaters? What kinds of theaters? How many art galleries? How many murals? What about graffiti? Who are the taggers? What do they have to say? What else is here? Students in this course will conduct qualitative and quantitative studies of patterns of behavior that characterize the inner city, assessing and explaining them and the greater community's response to the world of the inner city. A community-based course. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**SOC2503 Lifestyles of the Poor and Infamous [CDiv] (4)**

What groups live in the inner city? How are their lives organized? What is the lifestyle of the Tenderloin sex worker? What is the community of drug dealers, users, and abusers? What is the criminal subculture? Is there really a code of honor among thieves? Are there gangsters here? Gangbangers? Is there a subculture of the homeless? What is it like to be a youth living here? What about homeless teenagers? How do immigrant families get by? Transgender people? The mentally ill? Old people? What other subcultures characterize the inner city? A community-based course. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**SOC2512 Sports, Service, and Society (1)**

This course develops community leadership skills by integrating the sociological perspective with the practice and teachings of coach John Wooden and others who use athletics as a way of instilling teamwork, discipline, passion, and commitment. By directing the lessons and energy of the class toward community engagement, specifically by establishing and maintaining sports clinics in San Francisco's inner city, the student will develop an appreciation of the application of

sociological theory and uses for knowledge and skills, developed in sports activities, in service of the common good. May be repeated one time for academic credit.

#### **SOC2519 Streetwise Sociology [CDiv] (4)**

Streetwise Sociology is designed to familiarize the student with the inner city culture by becoming a part of it. We do this by participating in projects that benefit the community and, in so doing, learn from individuals who live and work there. The goal is to use sociological theory and practice to understand and contribute to the resolution of urban social problems. Instruction involves on-campus classes and workshops and off-campus community activities. Current projects include Halloween in the Tenderloin, College Night in the Tenderloin, and Miracle on 6th Street (a Christmas event for residents in a hotel for the formerly homeless). May be repeated for credit.

#### **SOC2527 Urban Sociology [CDiv] (4)**

Using a global and historical perspective, this course examines urban lifestyles, social organization, urban problems, and trends. Classroom work compares characteristics of cities around the world while out-of-class work focuses on Bay Area cities with independent field trips as part of the course experience.

#### **SOC2535 Halloween in the Tenderloin (1)**

Halloween in the Tenderloin is a service-learning course that involves the student in the lives of inner city children and community activists in a manner that encourages learning about the community and the people who work and reside there. This course is developed in collaboration with students in SOC2519 Streetwise Sociology and members of the Tenderloin community to organize and implement the annual Halloween Festival and Safe Trick or Treat event.

#### **SOC2601 Animals in Society (1)**

Uses a social scientific approach to explore the capabilities of other-than-human animals along with the implications of these attributes. This seminar-style class examines the link between cruelty and compassion toward animals and the treatment of humans. Ways that animal presence can benefit people and people can enrich the lives of other animals are also considered.

#### **SOC2609 The Animal-Human Bond (3)**

Using both sociological and psychological perspectives, this course explores the unique social relationship that humans share with other animals along with the implications of this bond. Focus is not directed at animals per se, but at the mutual impact humans and animals have on each other both micro- and macroscopically. The human-animal bond is examined historically and culturally within the context of such social systems as the family, economics, politics, religion, science, health, and recreation. The social construction of our attitudes toward other animals is studied and the role of animal domination in maintaining racism, sexism, ageism, and social class privilege is probed. Attention is given to advocacy techniques for promoting animal welfare and animal-related professions for sociology and psychology majors.

**SOC2617 Teaching, Learning, and Healing through Animals (3)**

This course illuminates the intricate part animals play in the education and health of human beings. Through the integration of theory with practice, students develop the skills to teach compassion in a variety of environments and facilitate human well-being through animal-inclusive activities. Students are introduced to animal-centered teaching/learning strategies that contribute to effective lesson and curricular implementation with populations from preschool to elderly adults. Current research related to the effect of animals on the physical, mental, emotional and social health of people is discussed. Students explore the value of animal assisted activities and therapy as alternative modalities. Hands-on demonstrations by professionals and their animal companions familiarize students with the skills, principles and theory underpinning animal facilitated healing.

**SOC2625 Animals, People, and the Environment [CDiv] (4)**

By combining natural sciences with social sciences, this class explores the interactions between people, wildlife, and our ecological environment. Focus is given to the value of animal life and nature in such specific areas as conservation/wildlife management, food production, energy needs assessment, biomes and populations, urban sprawl, biomagnification and chemical pollution, environmental disease, endangerment, extinction, globalization and ecotourism within the context of social inequality and social justice. Particular emphasis is given to the deforestation of Africa and the Amazon; introduction of the kingfish to the Quechua and Imara Indians of Southern Peru; the Arctic wilderness and oil drilling; mountaintop removal in West Virginia; chemical pollution of the Great Lakes; creation of compatible environments in Northern Minnesota; and the impact of tourism on Moorea. This course uses historical, biological, sociological, cultural, institutional, and environmental perspectives to examine the connections between animals, people and our environment. On-site visits are included in the course content.

**SOC2633 Animals in Literature (3)**

Through fiction, poetry, drama, and literate nonfiction, this course examines the varied and significant roles that animals have played in human life throughout history and continue to play in contemporary society. Works by U.S. authors as well as some from other cultures are read to explore the ways in which literature uses companion animals and wildlife, real as well as imagined, to shape and reflect social values. Readings are approached from sociological, psychological, and literary perspectives. Students develop their own body of creative writing exercises with animals as theme and character.

**SOC2692 Animals, People, Environment-Field (1)**

This course is a stand-alone, community-based learning class involving on-site visits to locations that facilitate learning about the connections between people, wildlife and our natural environment through direct involvement. Depending on the opportunities available during a given semester, on-site locations might include (but are not limited to) a botanical garden; humane farm; reservoir; wildlife hospital; nature center, museum, community garden project; marine laboratory; salt-marsh ecosystem; woodland preserve; urban restoration endeavor and animal sanctuary/reserve. Within the context of the class, students participate in one or more projects that benefit the eco-community and, in doing so, learn about their part in the local and global systems as well as the complexities of environmental issues. Topics are examined relative

to various kinds of cultures including ethnic, social class, gender, region, lifestyle and especially species. Format centers on off-campus activities though classroom-style instruction is involved. This course is deliberately scheduled on weekend days to provide the flexibility and time for the on-site visits. (List of exact activities for the semester are available during early registration).

**SOC2725 Social Problems [CDiv] (3)**

This course studies the social roots of such contemporary community issues as poverty, homelessness, drugs, inequality, HIV/AIDS, domestic abuse, alienation, and institutionalized violence. A significant part of class time is spent in the field, learning from community agencies and individuals involved in the problems that are explored.

**SOC2741 Social Class and Social Inequality (3)**

Explores the social class structure in the United States: its roots, trends, and effects of inequality. Values and characteristics of various social classes are explored. Comparisons to stratification systems in other countries are addressed.

**SOC2749 Political Sociology (3)**

Examines political power, activism, and change in workplaces, labor unions, elections, social movements, and local communities. Political attitudes and behavior are analyzed with respect to social class, economic trends, minority/majority status, and media influence.

**SOC2765 Time Management (0.5-1)**

Examines sociological and psychological issues underlying time utilization and presents a management plan in which daily schedules hinge on life goals. Study techniques that enhance learning and minimize study time are also presented and practiced. Units vary with semester in which class is offered.

**SOC2886 Special Topics in Sociology (1-3)**

Various courses are offered providing elective units in Sociology. Topics offered in the past include Understanding and Assisting Homeless Children, Social Action through the Arts, and Case Studies in Migration, Transmigration, and Exile.

**SOC2999 Independent Study in Sociology (1-3)**

Provides an opportunity for independent study or research under the direction of an instructor. See Undergraduate Policies and Procedures section on Independent Study.

# DIVISION OF NATURAL AND PHYSICAL SCIENCES

*Gregory B. White, Ph.D., Interim Dean*  
*Office of the Dean: (650) 508-3771*

The Division of Natural and Physical Sciences seeks to empower our students to be inquiring, insightful, informed critical thinkers, responsible citizens, and successful professionals. The faculty in the Division of Natural and Physical Sciences provides the highest quality of education, training, research, and service. We provide students with a breadth of knowledge and the skills necessary for further careers in the sciences and in life. We hope to instill an appreciation for all forms of life and a sense of social responsibility, awakening a sense of wonder through both analysis and synthesis in the student .

## Programs

### **Undergraduate Majors / Minors**

- Biochemistry
- Biology
- Computer and Information Science
- Kinesiology

### **Minor**

- Mathematics

### **Postbaccalaureate Programs**

- Postbaccalaureate Premedical

# Biochemistry

*Dr. Isabelle Haithcox, Chair, (650) 508-3496, [ihaitcox@ndnu.edu](mailto:ihaitcox@ndnu.edu)*

The Natural Sciences Department offers a Bachelor of Science in Biochemistry, both a Bachelor of Science and a Bachelor of Arts in Biology, and minors in Biology, Biochemistry, and Chemistry. A Master of Arts in Teaching Biology is available in collaboration with the School of Education and Leadership.

Degrees in the Department lead directly to employment, graduate study, or entrance into professional schools in medicine, pharmacy, dentistry, veterinary medicine, allied health, or education. The Department offers a selection of courses satisfying Core Curriculum Requirements and encourages students in other majors to pursue a minor in the Natural Sciences.

The undergraduate degree in Biochemistry is a foundation for careers in laboratories either in industry such as biotechnology or in the academic world. The major prepares the student for graduate study directed toward biochemistry, microbiology, pharmacy, or other biomedical areas of specialization. Pre-medical, pre-dental, and pre-pharmacy students will also find that the Biochemistry major provides a good preparation for most medical schools.

## Bachelor of Science: Biochemistry

In addition to major requirements, students must meet Core Curriculum Requirements and General Degree Requirements.

Core Major		Units
BIO1101/1101L	General Biology I	3/1
BIO1103/1103L	General Biology II	3/1
CHE1202/1202L	General Chemistry I	3/1
CHE1204/1204L	General Chemistry II	3/1
MTH1320	Calculus I	4
MTH1321	Calculus II (recommended)	
PHY1304/1304L	Physics for Scientists I	3/1
PHY1306/1306L	Physics for Scientists II	3/1
BIO2252/2252L	Cellular and Molecular Biology	3/1
BIO2275/2275L	General Microbiology	3/2
CHE2203/2203L	Organic Chemistry I	3/1
CHE2205/2205L	Organic Chemistry II	3/1
CHE2210/2210L	Chemical Analysis and Instrumental Methods	3/2
CHE2370/2370L	Biochemistry I	3/1
CHE2375/2375L	Biochemistry II	3/1
CHE2884	Research	3
MTH2502	Statistics	3
Upper-division elective in Biology, Chemistry, or Physics approved by the advisor		4



<b>Total Major Requirements</b>	<b>68</b>
Other Degree Requirements* and General Electives	
* Other degree requirements include Core Curriculum Requirements and General Degree Requirements (e.g., Career Development, U.S. History).	56
<b>Total Unit Requirement</b>	<b>124</b>

MTH1321 Calculus II, MTH1330 Calculus III, CHE2312 Physical Chemistry for Life Sciences, and courses in Computer Science are strongly recommended, especially for students planning graduate study. CHE2884 may be fulfilled by a CAR2990 internship involving laboratory work and an additional elective. Students anticipating graduate study or pharmacy school should consult the individual schools to which they intend to apply for specific undergraduate course requirements.

### **Minor Requirements: Biochemistry**

<b>Required Courses</b>	<b>Units</b>
BIO1101/BIO1101L General Biology I	3/1
BIO1103/1103L General Biology II	3/1
CHE1202/1202L General Chemistry I	3/1
CHE1204/1204L General Chemistry II	3/1
CHE2203/2203L Organic Chemistry I	3/1
CHE2205/2205L Organic Chemistry II	3/1
CHE2370/2370L Biochemistry I	3/1
CHE2375/2375L Biochemistry II	3/1

### **Minor Requirements: Chemistry**

<b>Required Courses</b>	<b>Units</b>
CHE1202/1202L General Chemistry	3/1
CHE1204/1204L General Chemistry	3/1
Plus 11-13 upper-division units in Chemistry from the following, with the approval of the Program Advisor:	
CHE2203/2203L Organic Chemistry I	3/1
CHE2205/2205L Organic Chemistry II	3/1
CHE2210/2210L Chemical Analysis and Instrumental Methods (5)	3-5
or	
CHE2312 Physical Chemistry for Life Sciences (3)	

# Biology

*Dr. Isabelle Haithcox, Chair, (650) 508-3496, [ihaitcox@ndnu.edu](mailto:ihaitcox@ndnu.edu)*

The Natural Sciences Department offers both a Bachelor of Science in Biology. A Master of Arts in Teaching Biology is available in collaboration with the School of Education and Leadership. Degrees in the Department lead directly to employment, graduate study, or entrance into professional schools in medicine, pharmacy, dentistry, veterinary medicine, allied health, or education. The Department offers a selection of courses satisfying Core Curriculum Requirements and encourages students in other majors to pursue a minor in the Natural Sciences.

The program is structured to provide interdisciplinary study in the Natural Sciences and to promote interaction among faculty and students in all fields. The Biology major provides students with the breadth of knowledge and strong skills necessary for careers in the biological sciences. By choosing elective courses with their advisor, Biology majors can focus their studies in Cell and Molecular Biology, Bioinformatics, Organismal Biology, Ecology, and Environmental Science, or Forensic Science.

All incoming students intending to major in an area of the Natural Sciences must take the placement examinations for: Biology, Chemistry, and Mathematics. Having declared their major, a prospective biology student must achieve a score of 89% or better on the biology placement examination; if that level is not attained, the student must take BIO1009 or its equivalent and earn a B or better before being allowed to take further biology courses. AP biology courses, or examinations, will not be considered as substitutes. Transfer students must submit proof of successful (B or better) completion of a course equivalent to BIO1009 or take the biology placement examination.

## Bachelor of Science: Biology

In addition to major requirements, students must meet Core Curriculum Requirements and General Degree Requirements.

Prerequisites		Units
BIO1101/1101L	General Biology I	3/1
BIO1103/1103L	General Biology II	3/1
CHE1202/1202L	General Chemistry I	3/1
CHE1204/1204L	General Chemistry II	3/1
CHE2203/2203L	Organic Chemistry I	3/1
CHE2205/2205L	Organic Chemistry II	3/1
MTH1216	Precalculus/Trigonometry	4
MTH1320	Calculus I (4)	3-4
or		
MTH1322	Applied Calculus (4)	
or		
MTH2502	Statistics (3)	

PHY1003/1003L College Physics I	8
and	
PHY1205/1205L College Physics II	
or	
PHY1304/1304L Physics for Scientists I	
and	
PHY1306/1306L Physics for Scientists II	
<b>Total Prerequisites</b>	<b>39-40</b>
<b>Major Requirements</b>	<b>Units</b>
BIO2200/2200L      Developmental Biology	3/1
BIO2210/2210L      Human Physiology	3/2
BIO2215/2215L      Genetics	3/1
BIO2275/2275L      General Microbiology	3/2
BIO2277/2277L      Immunology	3/1
or	
CHE2370/2370L      Biochemistry I	
Upper-division electives in Biology approved by the advisor	8
<b>Total Major Requirements</b>	<b>30</b>
Other Degree Requirements* and General Electives	
* Other degree requirements include Core Curriculum Requirements and General Degree Requirements (e.g., Career Development, U.S. History).	57
<b>Total Unit Requirement</b>	<b>124</b>

**Biology Elective Courses**

BIO1465	Natural Sciences Seminar (1)
BIO2108/2108L	Contemporary Environmental Issues (3/1)
BIO2114/2114L	An Introduction to the Diverse World of Plants (3/1)
BIO2124	Forensic Science (4)
BIO2132/2132L	General Ecology (3/1)
BIO2138/2138L	Environmental Toxicology (3/1)
BIO2143/2143L	Invertebrate Zoology (3/1)
BIO2148/2148L	Vertebrate Zoology (3/1)
BIO2252/2252L	Cellular and Molecular Biology (3/1)
BIO2354	Molecular Biology for Computer Scientists (3)
BIO2884	Research (1-3)
BIO2994	Laboratory Assistant (1-3)
BIO2997	Honors Thesis Research (2-4)
BIO2999	Independent Study in Biology (1-3)
CHE2210/2210L	Chemical Analysis and Instrumental Methods (3/2)
CHE2312/2312L	Physical Chemistry for Life Sciences (3/1)
CHE2370/2370L	Biochemistry I (3/1)
CHE2375/2375L	Biochemistry II (3/1)
NSC2012	Introduction to Nutrition (3)
PHY2000/2000L	Science in Action (3/1)

Future medical, dental, veterinary medicine, or graduate students are advised to take PHY1304, PHY1304L, PHY1306, PHY1306L and MTH1220. Biology majors are encouraged to fulfill the Career Development requirement with an appropriate internship. Students anticipating graduate study should consult the individual schools to which they intend to apply for specific undergraduate course requirements.

**Minor Requirements: Biology**

Required Courses		Units
BIO1101/1101L	General Biology I	3/1
BIO1103/1103L	General Biology II	3/1
CHE1101	Introductory Chemistry	3
or		
CHE1202/1202L	General Chemistry I	3/1
CHE1204/1204L	General Chemistry II	3/1
Upper-division units in Biology, approved by Department Chair		12

# Computer and Information Science

*Dr. Eugen Radian, Chair Math & CS, (650) 508-3472, [eradian@ndnu.edu](mailto:eradian@ndnu.edu)*

*Dr. John Youssefi, Program Director CIS, (650) 508-3450, [jyoussefi@ndnu.edu](mailto:jyoussefi@ndnu.edu)*

The Department of Mathematics and Computer Science offers a Bachelor of Science in Computer and Information Science. The Computer and Information Science major provides sound preparation for a career as a computer professional or for graduate study. It combines a comprehensive theoretical foundation with the pragmatic aspect of designing and implementing computer-based solutions to practical problems. The program also emphasizes the current trends in software engineering through an object-oriented approach and Internet/networking applications using Java, Perl, C++, and other Web related software systems, tools, and technologies.

The major is available to both day and evening students. Evening students who qualify as intensive students may take intensive courses to satisfy their Core Curriculum requirements. Small classes facilitate easy interaction with faculty.

Based on the student's career needs the Computer and Information Science major offers the following two emphases:

- Software Engineering
- Management Information Systems

## **Software Engineering (SE) Emphasis**

The Software Engineering emphasis combines a comprehensive theoretical foundation with the pragmatic aspect of designing and implementing computer-based solutions to practical problems. Students will be exposed to more traditional Computer Science breadth and depth in conjunction with using a variety of tools and technologies in software engineering.

## **Management Information Systems (MIS) Emphasis**

Management Information Systems focuses on developing quantitative, computing, managerial, and business skills. This emphasis is suitable for students interested in a computer-related career in a business environment and leads to a wide range of employment opportunities related to computer information and technology management.

## **Bachelor of Science: Computer and Information Science**

<b>Required Courses</b>		<b>Units</b>
BUS2991	Service Learning Internship	3
CIS1130	Foundations of Computer Science	4
CIS1130L	Programming Laboratory	1
CIS1140	Data Structure and Abstraction	4
CIS2233	Database Management Systems	3
CIS2235	Computer Operating Systems and Unix Utilities	4
CIS2243	Computer Network and Network Programming	4
CIS2245	Software Engineering	3
CIS2277	Web Programming I - Client Side	3
CIS2278	Web Programming II - Server Side	3
CIS2885	Senior Project	3
MTH2419	Discrete Mathematics	4
MTH2522	Probability and Statistics	4
<b>Total</b>		<b>43</b>

### **Emphasis 1: Software Engineering**

MTH1320	Calculus I	4
MTH1321	Calculus II	4
Select two (2) from the following courses:		8
CIS1150	Computer Organization (4)	
CIS2211	Algorithms and Complexity (4)	
CIS2221	Programming Languages and Compiler (4)	
Select two (2) from the following courses:		6
CIS2255	Computer Graphics (3)	
CIS2261	Object-Oriented Design and Programming (3)	
CIS2886	Special Topics in Computer Science (3)	
<b>Total</b>		<b>22</b>

### **Emphasis 2: Management Information Systems**

BUS1000	American Business: Foundations and Practices	3
BUS2000	Management Principles and Organizational Behavior	3
BUS2008	Legal Environment of Business	3
CIS2261	Object-Oriented Design and Programming	3
MTH1322	Applied Calculus (3)	4
Select Two(2) from the following courses:		6
BUS2032	Management Planning and Decision-Making (3)	
BUS2300	Marketing Principles (3)	
BUS2372	Business to Business Advertising in a Technology Environment (3)	
BUS2600	Operations and Information Technology Systems (3)	

BUS2608	Telecommunications Management (3)
CIS2255	Computer Graphics (3)
CIS2886	Special Topics in Computer Science (3)

<b>Total</b>	<b>22</b>
Other Degree Requirements* and General Electives	
* Other degree requirements include Core Curriculum Requirements and General Degree Requirements	59
<b>Total Degree Requirements</b>	<b>124</b>

## Kinesiology

*Dr. Lisa Bjerknes, Director, (650) 508-3491, lbjerknes@ndnu.edu*

Kinesiology is the study of human motor performance and those physical activities yielding exercise benefits and/or satisfying a person's competitive nature. Such study includes an investigation into the nature of motor performance, how it is assessed, what its effects are upon the rest of the system, and how motor performance is learned. The kinesiology curriculum provides the necessary foundation for students who wish to pursue careers in teaching, coaching, or physical therapy, or to continue to graduate school. The Bachelor of Science in Kinesiology is offered by the Natural Sciences Department in cooperation with several other departments within the School of Sciences.

### Bachelor of Science: Kinesiology

In addition to major requirements, students must meet Core Curriculum Requirements and General Degree Requirements.

<b>Prerequisites</b>	<b>Units</b>
BIO1101/1101L General Biology I	3/1
BIO1103/1103L General Biology II	3/1
CHE1101 Introductory Chemistry	3
CHE1202/1202L General Chemistry I	3/1
or	
CHE1204/1204L General Chemistry II	3/1
PSY1001 Introduction to Psychology	3
<b>Total Prerequisites</b>	<b>14</b>

<b>Major Requirements</b>	<b>Units</b>
BIO2205/2205L Human Anatomy	3/1
BIO2210/2210L Human Physiology	3/2
KIN2100 Structural Kinesiology	3
KIN2108 Care and Prevention of Athletic Injury	3
KIN2116 Exercise Physiology	3
KIN2124 Mechanical Kinesiology	3

KIN2132	Fundamentals of Strength Conditioning	3
MTH2502	Statistics	3
PSY2133	Social Psychology	3
PSY2141	Developmental Psychology	3

<b>Total Major Requirements</b>	<b>33</b>
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Other Degree Requirements\* and General Electives

* Other degree requirements include Core Curriculum Requirements and General Degree Requirements (e.g., Career Development, U.S. History).	77
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<b>Total Unit Requirement</b>	<b>124</b>
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CHE1202/1202L and CHE1204/1204L is recommended for those majors interested in graduate Physical Therapy and Kinesiology programs.

The following courses are suggested for those majors interested in becoming a physical education teacher and/or coach:

- |         |  |
|---------|--|
| EDU2003 | Physical Education in the Elementary School (3)      |
| EDU2006 | Introduction to Education: Practicum in Teaching (3) |



# Mathematics and Statistics

*Dr. Eugen Radian, Chair, (650) 508-3472, [eradian@ndnu.edu](mailto:eradian@ndnu.edu)*

The Department of Mathematics and Computer Science offers courses satisfying the Core Curriculum Requirements in Mathematics, required courses for other majors, and a Minor in Mathematics.

The Mathematics and Statistics curriculum at Notre Dame de Namur University provides solid preparation to meet career and life goals. Students in mathematics and statistics classes build their analytical and computational competences and engage in active learning as they learn to link mathematical and statistical concepts with practical problems.

While they enhance their abilities to analyze and solve problems, organize data, and understand number relationships, students are developing their critical thinking skills and creativity. All undergraduate students must satisfy the Core Curriculum Requirement in Mathematics and many students have additional mathematics and statistics requirements in their majors. Before enrolling in any Mathematics or Statistics course, except MTH7003, all students must demonstrate appropriate preparation. See Placement and Diagnostic Tests: Mathematics for further information.

## Minor Requirements: Mathematics

Required Courses		Units
MTH1320	Calculus I	4
MTH1321	Calculus II	4
MTH1330	Calculus III	4
Plus two courses chosen from the following:		
CIS2255	Computer Graphics (3)	
MTH2419	Discrete Mathematics (4)	
MTH2450	Linear Algebra (4)	
MTH2485	Research/Project in Mathematics/Statistics (4)	
MTH2522	Probability and Statistics (4)	
<b>Total</b>		<b>19-20</b>

All programs must be approved by the Department Chair.

# Pre-Professional Preparation in Medicine and the Allied Health Fields

*Dr. Lisa Bjerknes, Director, (650) 508-3491, lbjerknes@ndnu.edu*

## Medicine

Students planning post-graduate application to medical, dental, pharmacy, or veterinary schools should consult, at an early date, the individual schools to which they plan to apply for specific undergraduate course requirements. Any baccalaureate program can be acceptable, however certain courses are either required or recommended and cover topics included on the Medical College Admissions Test (MCAT). Generally these include:

Courses		Units
BIO1101/1101L	General Biology I	4
BIO1103/1103L	General Biology II	4
CHE1202/1202L	General Chemistry I	4
CHE1204/1204L	General Chemistry II	4
CHE2203/2203L	Organic Chemistry I	4
CHE2205/2205L	Organic Chemistry II	4
ENG2108	Advanced Writing	3
MTH----	Statistics and Calculus (consult advisor)	8
PHY1003/1003L	College Physics I	4
PHY1205/1205L	College Physics II	4

## Additional Courses

BIO2200/2200L	Developmental Biology	4
BIO2210/2210L	Human Physiology	5
BIO2215/2215L	Genetics	4
BIO2275/2275L	General Microbiology	4
CHE2370/2270L	Biochemistry I	4
CHE2375/2275L	Biochemistry II	4

Admissions committees of the medical schools look for persons of high ability in science demonstrated in coursework and independent investigations. In addition, students should show strong analytical skills and motivation, as well as a practical exposure to the field of medicine.

## Allied Health Professions

Preparation for the allied health professions depends heavily upon the particular area of healthcare involved; a wide range of baccalaureate programs may meet requirements. In general, however, the minimum preparation for these professions consists of the following courses:

<b>Courses</b>		<b>Units</b>
BIO1101/1101L	General Biology I	4
BIO1103/1103L	General Biology II	4
BIO----	Upper-division Biology	8
CHE1202/1202L	General Chemistry I	4
CHE1204/1204L	General Chemistry II	4
CHE2203/2203L	Organic Chemistry I	4
CHE2205/2205L	Organic Chemistry II	4
MTH----	Mathematics (consult advisor)	8
PHY1003/1003L	College Physics I	4
PHY1205/1205L	College Physics II	4

Certain of the allied health professions may require preparation closely resembling the requirements for pre-medical programs. Students are advised to consult at an early date the catalogs of the schools to which they intend to apply to be certain of requirements.

## Postbaccalaureate Premedical Graduate Certificate

*Dr. Lisa Bjerknes, Director, (650) 508-3491, lbjerknes@ndnu.edu*

The Department of Natural Sciences offers a program leading to the Postbaccalaureate Premedical Certificate. The purpose of the program is to prepare students whose undergraduate background lacks the necessary science and mathematics requirements for entrance into medical, veterinary, or dental school or into programs such as pharmacy or physical therapy. The Postbaccalaureate Premedical Program takes approximately two years and the coursework receives academic credit. The curriculum is taught by experienced faculty in natural sciences and mathematics.

An individualized program is planned to meet the needs of each student. Upon completion of 16 units with a GPA of 3.0 or higher in the curriculum listed below, a Postbaccalaureate Premedical Certificate is awarded. Most of the program consists of day classes and students may work part-time while completing the program. Individual assistance with the application process for specific professional schools is provided.

### Curriculum

Courses in the following subject areas are adjusted to individual needs. (All prerequisites for these courses must be met).

- General Chemistry
- Organic Chemistry
- Biochemistry
- Physics
- Calculus or Statistics
- Precalculus Mathematics
- General Biology
- Developmental Biology

- Vertebrate Zoology
- Genetics
- Physiology
- Microbiology
- Additional Natural Sciences or Mathematics Courses

## **Admission Requirements**

- A four-year bachelor's degree from an accredited institution
- Interview with the Program Director
- TOEFL score of 550 for international students
- A cumulative grade-point average of 2.5 or better, preferably 3.0

Application deadlines are August 1 for the Fall Semester and December 1 for the Spring Semester.

# BIO Course Descriptions

## **BIO1004 Human Biology (3)**

### **Prerequisite: High School Biology**

Three hours lecture. Covers the basic structure and function of the human body. Surveys structure of cells, anatomy and physiology of several organ systems (e.g. reproductive, circulatory, nervous, muscular, immune), human genetics, nutrition, and our relationship with the environment. Scientific method and principles of biology are emphasized. May include laboratory demonstrations and activities.

## **BIO1009 Introduction to Biology (3)**

Three hours lecture, one and one-half hours laboratory. Provides a general introductory study of plants and animals. Required for liberal studies majors.

## **BIO1009L Introduction to Biology Lab (0.5)**

Lab component of BIO1009 Introduction to Biology.

## **BIO1101 General Biology I (3)**

### **Prerequisite: High School Biology**

Three hours lecture, three hours laboratory. General Biology is a foundation course dealing with cellular and molecular biology, with emphasis on structure and function of cells as the basic unit of life, including cellular metabolism, enzyme energetics, molecular genetics, Mendelian genetics, and concepts of speciation and evolution. Laboratory introduces basic laboratory techniques, light microscopy, enzyme kinetics, calorimetry, and population genetics.

## **BIO1101L General Biology I Lab (1)**

Lab component of BIO1101 General Biology I.

## **BIO1103 General Biology II (3)**

### **Prerequisite: High School Biology**

Three hours lecture, three hours laboratory. Focuses on the study of microorganisms, fungi, higher plants and animals, their diversity and unity, structure, development, physiology, and classification. Laboratory develops observational skills using prokaryotes and eukaryotes.

## **BIO1103L General Biology II Lab (1)**

Lab component of BIO1103 General Biology II.

## **BIO1465 Natural Science Seminar (1)**

Offers presentations and discussions of selected topics in natural sciences. Speakers are scientists from other institutions and from the NDNU faculty and student body. May be repeated for credit.

## **BIO2007 Geographical Information Systems and Public Health (4)**

Introduces the essentials of GIS and the fundamentals of epidemiology. Lectures and laboratories use GIS software to develop skills in database management, graphical display, and mapping, incorporating epidemiological methods to develop maps exemplifying a range of

public health issues including infectious and vector-borne disease patterns, epidemic investigations, environmental hazards, and health services access.

### **BIO2108 Contemporary Environmental Issues (3)**

Prerequisites: Math Placement Level 2 and permission of instructor

Three hours lecture, one hour laboratory. Surveys Earth's biomes and gives an overview of where humans live, with a concentration on how human activities affect biomes. Major themes are population growth and concomitant demands on energy and resources. Addresses pollution and consumer society links with the crisis of biodiversity loss. Optional laboratory exemplifies the dominant issues in the course topics by means of field studies and selected site visits.

### **BIO2108L Contemporary Environmental Issues (1)**

Lab component of BIO2108 Contemporary Environmental Issues.

### **BIO2114 An Introduction to the Diverse World of Plants (3)**

**Prerequisite:** BIO1101, BIO1101L, BIO1103, BIO1103L

This course is an introduction to plant systematics including vascular plant classification, diversity and evolutionary relationships. Discussion entails the structural components of vascular plants and how plant structure relates to function, development, environment, evolution, and human use of plants. The course briefly encompasses the major physiological and metabolic processes of plants with a survey of photosynthesis and plant metabolism, mineral nutrition and ion uptake, water relations, transport processes, and regulation of plant growth and development.

### **BIO2114L An Introduction to the Diverse World of Plants (1)**

Lab component of BIO2114 An Introduction to the Diverse World of Plants.

### **BIO2124 Forensic Science (4)**

Three hours lecture; three hours laboratory. Focuses on the mysterious and exciting world of forensic science and forensic psychology, with an emphasis on the techniques, skills, tools, and procedures used in the discovery process and their limitations. The nature of physical evidence is studied, along with the limitations that technology, knowledge, and human behavior impose. Class discussions cover DNA analyses, fingerprint, hair, fiber, and bullet comparisons, footwear impressions, crime-scene search and investigation as well as discussion of the psychological domains of eyewitness testimony, the malleability of memory, the fallibility of judgments, and decision-making.

### **BIO2132 General Ecology (3)**

**Prerequisites:** BIO1103, BIO1103L or BIO1009, BIO1009L, Mathematics Placement Level 2 and either PHY1205, PHY1205L or PHY1109, PHY1109L or CHE1202, CHE1202L or CHE1101 or permission of instructor. **Lecture and laboratory**

Investigates Earth's physical structure and place in the solar system, global climate patterns, evolution of biomes, energy flow, and biotic and abiotic components of ecosystems. Also investigates cycling of chemical elements in ecosystems and trophic relationships within ecosystems. Presents selected ecosystems exemplify unifying concepts of ecology. Discusses the impact of human activity on ecosystems. Laboratory concentrates on field study of concepts.

**BIO2132L General Ecology Lab (1)**

Lab component of BIO2132 General Ecology.

**BIO2138 Environmental Toxicology (3)**

**Prerequisites:** BIO1101, BIO1101L, BIO1103, BIO1103L, CHE1202, CHE1202L and BIO2132, BIO2132L or permission of instructor

Three hours lecture, three hours laboratory. Examines toxins in the environment due to natural causes and human effects. Covers sampling and survey techniques, risk assessment, and legal regulations.

**BIO2138L Environmental Toxicology (1)**

Lab component of BIO2138L Environmental Toxicology.

**BIO2143 Invertebrate Zoology (3)**

**Prerequisites:** BIO1101, BIO1101L, BIO1103, BIO1103L

Three hours lecture and three hours laboratory, and field trips. This course emphasizes the evolution and diversity of invertebrates. Topics will include the phylogeny of Parazoa and Eumetazoa and the phyla within the derived clades of the Eumetazoa, as well as their life-histories, and functional morphology.

**BIO2143L Invertebrate Zoology Lab (1)**

Lab component of BIO2143 Invertebrate Zoology

**BIO2148 Vertebrate Zoology (3)**

**Prerequisites:** BIO1101, BIO1101L, BIO1103, BIO1103L recommended

Three hours lecture, three hours laboratory. Emphasizes the unique structural and functional adaptations of vertebrates. Focuses on the anatomy and physiology of representative vertebrates including Agatha, cartilaginous and bony fishes, amphibians, reptiles, birds, and mammals. Laboratory includes dissection of lamprey, dogfish shark, and cat as representative vertebrates provides for study of functional anatomy.

**BIO2148L Vertebrate Zoology Lab (1)**

Lab component of BIO2148 Vertebrate Zoology.

**BIO2200 Developmental Biology (3)**

**Prerequisites:** BIO1101, BIO1101L, BIO1103, BIO1103L

Three hours lecture, three hours laboratory. Covers development of living organisms from the fertilized egg to establishment of organ systems. Topics include fertilization, gastrulation, neurulation, regulation of development, cell commitment, morphogenesis, induction, and laying down of organ systems. Laboratory includes morphological observations and individual experimental projects.

**BIO2200L Developmental Biology Lab (1)**

Lab component of BIO2200 Developmental Biology.

**BIO2205 Human Anatomy (3)****Prerequisites:** BIO1101, BIO1101L, BIO1103, BIO1103L

This is the study of the structure of the human body, including muscles, bones, heart, brain, ear, eye, and other systems, as well as a short look at development of the fetus. Lab work entails dissection of the cat and study of the human skeleton.

**BIO2205L Human Anatomy Lab (1)**

Lab component of BIO2205 Human Anatomy.

**BIO2210 Human Physiology (3)****Prerequisites:** BIO1101, BIO1101L, BIO1103, BIO1103L, CHE1202, CHE1202L

Three hours lecture, three hours laboratory, one hour seminar. Focuses on functional aspects of the human organism at the subcellular, cellular, and tissue levels and on causes and effects at organ level. Topics include nerve impulse transmission, muscle contraction, circulatory, respiratory, digestive, immune, and endocrine systems. Laboratory includes use of oscilloscope, computerized measurements of cardiac, muscle, and respiratory function, biochemical assays, and basic histology. Results are discussed in seminar.

**BIO2210L Human Physiology Lab (2)**

Lab component of BIO2210 Human Physiology.

**BIO2215 Genetics (3)****Prerequisites:** BIO1101, BIO1101L, BIO1103, BIO1103L and CHE1202, CHE1202L

Three hours lecture, three hours laboratory. Focuses on the physical and chemical basis of heredity. Topics include: Mendelian genetics; mapping; structure, organization, and replication of DNA; mutation; transcription, translation, and regulation; and extrachromosomal inheritance and population genetics. Laboratory may include Mendelian and population genetics, cytogenetics, DNA analysis, electrophoresis, PCR, and mapping techniques.

**BIO2215L Genetics Lab (1)**

Lab component of BIO2215 Genetics.

**BIO2252 Cellular and Molecular Biology (3)****Prerequisites:** BIO1101, BIO1101L, BIO1103, BIO1103L and CHE2203, CHE2203L, CHE2205, CHE2205L and CHE2370, CHE2370L or BIO2215, BIO2215L or permission of instructor

Three-hours lecture, three hours laboratory. Focuses on the structural and biochemical basis of cellular function. Emphasizes cell substructure, cell membranes, cell-surface phenomena, and the storage and transfer of biological information at the biochemical level. Laboratory presents methods of biotechnology.

**BIO2252L Cellular and Molecular Biology Lab (1)**

Lab component of BIO2252 Cellular and Molecular Biology.



**BIO2275 General Microbiology (3)****Prerequisites:** BIO1101, BIO1101L, BIO1103, BIO1103L, CHE1202, CHE1202L

Three hours lecture, six hours laboratory. Comprises the study of microorganisms and viruses, including the structure, physiology, genetics, systematics, and evolution of bacteria, fungi, protista, and parasitic metazoans. Emphasizes medical, veterinary, and agricultural microbiology, along with microbial ecology and industrial microbiology.

**BIO2275L General Microbiology Lab (2)**

Lab component of General Microbiology.

**BIO2277 Immunology (3)****Prerequisites:** BIO1101, BIO1101L, BIO1103, BIO1103L, CHE1202, CHE1202L

Three hours lecture, three hours laboratory. Covers cellular immune response, biochemical mechanisms of immunity, immune disorders, hypersensitivities, and genetics of immunity. Laboratory introduces techniques including electrophoresis, immunoelectrophoresis, in vitro systems, ELISA, and plaque assay.

**BIO2277L: Immunology Lab (1)**

Lab component of Immunology

**BIO2354 Molecular Biology for Computer Scientists (3)****Prerequisite:** A college level biology course or permission of the instructor

The field of bioinformatics is interdisciplinary, requiring knowledge of biology and computer science. This applied course for computer science majors is intended to fill the conceptual gaps that may exist in the areas of protein structure and function, protein synthesis, the genetic code, gene expression, gene sequencing, genetic engineering, and evolutionary biology. Successful completion of this course will allow a computer science major to understand and use gene sequence databases in bioinformatics application.

**BIO2465 Natural Science Seminar (1)**

Offers presentations and discussions of selected topics in natural sciences. Speakers are scientists from other institutions and from the NDNU faculty and student body. May be repeated for credit.

**BIO2884 Research (1-3)****Prerequisites:** BIO1101, BIO1101L, BIO1103, BIO1103L

Provides practical experience with biological research carried out under close supervision of a faculty member. Includes experimental design, library research, laboratory work, and presentation of results. May be repeated for credit.

**BIO2994 Laboratory Assistant (1-3)****Prerequisites:** BIO1101, BIO1101L and permission of instructor

Provides an opportunity for Natural Science majors to earn credit assisting instructors. Three units may be used as upper-division units in the major.

**BIO2997 Honors Thesis Research (2-4)**

Provides a research opportunity for undergraduates who have completed all requirements for the biology major and have demonstrated outstanding promise.

**BIO2999 Independent Study in Biology (1-3)**

Provides an opportunity for individual study or research under the direction of an instructor. See Undergraduate Policies and Procedures section on Independent Study.

## **CHE Course Descriptions**

**CHE1101 Introductory Chemistry (3)****Prerequisite: Math Placement Level 2**

Three hours lecture. Gives an introduction to the principles of chemistry. Topics include elements, molecules, chemical reactions, stoichiometry, acids and bases, and energy. Stresses mathematical skills required for General Chemistry.

**CHE1202 General Chemistry I (3)****Prerequisites: Math Placement Level 2. High School Chemistry or CHE1101 and satisfactory score on Chemistry Placement exam**

Three hours lecture, three hours laboratory. This is the first course in a two-semester sequence on fundamentals of chemistry. Subjects include nomenclature, atomic and molecular theory, chemical reactions, bonding, solutions, stoichiometric calculations, and kinetic theory.

**CHE1202L General Chemistry I Lab (1)**

Lab component of CHE1202 General Chemistry I

**CHE1204 General Chemistry II (3)****Prerequisites: Math Placement Level 2, CHE1202**

Three hours lecture, three hours laboratory. This is the second course in a two-semester sequence on fundamentals of chemistry including qualitative analysis. Subjects include acids and bases, oxidation and reduction, chemical equilibrium, and thermodynamics.

**CHE1204L General Chemistry II Lab (1)**

Lab component of CHE1204 General Chemistry II.

**CHE1210 Summer Reading Program (1)**

Students read from books, journals, and reprints selected in consultation with Program Advisor. May be repeated for credit.

**CHE2203 Organic Chemistry I (3)****Prerequisites: CHE1202 and CHE1204**

Three hours lecture, three hours laboratory. This is the first course of a two-semester sequence. Introduces the study of organic compounds and their reactions: acyclic and cyclic aliphatic hydrocarbons, alkenes, alkynes, and alkyl halides. Emphasizes hybridization, isomers, conformational analysis, stereochemistry, optical activity, reaction mechanisms, and structure

determination using IR and NMR spectroscopy. Laboratory includes techniques in synthesis, isolation (extraction, recrystallization, distillation), and analysis by GC, UV-Visible, and IR.

### **CHE2203L Organic Chemistry I Lab (1)**

Lab component of CHE2203 Organic Chemistry I.

### **CHE2205 Organic Chemistry II (3)**

#### **Prerequisite: CHE2203 and CHE2203L**

Three hours lecture, three hours laboratory. This is the second in a two-semester sequence studying compounds and their reactions: aromatic hydrocarbons, alcohols, ethers, aldehydes, ketones, amines, and carboxylic acids and their derivatives with an emphasis on biological applications to carbohydrates, lipids, proteins, and DNA. Introduces additional methods of structure determination including ultraviolet and mass spectroscopy. Laboratory includes further techniques in isolation and synthesis with emphasis on microscale and advanced projects.

### **CHE2205L Organic Chemistry II Lab (1)**

Lab component of CHE2205 Organic Chemistry II.

### **CHE2210 Chemical Analysis and Instrumental Methods (3)**

#### **Prerequisites: Grade of C or better in CHE1202, CHE1204, CHE2203 and CHE2203L (MTH2502 recommended)**

Three hours lecture, six hours laboratory. Introduces the study of methods of quantitative analysis, instrumental design, and applications. Topics include gravimetric, volumetric, chromatographic (HPLC), spectroscopic, and potentiometric methods.

### **CHE2210L Chemical Analysis and Instrumental Methods Lab (2)**

Lab component of CHE2210 Chemical Analysis and Instrumental Methods.

### **CHE2312 Physical Chemistry for Life Sciences (3)**

#### **Prerequisites: Grade of C or better in MTH1320 or MTH1322, or permission of instructor (PHY1304 and PHY1304L recommended)**

Three hours lecture, three hours laboratory. Introduces elements of physical chemistry most useful for students of life sciences: thermodynamics, heterogeneous equilibria, chemical kinetics, macromolecular solutions, and electrolytes. Laboratory includes centrifugation, electrophoresis, viscosity measurement, and spectroscopy.

### **CHE2312L Physical Chemistry for Life Sciences Lab (1)**

Lab component for CHE2312 Physical Chemistry for Life Sciences.

### **CHE2370 Biochemistry I (3)**

#### **Prerequisites: Grade of C or better in BIO1101, BIO1103, CHE2203, CHE2203L, CHE2205, CHE2205L**

Three hours lecture, three hours laboratory. Examines protein structure and function in detail, including enzyme mechanisms and kinetics, lipids and membrane structure, carbohydrates, the enzymes, chemical reactions and regulation of metabolic pathways (primarily the catabolic processes involving carbohydrates and lipids), and gives an overview of nucleic acids, the flow

of genetic information, and molecular modeling. Emphasizes the experimental bases of our knowledge of biochemistry. Laboratory includes buffer preparation, protein purification and analysis, enzyme assays, UV/Visible spectrometry, liquid column chromatography, centrifugation, gel electrophoresis, and Western blotting.

**CHE2370L Biochemistry I Lab (1)**

Lab component of CHE2370 Biochemistry I.

**CHE2375 Biochemistry II (3)**

**Prerequisites: CHE2370**

Three hours lecture, three hours laboratory. Focuses on study of the enzymes, chemical reactions and regulation of glycogen, amino acid, nucleotide and lipid metabolism, including DNA replication and repair, RNA synthesis and splicing, protein synthesis, chromosome structure, and control of gene expression. Emphasizes the experimental bases of our knowledge of biochemistry. Laboratory includes ion exchange chromatography, study of the use of radioactive tracers, molecular modeling, and methods of recombinant DNA.

**CHE2375L Biochemistry II Lab (1)**

Lab component of CHE2375 Biochemistry II.

**CHE2884 Research (1-3)**

**Prerequisites: CHE2203 and CHE2203L**

Provides practical experience with biochemical research carried out under close supervision of a faculty member. Includes experimental design, library research, laboratory work, and presentation of results. May be repeated for credit.

**CHE2994 Laboratory Assistant (1-3)**

**Prerequisites: CHE1202 and permission of instructor.**

Provides an opportunity for Natural Science majors to earn credit assisting instructors. Recommended as an upper-division elective in the Biochemistry major.

**CHE2999 Independent Study in Biochemistry (1-3)**

Provides an opportunity for individual study or research under direction of an instructor. See Undergraduate Policies and Procedures section on Independent Study.

# CIS Course Descriptions

## **CIS1008 Introduction to Computer and Information Systems (3)**

Introduces a full range of computer and information systems concepts, including social and economic implications of computers in contemporary society. Provides training in the fundamentals of personal computing, with students participating in word processing, spreadsheet, and database management projects. Students will be introduced to web page design using standard software and HTML.

## **CIS1130 Foundations of Computer Science (4)**

**Prerequisite: Math Placement Level 4, or concurrent enrollment in MTH1320 or permission of instructor**

This course covers structured problem-solving with Java (steps in building software applications: problem analysis, structures, flowchart, pseudocode, algorithm design, and modularity), number systems and data representation, and an overview of computer organization. Topics include data types, Boolean expressions and operators, applications and applets, conditional and repetitive structures, methods, arrays, strings and characters, graphical user interface, files, and streams. Emphasis is placed on modular approach to programming methodology.

## **CIS1130L Programming Laboratory (1)**

**Prerequisites: Permission of instructor**

This course is highly recommended to be taken concurrently with CIS1140. May also be taken by students in other Computer Science courses. Students are introduced to general Unix commands and interface facilities and receive individualized assistance with programming assignments. Consultation and feedback concerning a student's approach to design and implementation of computer programs are offered. May be repeated for credit. Does not satisfy any Core Curriculum requirement.

## **CIS1140 Data Structure and Abstraction (4)**

**Prerequisites: MTH1321, and MTH2419 or permission of instructor**

Focuses on object-oriented approach with Java to a variety of abstract data types and their associated algorithms. Topics include algorithm analysis, recursion, stacks, queues, lists, trees, binary trees, AVL trees, recursive techniques for implementing generic data structures, sorting algorithms, divide and conquer, complexity analysis for some search and sort algorithms, and hashing.

## **CIS1150 Computer Organization (4)**

**Prerequisites: CIS1140, MTH1321, and MTH2419 or permission of instructor**

Introduces digital design and computer architecture. Topics include Boolean algebra, digital and logic circuits, arithmetic-logic unit design, microarchitecture, implementation, management and interrelationship of processors, memory systems, and I/O subsystems. Instruction sets, registers, addressing modes, and assembly language programming are included.

### **CIS2009 Advanced HTML and Scripting for the Web (3)**

**Prerequisite:** BUS2424 or permission of instructor

This is a project-based course in which students learn to create more advanced Web sites. Students learn the information architecture of the World Wide Web, Web standards and protocols, and advanced searching. Building on their previous mastery of basic HTML, students incorporate framesets, Javascript and CGI scripts, and multimedia features into their Web sites.

### **CIS2210 Analysis of Algorithms (3)**

**Prerequisites:** CIS1140, MTH1321, and MTH2419 or permission of instructor (MTH1330 and MTH2522 are recommended)

Covers algorithm analysis/complexity, divide and conquer algorithms, searching and sorting algorithms, dynamic programming, Greedy approach, backtracking, complexity analysis for searching and sorting algorithms, P and NP classes of algorithms, and parallel algorithms.

### **CIS2211 Algorithms and Complexity (4)**

**Prerequisites:** CIS1140, MTH1321, and MTH2419 or permission of instructor (MTH1330 and MTH2522 recommended)

Covers algorithm and analysis/complexity, divide and conquer algorithms, searching and sorting algorithms, dynamic programming, Greedy approach, backtracking, complexity analysis for searching and sorting algorithms, P and NP classes of algorithms, and parallel algorithms.

### **CIS2220 Programming Languages (3)**

**Prerequisites:** CIS1140, CIS1150, MTH2419 or permission of instructor

Basic elements of programming language design, organization, and implementation are studied. Topics include: comparison of imperative, functional, and object-oriented programming, plus an overview of methods for parsing, compiling, interpretation, and optimization, as well as language design, BNF notation, and grammars. Elements of programming languages such as data types, expressions, assignment, control structures, subprograms, parameter passing, ADT, OOP, exception handling, functional languages, and LISP programming are covered. The student project for this course is to design and implement an interpreter/simple language.

### **CIS2221 Programming Languages and Compiler (4)**

**Prerequisites:** CIS1140, CIS1150, MTH2419 or permission of instructor

Basic elements of programming language design, organization, and implementation are studied. Topics include: comparison of imperative, functional, and object-oriented programming, plus an overview of methods for parsing, compiling, interpretation, and optimization, as well as language design, BNF notation, and grammars. Elements of programming languages such as data types, expressions, assignment, control structures, subprograms, parameter passing, ADT, OOP, exception handling, functional languages, and LISP programming are covered. The student project for this course is to design and implement an interpreter/simple language.

### **CIS2233 Database Management Systems (3)**

**Prerequisites:** CIS1140 and MTH2419 or permission of instructor

Focuses on file organization and storage management, access methods, logical versus physical organization, and relational, network, and hierarchical models. Topics include database architecture, schemas and query facilities, transaction processing, recovery, concurrency,

distributed systems, and issues of performance, integrity, and reliability. The student project is to design and implement an Oracle DBMS application.

### **CIS2235 Computer Operating Systems and Unix Utilities (4)**

**Prerequisites:** CIS1140, CIS1150, and MTH2419 or permission of instructor (MTH2522 is recommended)

This course focuses on operating systems design and implementation. Topics include: process scheduling, management and protection, concurrency, deadlock control, synchronization, communication plus memory and virtual memory management, I/O processing, disk management, file system, protection, security and performance issues, distributed systems, projects, and applications. UNIX commands, UNIX processes, file system, vi editor, mail and communication, shell environments, regular expressions, shell scripts, UNIX utilities (grep, awk, sed, find), intro to system calls, and security and administration.

### **CIS2243 Computer Network and Network Programming (4)**

**Prerequisites:** CIS1140 or permission of instructor (CIS1150 is recommended)

Focuses on methodologies for interconnecting computers and design. Implementation of network-based applications and interaction with a variety of common servers. Topics include: network architectures, topologies, and protocols and their associated algorithms, plus local and wide area networks. Hardware and software aspects of the layered approach to computer networks, LAN technology. Processes, pipes, and signals, multithreading and synchronization, socket programming, TCP Protocol, use of common modules to perform file transfer (FTP), getting e-mail (POP), sending e-mail (SMTP), Telnet connection, Web clients, forking servers and daemons, performance, data integrity, and security.

### **CIS2245 Software Engineering (3)**

**Prerequisites:** Junior or senior standing in Computer Science or other CS related program or permission of instructor

Focuses on software development phases: analysis, specification, modularization of a problem, module implementation and testing, interface implementation, integration and testing, documentation, reviews, and post-distribution support, plus object-oriented methods. Software metrics and computer-aided software engineering tools are studied. A team approach to developing and implementing software projects using the SE phases and methods is emphasized.

### **CIS2255 Computer Graphics (3)**

**Prerequisites:** CIS1140, MTH1330, and MTH2419 or permission of instructor (MTH2522 and MTH2450 are recommended)

Focuses on graphics hardware, fundamental graphical algorithms, two and three dimensional representation, transformations, viewing parameters, hidden line/surface removal, shading, intensity and color, animation techniques, splines, and surface creation.

### **CIS2261 Object Oriented Design and Programming (3)**

**Prerequisites:** CIS1140 are recommended

Focuses on major principles of object-oriented design and analysis including data abstraction, encapsulation, inheritance, and polymorphism. Concepts are illustrated in the context of C++ programming. Topics include: classes, data abstraction, templates, function and operator

overloading, friends, derived classes, virtual functions, C++ I/O and Standard Template Library, and object-oriented design with UML.

### **CIS2277 Web Programming I - Client Side (3)**

**Prerequisites:** CIS1130 or permission of instructor (CIS1140 is recommended)

Focuses on design and implementation of real-world client-side Web applications. Topics include: HTML, creating images, web design software to create web pages, scripting language (JavaScript) to enhance the functionality and appearance of web pages, Dynamic HTML (CSS - Cascading Style Sheet, object model and collections, event model), multimedia (audio, video) Macromedia Flash, XML form processing, Perl, and CGI.

### **CIS2278 Web Programming II - Server Side (3)**

**Prerequisites:** CIS2277 or permission of instructor (CIS1140 is recommended)

Focuses on design and implementation of real-world server-side applications using JSP/Servlets/JDBC and Oracle or MySQL. Topics include: JavaBeans, tag libraries, tracking sessions, servlets, creating databases with Java, querying data bases with Java and Database Connectivity (JDBC), handling e-mail, Struts framework, and security.

### **CIS2885 Senior Project (3)**

**Prerequisites:** Senior standing in Computer Science or other CS related program and permission of instructor

This is the senior capstone course and project. The course emphasizes methodology and implementation of a team approach to management, analysis, design, development, implementation, and testing of a software application. The project will follow the software engineering specific phases. Modular approach, coordination techniques, object-oriented and/or other software development methods are included. May be repeated for credit.

### **CIS2886 Special Topics in Computer Science (3)**

**Prerequisite:** Permission of instructor

Designed to address evolving areas in computer science. May be repeated for credit.

### **CIS2894 Laboratory/Teaching Assistant (1-3)**

**Prerequisite:** Permission of instructor

Provides an opportunity for Computer Science majors to gain practical experience and earn credit by assisting instructors or by participating in systems management activities or in Computer Science Program/Lab project.

### **CIS2995 Laboratory/Teaching Assistant (1-3)**

**Prerequisite:** Permission of instructor

Provides an opportunity for Computer Science majors to gain practical experience and earn credit by assisting instructors or by participating in systems management activities or in Computer Science Program/Lab project.



### **CIS2999 Independent Study in Computer Science (1-3)**

#### **Prerequisite: Permission of instructor**

Provides an opportunity for independent study or research under the direction of an instructor. See Undergraduate Policies and Procedures section on Independent Study.

## **KIN Course Descriptions**

### **KIN2100 Structural Kinesiology (3)**

This course covers basic anatomical principles concerned specifically with human performance analysis. Students discover types of muscular contractions and how they affect human movement.

### **KIN2108 Care and Prevention of Athletic Injury (3)**

The policies and treatment procedures for athletic injuries are addressed, including recognition, management, prevention, and therapeutic conditioning.

### **KIN2116 Exercise Physiology (3)**

#### **Prerequisite: BIO2210**

Exercise Physiology teaches how the body responds, adjusts, and adapts to exercise, including muscular, circulatory, respiratory, energy, and endocrine systems.

### **KIN2124 Mechanical Kinesiology (3)**

#### **Prerequisite: KIN2100**

Mechanical Kinesiology is the analysis of human motor performance, kinematic and kinetic. Students use theoretical models to evaluate motor performance skills.

### **KIN2132 Fundamentals of Strength and Conditioning (3)**

This course prepares the student for the National Strength and Conditioning Association (NSCA) Strength and Conditioning certification (CSCS) test. The following concepts introduced: Anatomy, Muscle Physiology, Principles of Biomechanics, Metabolism and Nutrition, Principles of Training, Cardiorespiratory Exercise: Aerobic/Anaerobic, Resistance Training Prescription, Speed and Plyometrics, Exercise Techniques, Measurement and Evaluation, Periodization, Rehabilitation and Reconditioning, Organization and Administration.

# MTH Course Descriptions

## **MTH7003 PreAlgebra (3)**

Topics include: Whole numbers; multiplying and dividing fractions; adding and subtracting fractions; decimals; ratio and proportion; percent; measurement and units; geometry; basic algebra; real number system; equations, inequalities and applications; graphs of linear equations and inequalities in two variables; exponents and polynomials; foil, rational expressions and applications. Note: Does not fulfill a Core Curriculum requirement; units do not apply toward the baccalaureate degree. Pass/Not Pass Grading.

## **MTH1012 Beginning Algebra (3)**

**Prerequisite: Math Placement Level 1 or MTH7003 with a grade of C or higher**

Topics include: sets of real numbers, intervals, absolute values, linear equations and functions, inequalities, polynomials, factoring, and rational expressions.

Note: Does not satisfy the Core Curriculum Mathematics requirement; units do apply toward a Bachelor degree.

## **MTH1105 Mathematics and Life (3)**

**Prerequisite: Math Placement Level 1 or MTH7003 with a grade of C or higher**

This is an informal course for nonscience majors designed to introduce students to the role and usefulness of mathematics in everyday life. The focus is on understanding the process of applying mathematical analysis to current and real problems. With only simple mathematical tools, students get a glimpse of the power of mathematical thinking. Satisfies the Core Curriculum Mathematics Requirement.

## **MTH1111 Statistical Concepts (3)**

**Prerequisite: Math Placement Level 1 or MTH7003 with a grade of C or higher**

This is a one semester course covering basic statistical concepts leading to an understanding of experimental design, mean, median, and mode, standard deviation, correlation, and regression analysis. Also gives an introduction to hypothesis testing. Satisfies the Core Curriculum Mathematics Requirement.

## **MTH1111L Excel for Statistical Concepts (1)**

**Corequisite: Concurrent enrollment in MTH1111 or instructor's permission**

Offers hands-on learning of Excel procedures for solving basic statistical problems. Topics are compatible with MTH1111 content: experimental design, mean, median, and mode, standard deviation, correlation and regression analysis, and an introduction to hypothesis testing.

## **MTH1114 Algebra for College (3)**

**Prerequisite: Math Placement Level 2 or MTH1012 or equivalent with a grade of C or higher**

Continuation of Beginning Algebra. Topics include: roots and radicals, quadratic functions, quadratic equations and inequalities, polynomial and rational functions, inverse functions, exponential and logarithmic functions. Emphasis is placed on developing conceptual

understanding and problem-solving skills. Does not satisfy the Core Curriculum Mathematics requirement; units do apply toward a Bachelor degree.

### **MTH1214 College Algebra (3)**

**Prerequisite:** Math Placement Level 2 or MTH1012 or equivalent with a grade of C or higher

Includes a brief review of intermediate algebra: sets of real numbers, intervals, absolute value, quadratic equations, and inequalities. College algebra topics include: functions and their inverses, techniques of graphing functions, linear and quadratic functions, polynomial and rational functions, min-max problems, exponential and logarithmic functions, properties of logarithms, and exponential growth and decay. Emphasis is placed on developing conceptual understanding and problem-solving skills.

### **MTH1215 Trigonometry and Analytic Geometry (4)**

**Prerequisite:** Math Placement Level 3 or MTH1114 or equivalent with grade of C or higher.

Covers trigonometric functions of angles and real numbers, graphs of trigonometric functions, trigonometric equations and inequalities, inverse trigonometric functions, the law of sines and cosines, conic sections in Cartesian coordinates (parabola, ellipse, and hyperbola), vectors in the plane, polar coordinates, and complex numbers. Additional precalculus topics if time permits include systems of equations, division of polynomials, and remainder and factor theorems for polynomials.

### **MTH1216 Pre-Calculus with Trigonometry (4)**

**Prerequisites:** Math Placement Level 3 or MTH1114 or equivalent with grade of C or higher.

Covers functions, exponentials, logarithms, trigonometric functions of angles and real numbers, graphs of trigonometric functions, trigonometric equations and inequalities, inverse trigonometric functions, the law of sines and cosines, basic analytic geometry, conic sections, vectors in the plane, polar coordinates, systems of equations, binomial theorem. Additional topics if time permits: remainder and factor theorems for polynomials, division of polynomials, mathematical induction, sequences and series, complex numbers.

### **MTH1320 Calculus I (4)**

**Prerequisites:** Math Placement Level 4 or MTH1216 or equivalent with a grade of C or higher

Functions, limits, continuity, rates of change, derivatives and their applications, the mean value theorem, curve sketching, min-max problems, antiderivatives, finite sums and sigma notation, double and triple finite sums, and arithmetic and geometric series and sums are studied. The course also includes sequences and limits of sequences, definite integrals, the fundamental theorem of calculus, and integration by substitution. Intended for students with a strong precalculus background.

**MTH1321 Calculus II (4)****Prerequisites: MTH1320 or equivalent with a grade of C or higher**

Covers applications of definite integrals, areas and volumes, derivatives and integrals of transcendental functions, techniques of integration, and improper integrals. The course also includes more on sequences and limits of sequences, overview of simple, double, and triple finite sums, arithmetic and geometric series, induction method, infinite series, series of functions, power series, and Taylor and Maclaurin series.

**MTH1322 Applied Calculus (4)****Prerequisites: Math Placement Level 3 or MTH1114 or equivalent with grade of C or higher**

This course is designed for students in social or life sciences or business. Covers basic notions of derivative and integral, along with standard techniques of differentiation and integration with a focus on application rather than theory and rigor.

**MTH1330 Calculus III (4)****Prerequisites: MTH1321 or equivalent with a grade of C or higher (PHY1304, PHY1306 recommended)**

Covers parameterized curves and polar coordinates, vectors and 3-D analytic geometry, cylindrical and spherical coordinates, and topics in functions of two or more variables, including continuity, differentiability, partial derivatives, directional derivatives, gradient vectors, tangent planes, min-max and saddle points, and Lagrange multipliers. Double and triple integrals in various systems of coordinates and substitutions in multiple integrals are included.

**MTH2419 Discrete Mathematics (4)****Prerequisites: MTH1320 or MTH1322 with a grade of C or higher or permission of instructor (MTH1321 is recommended)**

Covers logic and propositional calculus, sets, functions, sequences and summations, complexity of algorithms and big-O notation, methods of proof, matrices, induction, arithmetic and geometric progressions, recursion, program correctness, basic combinatorics, recurrence relations and algorithms, divide-and-conquer, inclusion-exclusion, relations, representing relations, equivalence relations and classes, boolean algebra, introduction to graphs and trees, and tree traversals.

**MTH2450 Linear Algebra (4)****Prerequisites: MTH1321, MTH2419 with grades of C or higher or permission of instructor (MTH1330 is recommended)**

Studies linear systems of equations, matrices, determinants, and techniques of inverting matrices. Topics include finite dimensional vector spaces, linear independence, basis and dimension, change of basis, orthonormal bases and the Gram-Schmidt process, linear transformations and matrices, kernel and range, eigenvalues and eigenvectors, diagonalization, and the Jordan canonical form. Applications of Linear Algebra are also studied.

### **MTH2485 Research/Project in Mathematics/Statistics (4)**

#### **Prerequisite: Permission of instructor**

Provides an opportunity for students to produce original research, participate in projects and/or write a paper under the supervision of an instructor. Topics may be selected from Math/Stat theory or applications in Biology, Finance, Business, Social and Behavioral Sciences, Arts, or another area. May be repeated for credit.

### **MTH2502 Statistics (3)**

#### **Prerequisites: Math Placement Level 2 or MTH1012 with a grade of B or higher; MTH1114 with a grade of C or higher ( Math Placement Level 3 recommended).**

Studies descriptive statistics, measures of central tendency and dispersion, probability concepts, normal distribution, sampling distributions, confidence intervals and hypothesis tests, chi-square procedures, correlation and regression, and analysis of variance. Emphasis is on understanding statistical concepts and their use in analyzing and interpreting data.

### **MTH2502L Excel for Statistics (1)**

#### **Corequisite: Concurrent enrollment in MTH2502 or instructor's permission**

Offers hands-on learning of Excel procedures for solving statistical problems. Topics are compatible with MTH2502 content: descriptive statistics, measures of central tendency and dispersion, probability concepts, normal distribution, sampling distributions, confidence intervals and hypotheses tests, chi-square procedures, correlation and regression, and analysis of variance.

### **MTH2503L SPSS for Statistics (1)**

#### **Corequisite: Concurrent enrollment in MTH2502 or instructor's permission**

Offers hands-on learning of SPSS procedures for solving statistical problems. Topics are compatible with MTH2502 content: descriptive statistics, measures of central tendency and dispersion, probability concepts, normal distribution, sampling distributions, confidence intervals and hypotheses tests, chi-square procedures, correlation and regression, and analysis of variance.

### **MTH2522 Probability and Statistics (4)**

#### **Prerequisites: MTH1320 or MTH1322 with a grade of C or higher or permission of instructor (MTH1321, MTH1330, and/or MTH2419 are recommended)**

Uses a calculus-based approach to probability and statistics for natural and computational sciences. Topics include descriptive statistics, probability concepts, counting, independence, conditional probability, Bayes' theorem, random variables, probability distributions, expectation, variance and covariance, univariate and multivariate distributions, joint and conditional distributions, transformations, sampling, central limit theorem, inferences and hypothesis tests, nonparametric tests, correlation, simple and multiple regression, analysis of variance and covariance, quality control, and reliability.

### **MTH2606 Mathematics for Elementary Teachers I (3)**

#### **Prerequisite: Math Placement Level 3 or MTH1114 or equivalent with a grade of C or higher**

This is the first of two courses designed for future elementary teachers. Students review mathematical topics, deepen their knowledge of the connections between topics, and reflect on how these topics are best taught in the elementary classroom and on how they relate to the

strands of the Mathematics Content Standards for California Public Schools. Topics addressed in this course include problem- solving methods, sets, functions and reasoning, numeration systems and operations with numbers, number theory, integers and fractions, decimals, and rational and irrational numbers.

### **MTH2607 Mathematics for Elementary Teachers II (3)**

#### **Prerequisite: MTH2606**

This is the second of two courses designed for future elementary teachers. Students review mathematical topics, deepen their knowledge of the connections between topics, and reflect on how these topics are best taught in the elementary classroom and on how the topics relate to the strands of the Mathematics Content Standards for California Public Schools. Topics addressed in this course include statistics and probability concepts, geometrical figures, measurement, and motions in geometry.

### **MTH2994 Teaching Assistant (1-3)**

#### **Prerequisite: Permission of the instructor**

Provides an opportunity for outstanding mathematics students to earn credit by assisting instructors.

### **MTH2999 Independent Study in Mathematics (1-4)**

#### **Prerequisite: Permission of instructor**

Provides an opportunity for independent study or research under the direction of an instructor. See Undergraduate Policies and Procedures section on Independent Study.

### **MTH3000 Level Coursework**

Graduate students may be permitted to take upper-division undergraduate courses (2000-2999) for graduate credit with prior approval of their program director. A separate syllabus will reflect the additional work required for graduate credit beyond the undergraduate course descriptions listed in the catalog. Approved courses counting towards graduate credit will be identified on student transcripts as 3000-3999.

## **NSC Course Descriptions**

### **NSC1001 Science and Technology in Developing Countries [CDiv] (3)**

Three hours lecture, discussion. Studies the effects of information from and methodology of modern science in developing countries. Investigates the impact of technological advances such as computers, genetic engineering, pesticides, and fertilizers on the environment, values, and social institutions of these countries. Not recommended for students who have taken NSC1018, NSC2018 or BIO2108.

### **NSC1003 Revolutionary Women and Minorities in Science [CDiv] (3)**

Three hours lecture, discussion. How long have women and minorities been active in science? This course explores the disparity between the contributions of women and minorities in science and engineering throughout history and their under-representation in these fields. We will study the contributions of many notable scientists including Marie Curie, Gerty Cory, St. Elmo Brady,

Marie Daly, Alejandro Zaffaroni, and Luis Frederico Lelois, and examine the gender, class, and racial prejudices they experienced.

### **NSC1012 Introduction to Nutrition (3)**

#### **Prerequisite: Math Placement Level 1**

Three hours lecture. Studies the major nutrients and their functions. Includes digestion, metabolism, disorders, food fads, obesity, and proper diet for health.

### **NSC1018 Nutrition and Health in Developing Countries [CDiv] (3)**

#### **Prerequisite: Math Placement Level 1**

Three hours lecture, discussion. Studies nutrition and health issues in developing countries, including a critical look at causes and solutions to world hunger. Introduces the major nutrients and proper diet for health. Not recommended for students who have taken NSC1012.

### **NSC2001 Science and Technology in Developing Countries [CDiv] (3)**

Three hours lecture, discussion. Studies the effects of information from and methodology of modern science in developing countries. Investigates the impact of technological advances such as computers, genetic engineering, pesticides, and fertilizers on the environment, values, and social institutions of these countries. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Not recommended for students who have taken NSC1018, NSC2018 or BIO2108.

### **NSC2003 Revolutionary Women and Minorities in Science [CDiv] (3)**

Three hours lecture, discussion. How long have women and minorities been active in science? This course explores the disparity between the contributions of women and minorities in science and engineering throughout history and their under-representation in these fields. We will study the contributions of many notable scientists including Marie Curie, Gerty Cory, St. Elmo Brady, Marie Daly, Alejandro Zaffaroni, and Luis Frederico Lelois, and examine the gender, class, and racial prejudices they experienced. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

### **NSC2007 Development of Scientific Thinking (3)**

Lecture, discussion. Explores the nature of scientific thinking processes in the context of child development. Studies the roles of direct experience, technology, and conceptual changes in scientific learning with reference to values and ethical principles.

### **NSC2012 Introduction to Nutrition (3)**

#### **Prerequisite: Math Placement Level 1**

Three hours lecture. Studies the major nutrients and their functions. Includes digestion, metabolism, disorders, food fads, obesity, and proper diet for health. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**NSC2018 Nutrition and Health in Developing Countries [CDiv] (3)****Prerequisite: Math Placement Level 1**

Three hours lecture, discussion. Studies nutrition and health issues in developing countries, including a critical look at causes and solutions to world hunger. Introduces the major nutrients and proper diet for health. Not recommended for students who have taken NSC1012. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**NSC2432 Writing for the Sciences (3)****Prerequisite: ENG1032**

This advanced writing course is designed for students in the natural and social sciences. Students will practice and develop mastery of the conventions, formats, structures, and precise language essential for effective writing in the sciences. This course emphasizes writing as a process, using peer review and multiple revisions as keys to developing writing skills. This course satisfies NDNU's upper division writing requirement.

## **PED Course Descriptions**

**PED1201 Intercollegiate Men's Lacrosse (1)**

Covers theory and practice of fundamentals. Intercollegiate competition.

**PED1208 Intercollegiate Men's Golf (1)**

Covers theory and practice of fundamentals. Intercollegiate competition.

**PED1216 Intercollegiate Men's Soccer (1)**

Covers theory and practice of fundamentals. Intercollegiate competition.

**PED1224 Intercollegiate Men's Basketball (1)**

Covers theory and practice of fundamentals. Intercollegiate competition.

**PED1232 Intercollegiate Men's Cross-Country (1)**

Covers theory and practice of fundamentals. Intercollegiate competition.

**PED1301 Intercollegiate Women's Golf (1)**

Covers theory and practice of fundamentals. Intercollegiate competition.

**PED1308 Intercollegiate Women's Soccer (1)**

Covers theory and practice of fundamentals. Intercollegiate competition.

**PED1316 Intercollegiate Women's Volleyball (1)**

Covers theory and practice of fundamentals. Intercollegiate competition.

**PED1324 Intercollegiate Women's Basketball (1)**

Covers theory and practice of fundamentals. Intercollegiate competition.



**PED1332 Intercollegiate Women's Cross-Country (1)**

Covers theory and practice of fundamentals. Intercollegiate competition.

**PED1340 Intercollegiate Women's Softball (1)**

Covers theory and practice of fundamentals. Intercollegiate competition.

**PED1408 Badminton (Coed) (1)**

Covers instruction of fundamentals and practice of badminton.

**PED1416 Soccer (Coed) (1)**

Covers theory and practice of fundamentals.

**PED1424 Basketball (Coed) (1)**

Covers theory and practice of fundamentals.

**PED1432 Weight Training (Coed) (1)**

Covers conditioning through the use of weight machines and free weights.

**PED1440 Volleyball (Coed) (1)**

Covers theory and practice of fundamentals.

**PED1448 Aerobics (Coed) (1)**

Covers conditioning through aerobic exercise.

**PED1456 Step Aerobics (Coed) (1)**

Covers conditioning through aerobic exercises using step equipment.

**PED1464 Tai Chi (Coed) (1)**

Covers the study of 20 simple moves designed to relieve stress and promote health. Movement and meditation are included.

**PED1472 Yoga (Coed) (1)**

Covers the techniques of breathing and stretching. This class will reduce stress and increase flexibility through breathing and postures.

**PED1501 Physical Education in the Elementary School (3)**

Focuses on acquiring knowledge and skills necessary to teach physical education activities to elementary age children and understanding the elementary school physical education curriculum, including movement, fitness and health, growth and development games, dance, administrative considerations, and evaluation techniques. Also, new concepts of teaching physical education including adaptive P.E. are covered.

# PHY Course Descriptions

## **PHY1001 Physical Geology (3)**

**Prerequisites:** High school chemistry or CHE1101 or PHY1109, and PHY1109L; Math Placement Level 1

Studies the structure of the earth and the agents of its dynamic changes: global plate tectonics, weathering, mass wasting, and glaciation, within the context of mineral formation, the rock cycle, and geologic time. Includes a consideration of human activity in regards to mineral and energy resources and land use. The format consists of lectures, discussion, demonstrations, laboratories, and field trips.

## **PHY1003 College Physics I (3)**

**Prerequisite:** Math Placement Level 4 or equivalent; high school physics or PHY1109 recommended

Three hours lecture, three hours laboratory. This course does not require calculus and is the first course in a two-part sequence. Topics include kinematics, dynamics, properties of solids, liquids, gasses, heat, wave motion, and sound. Laboratory emphasizes error calculations for objective evaluation of data. Standard equipment and air tracks are used extensively.

## **PSY1003L College Physics I Lab (1)**

Lab component of PHY1003 College Physics.

## **PHY1008 Physical Geography (3)**

**Prerequisite:** A high school science or geography course is recommended

Physical Geography provides an introduction to the major components of our physical environment. Topics include: the Earth and its place in the solar system, plate tectonics, climate and weather, geology, soils, and human interaction with the natural world. The format of the course includes lectures, discussion, and demonstrations, with computer support by way of geographic information system (GIS) applications. This course is useful for all students interested in human-environment relationships, especially: natural sciences, medicine, social and political sciences, business, marketing, management and law. This course satisfies the Core Curriculum Natural Science Requirement.

## **PHY1109 Introduction to Physical Science (3)**

**Prerequisite:** Math Placement Level 2

Three hours lecture, one and one-half hours laboratory. Introduces topics selected from physics, astronomy, chemistry, and meteorology. Emphasizes the nature of discovery and the formation of concepts, laws, and theories in science. Laboratory exercises demonstrate lecture topics. Required for Liberal Studies majors.

## **PHY1109L Introduction to Physical Science Lab (.5)**

Lab component of PHY1109 Introduction to Physical Science.

**PHY1114 Astronomy (3)****Prerequisite: High school math or science course**

Three hours lecture and field trips. This is an introductory course in astronomy. The topics addressed in the course include the structure and dynamics of the universe, galaxies, stars, and our solar system. We discuss electromagnetic radiation, atomic structure, and the evolution of the constituents of space, as well as the technology, from earthbound telescopes to space probes, used to collect information. The course is open to non-science majors as well as science majors.

**PHY1205 College Physics II (3)****Prerequisite: PHY1003**

Three hours lecture, three hours laboratory. This course is a continuation of PHY1002 covering optics, electricity, and magnetism. Laboratory uses basic electronic measuring devices in electrical circuits, meters, pulse generators, and oscilloscopes.

**PHY1205L College Physics II Lab (1)**

Lab component of PHY1205 College Physics II.

**PHY1304 Physics for Scientists I (3)****Prerequisites: MTH1320/1322 and two semesters high school physics or PHY1109, or permission of instructor**

Three hours lecture, three hours laboratory. This is a calculus-based course in general physics, the first part of a two-course sequence. Topics include mechanics, properties of matter, heat and thermodynamics, and simple harmonic motion including sound. Laboratory emphasizes error calculations for objective evaluation of data. Standard equipment and air tracks are used extensively.

**PHY1304L Physics for Scientists I Lab (1)**

Lab component of PHY1304 Physics for Scientists I.

**PHY1306 Physics for Scientists II (3)****Prerequisite: PHY1109**

Three hours lecture, three hours laboratory. This course is calculus-based, the second part of a two-course sequence in general physics. Topics include electricity, magnetism, and optics. Laboratory uses basic electronic measuring devices in electrical circuits, meters, pulse generators, and oscilloscopes.

**PHY1306L Physics for Scientists Lab II (1)**

Lab component of PHY1306 Physics for Scientists.

**PHY2000 Science in Action (3)****Prerequisites: BIO1009 or PHY1009 or BIO1101 or CHE1101 or CHE1202 or by permission**

Three hours lecture, three hours laboratory. In this community-based learning course, students design and test science experiments for children and then partner with a local elementary school to work with/lead the elementary students through those experiments. Students choose projects

from the physical, life, and earth sciences that support the learning outcomes outlined in the Science Content Standards found in the Science Framework for California Public Schools.

**PHY2000L Science in Action Lab (1)**

Lab component for PHY2000 Science in Action.

**PHY2994 Laboratory Assistant (1-3)**

**Prerequisite: Permission of instructor**

Provides an opportunity for Natural Science majors to earn credit assisting instructors.

**PHY2999 Independent Study in Physics (1-3)**

Provides an opportunity for independent study or research under the direction of an instructor.  
See Undergraduate Policies and Procedures section on Independent Study.

# CAMPUS LIFE DIVISION

*Raymond Jones, Ph.D., Vice President for Campus Life*

The Campus Life Division enhances student learning at Notre Dame de Namur University through experiential educational programs and student services. Offices, services, and programs coordinated by the Campus Life Division are listed below.

## **Career Services**

Designed to empower students and alumni to prepare for lifelong career success, Career Services provides individual career counseling, job and internship listings, job search assistance (including resume writing, networking, and interview preparation), and a career resource library. Throughout the academic year, Career Services offers classes that provide students with the opportunity to explore values and interests, assess their skills, develop and execute effective job search strategies, create career portfolios, and integrate classroom instruction with practical experience through internships. Career Services also sponsors numerous events including an Internship Fair, Spring Job Fair, Career Week, Etiquette Lunch, and graduate school practice tests.

## **Center for Spirituality and Social Change**

The Center for Spirituality and Social Change engages students in a process that supports their spiritual development and illuminates the connection between spirituality and social change. Inspired by the Sisters of Notre Dame, the Center strives to create diverse opportunities for all members of the University community to tend the holy in themselves, each other, and the world. We offer annual retreats, spiritual direction, immersion experiences, and opportunities to participate in liturgy as well as contemplative yoga and spirituality workshops. We also work closely with the Dorothy Stang Center for Social Justice and Community Engagement, offering several collaborative, justice-oriented programs each year. A team of students and staff work together to support this vision.

## **Center for Student Leadership**

Based on NDNU's mission of values-based learning, the Center for Student Leadership develops students' talents and potential to be effective leaders in diverse and dynamic communities. The Center for Student Leadership is housed under the Division of Campus Life, and is responsible for advising Student Clubs & Organizations and Student Government (ASNDNU); Leadership Programs; New Student Orientation; Student Activities; Commencement; Family Weekend; and Tabard Inn.

## **Student Clubs and Organizations**

More than 20 student organizations representing a wide array of interests are active at NDNU. Student organizations are an important part of campus life and allow you to pursue your special interests—both new ones and those you bring to campus. The CSL works with student organizations in planning on-campus meetings, workshops, speakers, cultural programs, service projects, and other special events.

## **Associated Students of Notre Dame de Namur University**

The Associated Students of Notre Dame de Namur University (ASNDNU) is the official student governing body of the University. All students enrolled at the University are welcome to participate in Senate meetings. ASNDNU's role is to:

- Represent student rights, opinions, and needs
- Enhance student growth on all levels: academic, social, cultural, and spiritual
- Support the mission of the University
- Uphold the rights and responsibilities of the students of Notre Dame de Namur University

Through the Senate, students can express their opinions on matters pertaining to their life at the University, be instrumental in making changes, and serve on committees and councils for Academic Affairs, Campus Life, and other governance organizations.

## **Leadership Programs**

The Center for Student Leadership sponsors a number of programs throughout the year to develop and foster NDNU students' leadership skills.

### **Leadership Internship**

Under general supervision of the Director of CSL and guidance from the Coordinating Team, the Leadership Intern will be responsible for coordinating the planning, publicity, production, and evaluation of CSL programs and events.

### **Leadership and Public Service Minor**

Through an interdisciplinary curriculum, the Leadership & Public Service Minor will provide each student with the opportunity to develop core knowledge about leadership within the larger context of social action and social change and to demonstrate leadership through written, oral and community-based experiences. The Minor is a collaboration between the Center for Student Leadership and the School of Education & Leadership.

### **Leadership Awards Ceremony**

Each spring, the CSL hosts a student leadership awards ceremony to publicly recognize the accomplishments of student leaders across campus. Awards of Excellence are given to outstanding students who have shown depth of leadership in the areas of:

- The Collaborative Community
- The Just Society
- The Whole Person

The CSL Award of Excellence is awarded to the student who shows depth and breadth of leadership in all three categories. The CSL also awards the Inner Fire Award to a faculty or staff member who has supported, provided, and/or encouraged students to develop or enhance their leadership potential.

## **Leadership Retreats**

The Student Leadership Retreat is a weekend program held prior to the start of classes in the fall. The retreat is designed by University professionals to prepare selected and elected student leaders for their duties in the upcoming academic year. The Freshmen Leadership Retreat focuses on team building, diversity, and communication. All activities focus on building community and developing working relationships with their classmates.

## **Living-Learning Community - Emerging Leaders**

The Emerging Leaders community is co-sponsored with Housing & Residence Life. The community is open to first-year students of all academic majors who are interested in reaching their academic and leadership potential. Students will become effective and ethical leaders through programs that develop and enhance the required skills, values, and commitment needed to be successful leaders. Students from this community will have the unique opportunity to develop skills that will prepare them for roles at NDNU such as Resident Advisor, Programming Board member, orientation leader, club or organization officer, athletic team captain, and/or community activist.

## **New Student Orientation**

Orientation offers new students and their families a successful transition into NDNU life. A team of student leaders and professional staff provide incoming first year and transfer students with an introduction to academic and personal resources, encourage student involvement, and establish relationships with the campus environment. The Orientation Team members are selected each fall, and train during the spring semester to facilitate the summer orientation sessions. Training consists of enrolling in a 1-unit course, attending the Region II National Orientation Director's Association regional conference, attending bi-weekly team meetings, and attending a spring retreat. The Orientation Team is responsible for the Week of Welcome (WOW) program for entering first-year students. WOW is a fun-filled social program of daily and evening events all geared towards acclimating new students to the campus and Belmont community.

## **Student Activities**

The Programming Board produces student activities and events at NDNU to creating a balance in students' lives by providing fun, educational, and inspiring co-curricular events. The Programming Board is a student team made up of five Special Event coordinators who are responsible for planning and coordinating a calendar of activities for the NDNU student body.

## **Alumni and Family Weekend**

This program connects families with all the different people that make up our dedicated and diverse university community. We value the student's family as the cornerstone for the student's ongoing success in their academic pursuits and look forward to making families feel as "at home" with our campus and our community. One of our core values is a commitment to build an interactive, interdisciplinary community of learners, and that can only be accomplish with the support of all those involved in the lives of our NDNU undergraduates. Alumni are invited back to reconnect with their classmates and to offer their insights to current students.

## **Counseling Services**

The primary focus of Counseling Services is to enhance and promote the emotional well-being, personal growth and success of students. Students have an opportunity to discuss problems and decisions with a trained professional. Students explore ways to become more effective in personal relationships, to increase self-understanding and acceptance, to gain support during emotional crises, and to clarify short- and long-range goals.

## **Dining Services**

Bon Appétit Catering provides dining services to all students. Students living on campus are required to select a meal plan that fits their lifestyle. Commuter students can purchase a flex account with the Business Office to buy meals at a discounted rate of 8.25%.

## **Health and Wellness Services**

Health and Wellness Services offers a holistic approach to health education, counseling and support. It provides assessment, nutrition education, stress management, basic care for common health concerns and referrals to local health care providers as appropriate.

Health and Wellness Services also coordinates student health insurance coverage. The office assures that all students who are required to have health insurance (see policy below) will be automatically billed and enrolled in the NDNU Insurance program unless a signed completed waiver form, verifying comparable coverage, is submitted to Health and Wellness Services by the deadline (For waiver criteria, deadline and forms visit <http://www.ndnu.edu/campus-life/health-wellness/>)

**Mandatory Health Insurance Policy:** The following categories of students are required to have health insurance coverage and will automatically be charged and enrolled in the NDNU Insurance Plan:

- All students living on campus (undergraduate, full-time or part-time);
- All student-athletes; and
- All international students (graduate and undergraduate)

Students with comparable coverage may waive out of the NDNU Insurance Plan if the signed completed waiver form is submitted to Health & Wellness Services by the noted deadline. Students can review criteria for "comparable coverage" and download waiver form at <http://www.ndnu.edu/campus-life/health-wellness/>.

## **Optional Insurance**

Undergraduate students who are enrolled in at least six units, and Graduate students enrolled in 3 or more units are eligible to enroll in the NDNU International and Domestic Student Accident & Sickness Insurance Plan. To be insured the student must submit a completed and signed enrollment form to Health & Wellness Services, and have attended classes on campus for 45 days following the date of enrollment. Students can download enrollment form and review Insurance Policy at <http://www.ndnu.edu/campus-life/health-wellness/>.



## **Housing and Residence Life**

Housing & Residence Life provides a healthy and safe living and learning community that embraces and promotes all forms of diversity, where students are challenged and supported in their development of values, personal responsibility and integrity through programs, staff engagement and leadership opportunities. The University offers students several different living environments: traditional co-educational facilities that accommodate men and women, apartment complexes accommodating upper-division men and women, and suite-style residences with single rooms.

Resident Advisors serve as peer advisors and assist residents in developing their learning skills for community living and in developing competencies needed to live productive and responsible lives in a multicultural world. Within the residence halls, the staff works with students in planning educational, social, and recreational programs and in utilizing the cultural, intellectual, and athletic opportunities of San Francisco and the extended Bay Area. Resident students also have the opportunity to exchange ideas in spontaneous discussions, study groups, and cross-cultural experiences. Resident Directors are professional staff members that live and work on campus. They assist and supervise the Resident Advisors in their mission to develop communities and individuals.

**Required On-Campus Residence Policy:** In the Fall and Spring semesters, any student with freshmen or sophomore standing who is registered full-time (12 or more units) is required to live on-campus. A student may be granted an exemption if he or she submits an exemption form documenting that he or she meets at least one of the criteria listed below:

- Age 22 or more as of the prior August 1; or
- Lived on-campus at NDNU or another higher education institution for at least four semesters (or equivalent); or
- Lives with immediate family within San Mateo, San Francisco, Santa Clara, Alameda, or Contra Costa counties during the entire semester AND has a medical, financial, religious, or other compelling reason for not living on campus.

For new students, the basis for class standing will be transferable credits on transcripts submitted to the Office of Admission. For continuing students, the basis for class standing will be academic units reflected on the NDNU transcripts. Any student requesting an exemption must submit an exemption form to HRL for approval. Failure to attain an approved exemption from the HRL will automatically result in the posting of the semester housing and meal plan charges to the student's NDNU account.

## **Office of Student Development and Responsibility**

The Office of Student Development and Responsibility (SDR) promotes and develops student learning, personal responsibility and conflict resolution skills through staff engagement, programs and leadership opportunities. The Office collaborates with other university offices in the development and implementation of student-related policies, procedures, and initiatives based on emerging student development trends. SDR manages the University's student conduct system and its processes. It coordinates the Student Conduct Board, which hears cases of alleged policy violations of the student code of conduct. SDR oversees the publication of the Student Handbook and reinforces "Students' Rights, Freedoms, and Responsibilities". SDR also oversees

the Conflict Resolution Center, the Sexual Assault Response Network and an alcohol education program.

## **Public Safety**

Public Safety Officers patrol the campus 24/7 providing security and safety services to ensure a safe living, learning, and working environment for the University community. Public Safety oversees the parking management program.

## **Organizations, Activities, and Events**

The University offers numerous opportunities to develop deeper understandings of our community, our world, and ourselves and through participation in activities, organizations, and events.

## **Alumni Association**

The Alumni Association serves all constituents who demonstrate an interest and commitment in support of the University's mission. Supported by the Alumni Office, the Alumni Association represents alumni from all disciplines, undergraduate and graduate. The Alumni Association values the rich diversity of its membership and provides continuing support through its programs and involvement opportunities. These programs can address the specific needs of the individual groups within the alumni and at the same time work for institutional advancement and enhancement. More information is available on the Alumni home page.

## **Associated Students of Notre Dame de Namur University (ASNDNU)**

ASNDNU represents the interests of all students through their participation in the governance of the University. ASNDNU also charters numerous clubs and organizations representing students' cultural, academic, and social interests. More information is available at [www.ndnu.edu/campus-life/clubs-orgs/asndnu.aspx](http://www.ndnu.edu/campus-life/clubs-orgs/asndnu.aspx).

## **Commencement**

At the end of each Spring semester, the University honors its graduates with a commencement ceremony held on the NDNU campus. (See the Academic Calendar for dates.) The ceremony features a procession of the University's graduates, faculty, administration, Board of Trustees, and honorees. The program is highlighted by speeches from graduating undergraduate and graduate students, along with a distinguished invited speaker. The ceremony concludes with the conferring of degrees.

## **Convocation**

The University celebrates the beginning of each academic year with this formal gathering that includes an academic procession, a featured speaker, and a welcome to the new students from the President, Provost, and campus community..

## Honor Societies

Notre Dame de Namur University offers membership in the following honor societies:

**Alpha Mu Gamma** - Alpha Mu Gamma is the national language honor society. The NDNU - Belmont chapter, Alpha Delta, is open to men and women. The purpose of Alpha Mu Gamma is the recognition of linguistic achievement, the encouragement of interest in the languages, literatures, and civilization of other peoples, and the furthering of the ideals of friendship and international understanding. For membership, a student must have two college "A's" and one college "B" in the same language, each representing three units, or two high school "A's" may replace one college "B". One need not be a language major or even be continuing courses in the language. There are special conditions for international students.

**Delta Epsilon Sigma** - In May 1971, Notre Dame de Namur University established the Delta Zeta Chapter of Delta Epsilon Sigma, a national honor society for men and women of Catholic colleges and universities. The chapter recognizes academic accomplishments, fosters scholarly activities, and provides an intellectual meeting ground for its members. Juniors and seniors with a cumulative GPA of 3.5 or higher in the major and in the general education program may be nominated after one semester of residence. Graduate students who have achieved a GPA of 3.9 or higher become eligible for nomination at the time of the graduation audit.

**Kappa Gamma Pi** - Membership in Kappa Gamma Pi is awarded to ten percent of the men and women of the senior class who have distinguished themselves by high academic rank and outstanding leadership.

**Lambda Pi Eta** - The Alpha Beta Gamma chapter of Lambda Pi Eta, the official Communication National Honor Society, began in May 2004. The Greek letters represent what Aristotle described in his book of rhetoric as the three ingredients of persuasion: Logos (Lambda) meaning logic, Pathos (Pi) relating to emotion, and Ethos (Eta) defined as character, credibility, and ethics. For membership, a student must have a cumulative GPA of 3.5 or higher with 60 semester or 90 quarter credit hours completed and a GPA of 3.25 or higher in communication studies courses with 12 semester or 18 quarter credit hours completed.

**Omicron Delta Kappa** - Omicron Delta Kappa Society, Inc. is the National Leadership Honor Society for college students. The Notre Dame de Namur University circle of Omicron Delta Kappa recognizes and encourages superior scholarship, leadership, and exemplary character. Membership in ODK is a mark of highest distinction and honor. The Society recognizes achievement in scholarship; athletics; campus or community service; social and religious activities and campus government; journalism, speech and the mass media; and the creative and performing arts. Emphasis is placed on the development of the whole person, both as a member of the college community and as a contributor to a better society.

**Psi Chi** - In April 1995, Notre Dame de Namur University established the campus chapter of Psi Chi, the national honor society in psychology. The chapter stimulates professional growth through extracurricular programs and activities, and provides practical experience and fellowship through participation in local, regional, and national conferences. Undergraduate students may apply for membership with the completion of at least four psychology courses, a cumulative

GPA of 3.0 or higher, and a psychology GPA of 3.8 or higher. Graduate students may apply for membership with the completion of four psychology courses and a cumulative (psychology) GPA of 3.8 or higher.

**Sigma Beta Delta** - Sigma Beta Delta is a national honor society in business, management, and administration. Its purpose is to encourage and recognize scholarship and accomplishment among students of business, management, and administration as well as to encourage and promote aspirations toward personal and professional improvement and a life distinguished by honorable service to humankind. Membership is open to undergraduate and graduate business administration students who rank in the top 20% of the School of Business and Management.

## **Intercollegiate Athletics**

The Athletics Department provides students with a competitive sports program that is consistent with the University's mission of education of the whole person. Intercollegiate athletics plays a large part in the student-athlete's overall collegiate educational experience. Student-athletes are students first, athletes second. Success is measured not only by wins, but also by the development of skill, the cultivation of team and community spirit, and the ability to achieve a productive academic and personal life. See Undergraduate Policies and Procedures for information on eligibility.

NDNU sponsors men's and women's soccer, men's and women's basketball, men's and women's cross country, men's and women's golf, women's volleyball, men's lacrosse, and women's softball.

## **Ralston Hall Cultural Events**

The elegant ballroom, dining room, and other areas on the first floor of the Ralston Hall Mansion provide gracious settings for the Ralston Concert Series, presenting professional chamber musicians in concert, the Ralston Lecture Series, featuring lively, entertaining, and informative presentations by noted speakers on Bay Area history, student recitals and receptions, and many other special events.

## **Study Abroad and Student Exchange Programs**

The University offers opportunities for students to study abroad for one or two semesters, preferably as juniors. Programs are available in Great Britain, France, Spain, Greece, Japan, and numerous other countries. A study abroad program must be approved by the Study Abroad Advisor and by the student's major advisor. Information and guidance on the Study Abroad program is available from the Student Exchange/Study Abroad Advisor.

The University provides sophomore and junior students the opportunity to spend either a semester or a year at its sister colleges, Trinity College in Washington, D.C. or Emmanuel College in Boston, Massachusetts, through the Student Exchange Program. Students participating in these programs remain officially enrolled at their home campus and need not file for an official leave of absence. The University has an institutional agreement to nominate senior, junior, or second-semester sophomore students each year, to study in the Washington Semester Program, administered by American University in Washington D.C. Interested students

should contact the Student Exchange/Study Abroad Advisor for application materials and detailed information about Trinity and Emmanuel campuses and Dr. Ali Ferdowsi for information about American University.

## **Visiting Scholars Program**

The Sr. Catharine Julie Cunningham Endowed Chair, dedicated to the late president of College of Notre Dame, brings regional and national scholars to campus. Notables appearing in past years include Seamus Heaney, poet, Dr. Robert Bellah, sociologist, Dr. Manuel C. Velásquez, ethicist, Dr. Ilan Chabay, scientist and science educator, Dr. Harry Edwards, sociologist, Dr. Stephen Greenblatt, Shakespearean scholar, Dr. David Thornburg, futurist, Dr. Julianne Malveaux, economist, Dr. Clayborne Carson, historian and editor of the Martin Luther King, Jr. Papers Project, Jon Carroll, San Francisco Chronicle columnist, Sr. Mary Orna, analytical chemist/chemistry of color, Dr. Linda Gantt, psychologist/use of art therapy in trauma, John Walker, artist, Dr. Carl Djerassi, chemist, Dr. Kenan Osborne, OFM, theologian, Dr. Fred Luskin, psychologist and lecturer on forgiveness and health, and Dr. David Ostwald, theatre director.

# FINANCIAL INFORMATION

## Tuition, Fees, Room and Board

**Rates effective Summer 2010**

### **Application Fees and Deposits**

Application Fee — Undergraduate (nonrefundable)	\$50.00
Application Fee — Graduate (nonrefundable)	\$ 60.00
Non-Matriculation/Unclassified Fee (nonrefundable)	\$ 50.00
Undergraduate FT Enrollment Deposit (nonrefundable)*	\$400.00
Undergraduate PT Enrollment Deposit (nonrefundable)	\$200.00
Graduate Enrollment Deposit (nonrefundable)	\$100.00
International Deposit (refundable only if refused visa)	\$1,200.00

\*Includes Housing Application Fee

### **Tuition and Fees**

Undergraduate Tuition (per year)	\$28,200.00
Undergraduate Overload (per unit charge over 18 units per semester)	\$815.00
Part-time Day/Evening (1-11 units — per unit)	
Students entering Summer 1 2010 and after	\$700.00
Students entering Spring 2010 and before	\$600.00
Professional Studies Program (1-18 units — per unit)	\$550.00
Credential (per unit*)	\$635.00
Master's Programs in Education (per unit*)	\$720.00
Master's Programs (per unit* - except Education)	\$753.00
*Credential and Master's students taking 1000- and 2000- level courses are to be charged at the Undergraduate Part-time Day/Evening rate for those courses (\$700/unit).	
Graduate Cohort Rate Tuition	Variable
Post-Bac Premed Certificate Tuition (per unit)	
Students entering Summer 1 2010 and after	\$700.00
Students entering Spring 2010 and before	\$425.00
Summer Music Theatre Conservatory	
Undergraduate (per unit)	\$700.00
Graduate (per unit)	\$753.00
Pass/Fail or audit fee (per unit)	\$370.00
Late audition fee	\$100.00
Music Performance Certificate Pass/Fail or audit fee (per unit)	\$370.00
CEU Course Tuition	Variable

Undergraduate Audit Rate	50%
Senior Citizen (65+) Rate	50%
SND Undergraduate Tuition Discount	100%

Note: Discounts are only available for regularly scheduled courses; not applicable to workshops, special events, etc.

### **Student Fees**

Student Activity Fee	\$105.00
(Undergraduate 12 units or more — per semester)	
Student Services Fee	\$35.00
(Undergraduate 1-11 units, Professional Studies and Graduate — per semester - fall, spring)	
Resident Fee - per semester (for those living in University Housing)	\$55.00
Technology Fee (per unit of credit)	\$3.00

### **Room and Board**

Meal Plan #1 - (11 meals-per semester)	\$1,895.00
Meal Plan #2 - (15 meals-per semester)	\$1,995.00
Meal Plan #3 - (19 meals-per semester)	\$2,055.00
Housing Application Fee (nonrefundable one-time fee)	\$200.00
Triple Occupancy in Standard Room (per semester)	\$3,155.00
Double Room/Triple Apartment (per semester)	\$3,805.00
Double Apartment/Half Room Single (per semester)	\$4,690.00
Single Room/Quad Single (per semester)	\$4,690.00

### **Winter/Summer Rates**

Double Room/Triple Apartment (per week)	\$230.00
Double Apartment/Single Room (per week)	\$305.00
Half Room Single (per week)	\$305.00

### **Other Fees**

Parking Fee (per semester)	\$40.00
Orientation Fee (undergraduate full-time, on entry)	\$175.00
Orientation Fee (graduate, professional studies, part-time undergraduate)	\$25.00
Undergraduate Late Billing Form Fee	\$150.00
Undergraduate Late Registration Fee	\$150.00
Graduate/Intensive Late Billing Form Fee	\$55.00
Graduate/Intensive Late Registration Fee	\$150.00
Music Lesson Fee - (undergraduate and graduate - per semester)	\$645.00
Lab Fee (per semester for one or more lab courses)	\$25.00
Education Supervision Fee (EDU4230,4342,4345 -per course)	\$125.00

Academic Certificate Completion Audit Fee	\$25.00
Challenge Fee (per unit)	\$100.00
Employer Deferral Fee (per trimester)	\$40.00
International Fee - (undergraduate and graduate one time)	\$500.00
Re-activation Fee	\$25.00
Graduation Audit Fee prior to first deadline	\$0.00
Graduation Audit Fee after first deadline	\$80.00
Graduation Audit Fee after second deadline	\$160.00
Graduation Audit Fee after final deadline	\$240.00
Credential Audit Fee (applicable to later graduation fee)	\$35.00
Credential Audit Fee for Professional Clear Credential Only	\$80.00
Teacher Performance Assessment Fee	\$200.00
Transcript Fee (first copy free)	\$10.00
Transcript Fee (24 hour service - one to three)	\$30.00
Lost Library Book/Other Equipment Fee (plus replacement cost)	\$20.00
Bad Check Charge	\$25.00
Learning Disability Testing Fee	\$1,500.00

### **Early Learning Center**

ELC Kindergarten Tuition (per year)	\$8,925.00
ELC Preschool Tuition (per year)	\$7,255.00
ELC Second Child Tuition Discount (younger child)	20%
ELC Application/Wait List Fee (yearly)	\$100.00
ELC Registration Fee (1st child)	\$200.00
ELC Registration Fee (2nd child)	\$150.00
ELC Deposit (refundable until 6/1, nonrefundable after 6/1)	\$600.00



# **Payments and Policies**

## **Payments**

Tuition and fees for the semester are payable at the time of registration unless other arrangements have been made with the Business Office. Payments can be made at the Business Office, Online (Student Web Portal), or by mail. The University accepts cash, checks, AMEX, VISA, MasterCard, and Discover/NOVUS. The University also defers payment of a semester's tuition for students who qualify for their company's tuition reimbursement plan. A fee of \$40 per semester is charged to participate in this plan. In conjunction with a private vendor (Tuition Management Systems), the University has developed a monthly installment payment plan covering tuition, fees, housing, and meal plan charges. For more information see the Tuition Management page. Appointments are available to discuss payment options regarding financial status. Call (650) 508-3565 or e-mail [business.office@ndnu.edu](mailto:business.office@ndnu.edu).

## **Policies**

### **Policy Regarding Unpaid Bills**

Transcripts and diplomas are issued only when all charges due Notre Dame de Namur University are paid in full.

### **Mandatory Health Insurance Policy**

All on-campus resident students, athletes, and international students are required to have health insurance. See Health and Wellness Services in the Campus Life section for the full policy statement.

### **Required On-Campus Residence Policy**

All full-time freshmen and sophomores are required to live in campus housing. See Housing and Residence Life in the Campus Life section for the full policy statement.

### **Policy on Timely Petitions**

Any petition for an exception to policy must be made within 30 calendar days after the end of the semester in which the event or action being petitioned took place.

## **Refund Policies**

### **Refund Policy Definitions**

The Academic Calendar defines the dates on which the semester (15-week) or term (7-week) begins, as well as the last day to drop. The date upon which any refund is based is the date on which the Registrar's Office receives written notice of the dropped course or withdrawal, not the student's last date of attendance.

### **Tuition Refund Policy – Graduate, Part-time Undergraduate, and Undergraduate Overload**

This policy does not apply to students who drop a course and add simultaneously a course or courses with the same or larger number of units.

Students initiate Drop/Add procedures in the Registrar's Office. Following receipt of written notification of a dropped course, the difference in tuition charges will be refunded according to the schedule below. Any refund due will be made within 30 days of the Registrar's receipt of written notice.

### **Tuition Refund Schedule – Graduate, Part-time Undergraduate, and Undergraduate Overload**

Refunds for semester (15-week) and term (7-week) courses:

- 100% refund before the beginning of the semester or term.
- 100% refund, less \$25 per course dropped, prior to close of business on the second Tuesday of the semester or term
- 50% refund up through close of business on the third Tuesday of the semester or term
- 25% refund up through close of business on the fourth Tuesday of the semester or term
- No refund after the fourth Tuesday of the semester or term (last day to drop)

Refunds for all other courses:

- 100% refund up to first class
- No refund once the first class has started.

### **Tuition Refund Policy – Full-time Undergraduate**

The following policy applies to students registered as full-time undergraduates when the semester begins. It does not apply to students who are also full-time at the end of the drop period (fourth Tuesday), whether or not they have added or dropped courses in the interim. Except in the case of overload units, no refund or additional charge applies to such students. A student who withdraws from a class or classes after the last day to drop (fourth Tuesday), but remains enrolled for the term will be considered full-time for the remainder of the term. No tuition adjustment will be made.

### **Dropped Courses with Continuing Enrollment**

Students initiate Drop/Add procedures in the Registrar's Office. Full-time students who drop a course or courses and thereby become part-time will have the difference in charges refunded according to the schedule below. Any refund due will be made within 30 days of the last day to drop.

### **Withdrawal from the University**

Students who wish to withdraw from the University during a semester must complete a withdrawal form from the Registrar's Office. Following receipt of written notification of withdrawal, tuition charges for full-time undergraduates will be refunded according to the schedule below. Any refund due will be disbursed within 30 days of the receipt of written notice of withdrawal.

**Tuition Refund Schedule – Full-time Undergraduate**

- 100% refund before the beginning of the semester
- 100% refund, less \$150 cancellation fee, prior to close of business on the second Tuesday of the semester
- 50% refund up through close of business on the third Tuesday of the semester
- 25% refund up through close of business on the fourth Tuesday of the semester
- No refund after the fourth Tuesday of the semester or term (last day to drop)

**Fee Refund Policy**

Fees are nonrefundable, with the following exception. Those fees labeled as “Student Fees” are 100% refundable up to the beginning of the semester or term and non-refundable after the beginning of the semester or term.

**Room and Board Refund Policy**

Room and Board charges are fully refundable up to the beginning of the semester. Any student resident who cancels her/his housing between the time she/he checks in and the end of semester check-out time is subject to a \$400.00 cancellation fee and will be charged on a percentage basis for the time she or he was in residence. Student residents leaving prior to the second week of the fall semester or the first week of the spring semester are also responsible for payment on the portion of the meal plan that they used. No meal plan refunds will be issued past the second week after check-in in the Fall or past the first week after check-in in the Spring. For details, see the License for On-Campus Residence. Note that this policy does not apply to the Housing Deposit.

**Deposit Refund Policy**

Deposits are nonrefundable, with the following exceptions:

- International Student Deposit: If the student is unable to obtain a visa, the deposit will be refunded upon return to the Office of Admissions of any outstanding I-20 issued to the student. Refunds will be processed within 30 days.

**Refund/Return of Title IV Funds to the Federal Government**

Financial Aid recipients should be aware that all or a portion of any financial aid received must be returned to the source in cases of complete withdrawal from NDNU within the first 60% of the semester. The order of return of financial aid funds per federal regulations is as follows:

- Federal Stafford Loans
- Federal Perkins Loans
- Grad Plus
- Federal PLUS Loans
- Federal Pell Grants
- Academic Competitiveness Grant
- Smart Grant.
- Federal SEOG
- Other Financial Aid Programs

For financial aid recipients, the amount of federal funds that must be returned is prorated on a daily basis through the 60% period of the term.

# DIRECTORIES

## Administrative Offices

### Office of the President

#### President

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Executive Assistant to the President  
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Executive Director, Human Resources and  
Special Assistant to the President  
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### Academic Affairs

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**Registrar**

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**Library**

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**Early Learning Center**

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## Enrollment

**Office of Enrollment**

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## **Finance and Administration**

### **Finance**

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Business Office Manager  
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## **Operations**

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### **Institutional Research**

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## **Division of University Advancement**

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### **Planned Giving**

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### **Constituent Relations**

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## **Campus Life**

### **Public Safety**

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Pager : (650) 570-9262  
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### **Campus Chaplain**

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### **Dining Hall/Bon Appétit**

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### **Health & Wellness Services**

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**Career Development**

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**Institutional Diversity**

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Campus Center #9  
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# Faculty

Full-time Faculty are ranked as: Assistant Professor, Associate Professor, or Professor. Part-time Faculty are listed as Lecturer. Library Faculty are full-time unless otherwise indicated.

Addison, Joy, Lecturer in Education, 2001  
BA, MA, University of Michigan; MPA, College of Notre Dame

Almandrez, Mary Grace, Lecturer in Psychology, 2003  
BA, University of San Diego; MS, Western Maryland College

Andrews, Patricia, Lecturer in History, 1999  
BA, College of Notre Dame; MA, University of California, Berkeley

Arbore, Patrick, Senior Lecturer in Human Services, 1990  
BA, MA, San Francisco State University; Ed.D., University of San Francisco

Askari, Nusha, Professor of Psychology and Chair, Department of Clinical Psychology and Gerontology, 2000  
BA, University of California, Los Angeles; MA, Cal State Northridge; Ph.D., Claremont Graduate School

Balciunas, Mary, Lecturer in Education, 2003  
LC, Ohio State University; BA, California State University; M.Ed., College of Notre Dame

Barclay, Kenneth, Lecturer in Clinical Psychology and Gerontology, 1999  
BA, Columbia College; MA, Notre Dame de Namur University

Barsi, Ralph, Senior Lecturer in Human Services and Clinical Psychology, 1990  
BA, San Francisco State University; MS, LaSalle University

Bator, Paul, Lecturer in English, 1997  
BA, MA, DA, University of Michigan

Bedford, Susan, Lecturer in Education, 2003  
BA, Stanford; MA, San Jose State University

Bennett, Christine Harvey, Professor of Spanish and Latin American Studies, 1991  
BA, McGill University; MA, Ph.D., Stanford University

Berger, Jacqueline L., Adjunct Assistant Professor in English and Program Director, Master of Arts in English, 1999  
BA, Goddard College; MFA, Mills College

Bernhard, Sandra, Lecturer in English, 1999  
BA, Dartmouth College; MA, University of Rochester

Bjorndahl-Jay, Jill, Lecturer in Business and Management, 2003  
BS, University of Phoenix; MSM, College of Notre Dame

Breeden, Barbara, Lecturer in Music, 1986  
BM, MM, Juilliard School of Music

Bridenbaugh, Paul, Lecturer in Art, 1999  
BA, University of California, Santa Cruz; MFA, Columbia University

Brotherhood, Gail, Lecturer in Physical Education, 2003  
BA, University of Oregon; MA, Colorado State University

Brown, Margot, Lecturer in Clinical Psychology, 1995  
BA, San Francisco State University; MA, College of Notre Dame; Psy.D., University of San Francisco

Brown, Warren, Lecturer in Business and Management, 1998  
BS, Iowa State University; MBA, California State University, Long Beach

Buckman, Mary, Lecturer in Education, 2001  
BA, Humboldt State University; MA, San Francisco State University

Buller, Judy, Associate Professor of Communication and Director, Communication Program, 2004

Bullock, Jennifer, Lecturer in Psychology, 2003  
BA, Bryn Mawr College; MA, Antioch University

Cabrol-Easton, Darth, Lecturer in English, 2002  
BA, University of California, Santa Cruz; MA, Simmons College

Calefas-Strebelle, Andrey, Core Faculty in Modern Languages, 1999  
BA, MA, Sorbonne

Calice, Cathleen, Lecturer in Education, 2002  
BA, St. Mary's College; MS, California State University, Hayward

Campodonico, Donald, Adjunct Assistant Professor in Business and Management, 1993  
BS, MBA, San Francisco State University

Cancio, Clint, Lecturer in Music, 2002  
BM, MM, Notre Dame de Namur University

Carolan, Richard, Professor of Art Therapy Psychology and Chair, Department of Art Therapy Psychology, 1993

BA, Western Connecticut State University; MA, Sonoma State University; Ed.D., University of San Francisco

Carter, Michelle, Core Faculty in Communication, 2002  
BJ, University of Missouri

Caulley, Barbara, Assistant Professor of Human Services and Chair, Department of Professional Studies, 1994  
BS, MBA, College of Notre Dame; JD

Chang, Lu, Professor of Education and Director, Single Subject Credential Program, 1994  
BA, University of International Business and Economics; MA, California State University, Northridge; Ed.D., University of the Pacific

Chapman, Linda, Lecturer in Art Therapy Psychology, 1992  
BA, MA, Antioch University

Chong, Ellen, Lecturer in Art, 1998  
BFA, Credential, College of Notre Dame

Chu, Chun-hwa, Lecturer in Mathematics, 2000  
BS, National Taiwan University; Ph.D., University of Minnesota

Clark, Alice W., Lecturer in History, 2004  
BA, Swarthmore College; MA, Ph.D., University of Wisconsin, Madison

Cole, Stephen, Associate Professor of History, 2003  
BA, University of Sussex; PGCE, University of Durham; MA, Ph.D., Indiana University

Conrad, Beverley, Lecturer in Clinical Psychology, 2002  
BA, University of California, Los Angeles; MA, Santa Clara University; Ph.D., Wright Institute

Consul, Ashish, Lecturer in Mathematics and Computer Science, 2002  
BA, Delhi University; BS, Purdue University; MS, University of Colorado, Denver

Cooper Patten, Sally, Lecturer in Art Therapy Psychology, 2001  
MA, College of Notre Dame

Covello, Linda, Lecturer in Art, 2003  
BA, University of California, Santa Cruz; MFA, Parson's School of Design

Cox, Jeff, Lecturer in Business and Management, 1998  
MA, University of San Francisco

Crawford, Lois R., Assistant Professor of Chemistry, 1978  
BS, College of Notre Dame; MS, Fordham University

Dalton, Peter A., Senior Lecturer in Education, 1983  
BA, MA, San Francisco State University; Ph.D., University of California, Santa Barbara

Dalton, Rosemary, Senior Lecturer in Education, 1985  
BA, San Francisco State University; MA, University of San Francisco

Dawe, Albert Timothy, Lecturer in Natural Sciences, 1999  
BA, MS, San Francisco State University

Delaporte, Marianne, Associate Professor of Religious Studies and Chair, Department of  
Philosophy and Religious Studies, 2003  
BA, University of Chicago; MA, Graduate Theological Union; Ph.D., Princeton Theological  
Seminary

Demaree, Stephanie, Lecturer in Education, 2005  
BA, University of California; M.Ed., Notre Dame de Namur University

Douglas, Charles, Lecturer in Education, 2003  
BA, MA, University of Northern Colorado

Driscoll, John, Lecturer in English, 2001  
BA, MA, Sussex; Ph.D., Upsala University

Duke, Stephanie, Lecturer in Physical Education, 2003  
BS, MS, California State University, Hayward

Dupon, Jean W., Lecturer in Natural Sciences, 2002  
SB, Massachusetts Institute of Technology; MS, Ph.D., Northwestern University

Elkins, Michael B., Professor of Theatre Arts and Chair, Department of Theatre Arts, 1978  
BA, San Francisco State University; MFA, Pennsylvania State University

Ellis, Theodore, Lecturer in Business and Management, 1990  
AB, Cornell University; MBA, Harvard University

Elmore, Leslie, Reference Librarian, 2006  
BA, MA, San Jose State University; Teaching Credential, National University; MLIS, San Jose  
State University

Emling, Edward, Lecturer in Education, 1998  
BA, Michigan State University; MA, San Jose State University; Ph.D., California Coast  
University

Etherington, Arnell, Professor of Art Therapy and Program Director, Master of Arts in Marital  
and Family Therapy, 1990; Interim Dean, College of Arts and Sciences 1990;

BA, Rutgers University; MA, Lone Mountain College; Ph.D., Professional School of Psychology, San Francisco

Fama, Dennis, Lecturer in Business and Management, 2003  
BA, S.F. State University; MPA U.S.F.

Fark, Roland, Lecturer in Natural Sciences, 2002  
BA, MA, Bowling Green State University

Fathman, Ann K., Professor of English and Program Director, English for International Students and Teaching English as a Second Language, 1984  
BA, University of California, Davis; MA, Ph.D., Stanford University

Feinman, Lena, Lecturer in Mathematics, 2001  
MS, Krakov State University

Ferdowsi, Ali, Associate Professor of Political Science and Chair, Department of History and Political Science, 1998  
BA, MA, Shiraz University, Iran; MA, University of Florida; MA, Ph.D., University of Pennsylvania

Ferguson, Jill, Lecturer in Communication, 2001  
BS, La Roche College; MA, College of Notre Dame

Ferrera, Robert, Professor of Education and Director, Multiple Subject Credential Program, 1992  
BS, University of San Francisco; MA, San Francisco State University; Ed.D., University of Southern California

Field, Alida, Associate Librarian, 2000  
BA, New York University; MLS, San Jose State University

Fitzgerald, Vincent, Associate Professor of English and Director, Core Program, 1994  
BA, University of California, Berkeley; MA, Georgetown University; Ph.D., University of Southern California

Fogal, James, Associate Professor of Business and Management and Dean of the School of Business and Management and Dean, School of Business and Management, 2006

BS, MS, California State University, Fresno; Ph.D., Walden University

Foster, Anne, Lecturer in Natural Sciences, 2001  
BS, University of Washington; Ph.D., University of California, Davis

Friedman, Betty, Professor of Art and Chair, Department of Art, 1995  
BFA, MFA, California College of Arts and Crafts

Fritz, Robin, Professor of Theatre Arts, 1995  
BA, MS, University of South Dakota; MFA, University of Arizona

Fullerton, Virginia, Senior Lecturer in Education, 1980  
BA, MA, San Francisco State University; Ed.D., Brigham Young University

Geiser, Kristin, Lecturer in Education, 1999  
BA, Ph.D., University of California, Los Angeles

Gennaro, Nicholas, Adjunct Assistant Professor of Education and Director, Administrative Services Credential and Master of Arts in School Administration; Director, Clear Credential Program, 1987  
BA, St. Thomas Seminary (Denver); MA, University of San Francisco; Ed.D., University of the Pacific

Girardi, Judith, Lecturer in English, 2001  
BA, San Francisco State University; MA, MLS, San Jose State University

Glover, Daniel, Lecturer in Music, 2003  
BS, New York University; MM, Julliard School of Music; Ph.D., New York University

Goff, Hall, Lecturer in Music, 2001  
BA, Oberlin College; MM, Yale University

Gomez, Lopez Natashaia. Senior Lecturer.  
M.Ed Harvard University, 1994. B.A. University of California, Berkeley, 1992.

Goodson, Roger M., Professor of Business and Management, 1991  
BS, University of Maine; MA, University of Connecticut; Ed.D., Harvard University

Gordon, Emma, Lecturer in Natural Sciences, 2002  
BS, MS, University of California, Berkeley; MBA, JFK University

Gough, Walter Michael, Lecturer in Business and Management, 1993  
BA, MBA, Santa Clara University

Greig, Judith Maxwell, Professor of Education and Provost, 1988  
BA, Wheaton College; MA, Santa Clara University; MA, Ph.D., Stanford University

Guedon, Mary, Reference Librarian (Part-time), 1980  
BA, University of California, Davis; MLS, University of California, Berkeley; MA, San Jose State University

Guhamajumdar, Monica, Assistant Professor of Biology, 2006  
B.Sc., Presidency College, University of Calcutta, India, Ph.D., Michigan State University

Haithcox, Isabelle G., Associate Professor of Biochemistry and Chair, Department of Natural Sciences, and Program Director, Postbaccalaureate Premedical Certificate Program, 1997  
BS, University of Miami; MS, Ph.D., Cornell University

Haley, Daniel, Lecturer in Education, 2006  
BS, MA, California State Polytechnic College

Hansen, Thomas, Lecturer in Music, 1984  
BM, New England Conservatory of Music; MM, University of Michigan

Hauser, Roberta, Lecturer in Art Therapy Psychology, 1997  
BA, California State University, Chico; ATM, College of Notre Dame

Heisterberg, Rodney, Professor of Business and Management, 2001  
BS, MS, Ph.D., Purdue University

Hess, William, Lecturer in Business and Management, 2000  
BS, Purdue University; MA, Ball State University

Hoffmann, Shulamit, Lecturer in Music, 2003  
MA, San Jose State University; MM, Lewis and Clark College; B.Mus, University of Witwatersrand; LRSM, London; UTLM, University of South Africa

Hua, David, Professor of Business and Management, 2002  
BA, Shanghai Education Institute; MS, Ph.D., University of Texas, Dallas

Hughes, Denise, Lecturer in Clinical Psychology and Gerontology and Program Director, Master of Arts in Gerontology, 1998  
BSN, University of Pittsburgh; MA, College of Notre Dame

Hunt, Phyllis, Lecturer in Education, 1999  
BA, San Francisco University; MA, Fresno Pacific College

Hussey, Kip, Associate Librarian, 1990  
BS, Utah State University; MLIS, University of California, Berkeley

Inguito, Kevin Scott, Core Faculty in English, 2005  
BA, San Francisco State University; MFA, University of Iowa

Jensen, Anabel, Professor of Education, 1993  
BA, ME, Brigham Young University; Ph.D., University of California, Berkeley

Johnson, Dean, Lecturer in Business and Management, 2002  
BA, Yale University; MA, Columbia University; JD, New York University

Joseph, Cheryl, Professor of Sociology, 1988

BA, Wayne State University; MA, University of Detroit; Ph.D., Wayne State University

Kalin, CJ, Associate Professor in Business and Management, 1995

BA, California State University, Chico; MS, College of Notre Dame; Ph.D., The Union Institute

Kashani, Ali, Lecturer in Philosophy, 2006

BA, MA, San Francisco State University

Kelley, James, Professor of Business and Management, 1993

BS, United States Military Academy; MBA, University of Pennsylvania; JD, Santa Clara University

Khojasteh-Bakht, Siamak Cyrus, Lecturer in Natural Sciences, 2002

BS, University of California, Berkeley; MS, Cal State Sacramento; Ph.D., University of Washington

Koppensteiner, Sonja, Assistant Professor in Business and Management, 2006

BS, MS, Technical University of Vienna; MSM, College of Notre Dame

Kortenkamp, Leon, Senior Lecturer in Art, 1982

BA, Loras College; MA, MFA, University of Notre Dame

Koshland-Crane, Margaret, Lecturer in Education, Director of Academic Success Center and PASS program, 2003

BS, Boston University; MS, College of New Rochelle

Kramer, William, Lecturer in Education, 1990

BA, Case Western Reserve University; MS, Springfield College; Ph.D., U.S. International University

Kristie, Jennifer, Lecturer in Art, 1998

BFA, College of Notre Dame; MFA, California College of Arts and Crafts

Kujawsky, Eric, Lecturer in Music, 2000

BA, MFA, University of California, Los Angeles; DMA, Stanford University

Kum, Harriet Winifred, Senior Lecturer in Education, 1997

BA, MA (2), San Francisco State University; Ed.D., University of San Francisco

Ladine, Dyanne, Core Faculty in Business and Management, 1981

BA, University of California, Berkeley; MBA, Santa Clara University; JD, Lincoln University

Lambert, Debra, Associate Professor of Music and Chair, Department of Music, 2000

BFA, Carnegie-Mellon University; MM, Hartt School of Music



Laroche-Davis, Hélène, Professor of French, Chair, Department of Modern Languages and Cultures, and Program Director, Intensive Liberal Studies, 1965  
BA, Université de Lyon France; MA, Université de Paris Sorbonne; Ph.D., Stanford University

Larragoiti, Sandra, Lecturer in Human Services, 1997  
BA, University of California, Berkeley; MA, Santa Clara University

Lawrence, Jan, Director, Early Learning Center, 2005  
BA, San Francisco State University; American Montessori Society Credential, College of Notre Dame; M.Ed., Vancouver University College

Levine, Laura, Lecturer in Clinical Psychology and Gerontology, 1992  
BA, Brooklyn College; MA, Cornell University; MPA, The American University/Georgetown University School of Medicine; MA, Ph.D., The Wright Institute

Livingston, Kate, Lecturer in Education, 2002  
BA, San Jose State University; MA, San Francisco State University

Lookabill, Judith, Lecturer in Education, 2003  
BA, Butler University; MA, Indiana University; Ed.D., Columbia University

Lorenz, Coleen, Lecturer in Dance, 2003  
BA, MA, University of California, Los Angeles; ADTR, Columbia University

Loustalot, Dona, Lecturer in Education, 1992  
PHN, BS, MA, San Francisco State University; School Nurse Credential, University of California, San Francisco

Lujan, Lawrence, Core Faculty in Human Services and Director, Day Liberal Studies Program, 1993  
BS, University of San Francisco; MA, Ph.D., University of California, Berkeley

Markovich, Frank, Lecturer in Music, 2002  
BA, San Francisco State University; Credential, Lone Mountain College

Mattei, Don, Lecturer in Social/Behavioral Sciences, 2000  
BS, MS, College of Notre Dame

Maxwell, Josie, Lecturer in Communication, 1995  
BA, MA, Santa Clara University; MBA, College of Notre Dame ; Ed.D., University of San Francisco

Maxwell, Kevin B., Professor of Religious Studies, 1986  
BA, MA, Gonzaga University; STM, Jesuit School of Theology, Berkeley; MA, Ph.D., Rice University

McLean, Margaret, Senior Lecturer in Education, 1980  
BA, MA, San Jose State University

McLeod, Shari, Lecturer in Dance, 2004

McQuinn, Anna, Professor and Chair of Clinical Psychology and Gerontology, 1988; Emerita, 2004  
Teaching Credential, Carysfort College (Ireland); MA, Ed.D., University of San Francisco;  
Ph.D., Sierra University

Miller, Dennis, Lecturer in Human Services, 2005  
BS, College of Notre Dame; MPA, MBA, Notre Dame de Namur University

Mills, Katherine Mary, Lecturer in Theatre Arts, 1994  
BA, MA, MFA, San Jose State University

Miloradovitch, Hazalle, Lecturer in Music, 1999  
BA, Eastman School of Music; MA, Stanford University

Miram, George, Lecturer in Business and Management, 1991  
BS, University of California, Los Angeles; JD, University of the Pacific

Mollicone, Henry, Lecturer in Music, 2001  
BM, MM, New England Conservatory

Moore, Jane B., Lecturer in History, 2002  
BA, Spelman College; JD, University of California, Berkeley

Morris, Eric, Lecturer in Music, 2003  
BM, San Francisco Conservatory of Music

Msengi, Shadrack G., Assistant Professor of Education and Director, Reading Certificate,  
Reading Credential, and Master of Arts in Reading, 2006  
BA, University of Dar Es Salaam, Tanzania; MA, Ed.D., University of Northern Iowa

Musante, Virginia, Lecturer in Theatre Arts, 2004  
BA, Secondary Credential, San Francisco State University; MAT, Notre Dame de Namur  
University

Musmann, Klaus, Director of Library Services, 2001  
BA, Wayne State University; MLS University of Michigan; MA, Michigan State University;  
Ph.D., University of Southern California

Musmann, Lois S., Lecturer in Music, 2001  
BA, New England Conservatory of Music; MM, University of Redlands; DMA, University of  
Southern California

Nelson, Sandy, Lecturer in Philosophy, 2002  
BA, University of California, Berkeley; MA, San Francisco State University

Nyland, Jean, Professor of Psychology, 1989  
BA, University of Oregon; MA, University of Hawaii; MA, University of California, Berkeley;  
Ph.D., University of Hawaii

Ochoa, Micaela, Lecturer in Education, 2006  
BA, University of California, Berkeley; MS, Carnegie Mellon University

Ofiesh, Nicole, Professor of Education, Chair, Department of Education, and Director, Master of Arts in Special Education and Education Specialist Credential Programs, 2007  
BA, California State University, Sacramento; MA, San Francisco State University; PhD., Pennsylvania State University

Opperman, Virginia, Lecturer in Education, 2002  
BA, MA, San Francisco State University

O'Sullivan, Paula, Lecturer in Psychology, 2002  
BS, College of Notre Dame; MS, Ph.D., Pacific Graduate School of Psychology

Panomitros, Eugenia, Lecturer in Biology, 2000  
BS, Ph. D., University of California, Davis.

Poplack, Robert, Associate Professor of Art, 1991  
BA, University of California, Santa Cruz; MA, MFA, University of California, Berkeley

Radian, Eugen, Professor of Mathematics and Computer Science and Chair, Mathematics/Computer Science Department, 1992  
BS, MS, Ph.D., University of Bucharest (Romania)

Raffo, Susan, Lecturer in Education, 1997  
BS, Ball State University; MS, San Francisco State University

Remsen, Katherine, Lecturer in Education, 2003  
BME, University of Michigan; M.Mus., University of Colorado; Ph.D., University of Michigan

Rich, Penny, Lecturer in Latin American Studies and Human Services, 1993  
BA, College of Notre Dame; MA, Stanford University

Robinson, Sharri, Lecturer in Art Therapy Psychology, 1998  
BA, MA, College of Notre Dame

Rodgers, Christopher, Core Faculty in Business and Management, 1998  
BS, San Jose State University; MBA, University of Phoenix

Rollins, Irvin, Core Faculty in Education, 1979  
BA, MA, San Francisco State University; Ed.D., University of San Francisco

Rosario, Rick, Lecturer in Business and Management, 2001  
BS, St. Mary's College

Rossi, Joanne, Associate Professor of Education and Dean, School of Education and Leadership, 1997  
BA, BS, State University of New York at New Paltz; MA, Catholic University of America; Ed.D., George Washington University

Roth, Henry, Adjunct Professor of Business and Management, 2002  
BS, American University; MA, Pennsylvania State University

Sam, Lawrence, Assistant Professor of Business and Management, 2005  
BS, University of Maryland; ME, Boston University; DPA, Golden Gate University

Sanders, Gwen, Lecturer in Art Therapy Psychology, 2000  
BFA, California Senior College of Arts and Crafts; MA, College of Notre Dame

Sardy, Robert, Lecturer in Business and Management, 1999  
BS, University of Lowell; MA, California School of Professional Psychology; M.Ed., University of Massachusetts; Ph.D., California School of Professional Psychology

Schell, Hester, Lecturer in Theatre Arts, 1997  
BA, Portland State University; MFA, University of Utah

Schmitz, Michael, Associate Professor of Music, 1999  
BM, MM, College of Notre Dame; DMA, University of Arizona

Shea, Ellen, Lecturer in Music, 2001  
BA, Pitzer College; MM, University Southern California

Siawoush-Moughadam, Siamack, Lecturer in Mathematics, 2002  
BS, Southern University; MS, University of New Orleans

Sidaoui, Mouwafac, Lecturer in Mathematics, 2002  
BS, MS (MBA/MSA), Boston University

Silverman, Gina, Lecturer in Music, 2002  
BA, Stanford University; MM, San Francisco Conservatory

Simon, Hugh Allen, Lecturer in Music, 2003  
BS, Harvey Mudd College; MM, Westminster Choir College; A.Mus.D., University of Arizona

Simons, Robert, Senior Lecturer in Art, 1978  
BFA, MFA, California College of Arts and Crafts

Sitzer, David, Lecturer in Art Therapy Psychology, 1998  
BA, University of California, Los Angeles; MA, Ph.D., California School of Professional Psychology

Smith, Irena, Lecturer in English, 2004  
BA, MA, Ph.D., University of California, Los Angeles

Smith, Michael Kevin, Lecturer in Clinical Psychology, 2002  
AB, Duke University; MA, Wayne State University; Ph.D., Wayne State University

Splain, Rev. Thomas, S.J., Chaplain and lecturer in Religious Studies and Social Science, 2006  
BA, Gonzaga University; MA, University of Notre Dame: STM, Jesuit School of Theology; MA, University of Hawai'i.

Stabno, Carolee, Senior Lecturer in Art Therapy Psychology, 1991  
BS, University of San Francisco; MA, College of Notre Dame; Psy.D., Western Graduate School of Psychology

Stannard-Friel, Donald L., Professor of Sociology, 1978  
BA, MA, San Francisco State University; Ph.D., University of California, Davis

Stevens, brittany Emling, Lecturer in Education, 2002  
MA, Ph.D., Claremont Graduate University

Strawn, Lee, Lecturer in Music, 2001  
BME, Ohio State University; MM, DMA, Eastman School of Music

Tebbe, Laura, Lecturer in Education, 2005  
BA, MA, Northwestern University

Thompson, Frederick, Lecturer in Education, 2002  
BA, Humboldt State University; MA, San Francisco State University

Tolley, Kim, Associate Professor of Education and Director, Master of Arts in Education and Master of Arts in Teaching Programs, 1996  
BA, University of California, Santa Cruz; MA, Ed.D., University of California, Berkeley

Troeger, Betty Jo, Lecturer in Art Therapy Psychology, 2001  
BA, University of N. Texas; MS, SUNY, Buffalo; Ph.D., University of N. Texas

Vaughn, Bobby, Associate Professor of Anthropology, 2004  
AB, Lafayette College; MA, Ph.D., Stanford University

Vaughn, Kelly, Assistant Professor in Education, 2009  
BA, MED, University of California, Los Angeles; MA, San Francisco State University; Ph.D., Stanford University

Velickovic, Ljubamir, Lecturer in Music  
BA, MA, University of Belgrade; DMA, University of Texas

Verma, Sujata, Associate Professor of Business and Management, 2002  
BA, Lady Shri Ram College; MA, Delhi School of Economics; Ph.D., University of California, Santa Cruz

Victorino, Ruth, Lecturer in Spanish, 2003  
BA, Seattle University; Professional Teaching Certificate, University of Hawaii; California Teaching Credential; College of Notre Dame; MA, San Jose State University

Villanueva, Marianne, Lecturer in English, 2001  
BA, Ateneo University; MA, Stanford University

Visconti, Ron, Lecturer in Human Services, 2002  
BA, University of San Francisco; MA, San Francisco State University

Wehrle, Gretchen, Associate Professor of Psychology and Chair, Department of Psychology/Sociology, 1999  
BA, University of California, Riverside; Ph.D., State University of New York at Stony brook

Whalley, Elizabeth, Lecturer in English, 1987  
BA, University of Wisconsin; MA, San Francisco State University; Ph.D., Stanford University

White, Gregory B., Professor of Mathematics and Associate Provost, 1993  
BA, University of Rochester; MA, Ph.D., University of California, Los Angeles

Wille, Michelle Luke, Lecturer in Education, 2004  
BA, MA, St. Mary's College

Wolterbeek, Marc, Professor of English and Chair, Department of English, 1987  
BA, MA, Ph.D., University of California, Berkeley

Yamani-Huang, JoAnn, Lecturer in Business and Management, 2005  
BA, Mills College; JD, Santa Clara University

Yawitz, Kristen, Lecturer in Communication, 2005  
BA, Swarthmore; MFA, California College of the Arts

Yerian, Keli, Lecturer in Education, 2000  
BA, University California; MS, Ph.D., Georgetown University

Young, Gordon, Lecturer in Education, 1998  
BA, Stanford University; MA, San Francisco State University

Young, Peter, Adjunct Assistant Professor of Business and Management, 2005  
BA, University of California, Los Angeles; MA, University of Hawaii, Manoa

Youssefi, John A., Professor and Program Director of Computer Science, 1998  
MS, Western Michigan University; Ph.D., Clemson University

Zanardi, Richard, Lecturer in Communication, 1990  
BA, San Francisco State University

Zimmerman, Miriam, Professor Emeritus, Lecturer in Communication, 1994  
BS, Northwestern University; MA, San Francisco State University; Ed.D., University of San Francisco

Zito, Matthew, Lecturer in Art Therapy Psychology, 2002  
BFA, University of Utah; BS, Westminster College; MA, College of Notre Dame

# Emeriti Faculty

Arrington, Doris Banowsky, Professor of Art Therapy Psychology, 1979; Emerita, 2006  
BS, University of Houston; MAT, College of Notre Dame; Ed.D., University of San Francisco

Barden, Lillian, Professor of Business Administration, 1990; Emerita, 2000  
BA, California State University, Fullerton; MBA, Pepperdine University; DBA, Golden Gate University

Boyling, Mary Ellen, Professor of English, 1957; Emerita, 1993  
BA, St. Joseph's College (New York); MA, University of California, Berkeley; Ph.D., Stanford University

Cash, Deborah, Professor of Behavioral Science, 1984; Emerita, 2008  
BA, MA, Oakland University; Ed.D., University of San Francisco

Center, Elizabeth M., Professor of Biology, 1977; Emerita, 2004  
AB, Augustana College (Illinois); Ph.D., Stanford University

Chapin, June R., Professor of Education, 1967; Emerita, 1996  
BA, MA University of Chicago; Ed.D., Stanford University

Cohen, Elaine L., Professor of Education and Public Administration and Graduate Dean, 1975; Emerita, 2002  
BS, University of Pennsylvania; M.Ed., Trinity University; Ed.D., University of San Francisco

Eide, Carla, Professor of Education, 1989; Emerita, 2002  
BA, University of California, Berkeley; MA, San Francisco State University; Ed.D., Nova University

Fee, Diana G., Associate Professor of Philosophy, 1964; Emerita, 1995  
AB, MA, Ph.D. (candidate), University of Michigan

Guay, Diane A., Professor of Education and Director, Administrative Services Credential Program and Acting Director, Master of Education in Technology Leadership Program, 1987; Emerita, 2008

BS California State University, Hayward; MAT, MPA, College of Notre Dame; Ed.D., University of San Francisco

Hannen, Thomas A., Associate Professor of Business Administration, 1991; Emeritus, 2006

BA, University of California, Berkeley; MA, Oxford University; MBA, Ph.D., University of California, Berkeley



Harris, Rev. Xavier, O.F.M., Professor of Religious Studies, 1975; Emeritus, 2008  
BA, MA, M.Div., San Luis Rey, Santa Barbara, California; MA, University of San Francisco;  
Ph.D., University of Notre Dame

Hutchison, Sr. Patricia, SND, Professor of History, 1977; Emerita, 2003  
BA, College of Notre Dame; MA, Santa Clara University; Ph.D., Stanford University

LaRatta, Thomas, Professor of Music and Artist in Residence, 1964; Emeritus, 2001  
BM, MM, Chicago Musical College

Laxague, Sr. Mary, S.N.D., Assistant Professor of Business Administration, 1967; Emerita, 2007  
B.S., College of Notre Dame; M.A., San Jose State University

McCarron, Sr. Mary Pat, SND, Professor of Religious Studies, 1988; Emerita, 2003  
BA, College of Notre Dame; MA, Ph.D. Graduate Theological Union

McCarron, Sr. Nancy, SND, Professor of Education, 1979; Emerita, 2003  
BA, Dominican College; MA, Seattle University; Ph.D., University of California, Berkeley

McGlinn, Sr. Patricia T., SND, Lecturer in History, 1977; Emerita, 2007  
AB, College of Notre Dame; MA, California State University, Sacramento

McQuinn, Anna, Professor and Chair of Clinical Psychology and Gerontology, 1988; Emerita, 2004  
Teaching Credential, Carysfort College (Ireland); MA, Ed.D., University of San Francisco;  
Ph.D., Sierra University

Milani, Abbas, Professor of History, 1986; Emeritus, 2005  
BA, University of California, Berkeley; Ph.D., University of Hawaii

Moreen, Denis C., Professor of Music, 1971; Emeritus, 2000  
BME, MM, Northwestern University; DMA, Stanford University

Morrison, Shirley L., Senior Lecturer in English, Honorary Professor, 1966; Emerita, 2008  
BS, Northwestern University; MA, University of Washington

Moyer, Birgitte, Professor of Music, 1976; Emerita, 2004  
BA, MA, Ph.D., Stanford University; MM Equivalent, University of Copenhagen

Murphy, Sr. Roseanne, SND, Professor of Sociology, 1960; Emerita, 1999  
BA, Mount St. Mary's College; MA, Stanford University; Ph.D., University of Notre Dame

Ramsey, David, Professor of Art, 1971; Emeritus, 1995  
BFA, Chicago Art Institute; MFA, Mexico City College; Ph.D., St. Louis University

Rogers, Sylvia, Professor of English, 1986; Emerita 2005  
BS, Rollins College; MA, Boston University; Ph.D., Stanford University

Sanford, Dorothy Zerzan, Professor of Business Administration, 1954; Emerita, 1995  
BA, Willamette University; MA, University of Oregon; Ph.D., St. Louis University

St. John, Terry, Professor of Art, 1990; Emeritus 2001  
BA, University of California, Berkeley; MFA, California College of Arts and Crafts

Shafto, Sylvia, Professor and Director, Master of Science in Management, 1994; Emerita, 2007  
BA, Carleton College; MS, Ph.D., Rutgers, The State University of New Jersey

Siegel, Linda, Professor of Music, 1967; Emerita, 1999  
BMF, Oberlin Conservatory of Music; MM, Ph.D., Boston University

Strong, Charles, Professor of Art, 1970; Emeritus, 1999  
BFA, MFA, San Francisco Art Institute

Sullivan, Mark W., Professor of Philosophy and Humanities, 1952; Emeritus, 1995  
BA, Santa Clara University; MA, University of Notre Dame; Ph.D., Stanford University

Titlow, Robert T., Professor of Theatre Arts, 1962; Emeritus, 1992  
BA, Humboldt State University; MA, Stanford University; MA, San Francisco State University

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BS, Northwestern University; MA, San Francisco State University; Ed.D., University of San Francisco

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