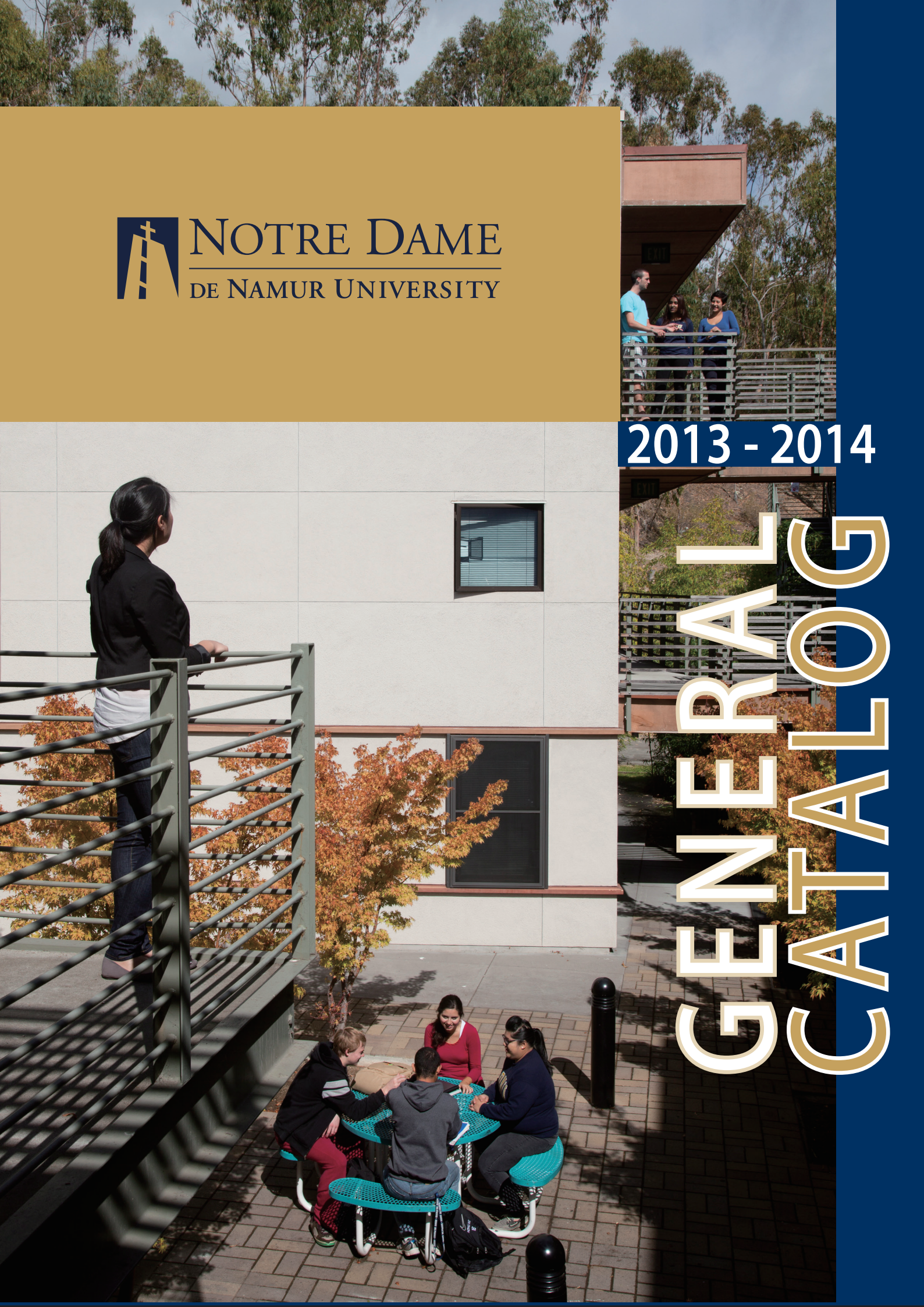




NOTRE DAME  
DE NAMUR UNIVERSITY

2013 - 2014

# GENERAL CATALOG





# TABLE OF CONTENTS

|  |    |  |     |
|--|----|--|-----|
| <b>Academic Calendar</b> .....                       | 3  | <b>Undergraduate Academic Information</b> .....                            | 61  |
| <b>Introduction to NDNU</b> .....                    | 5  | Undergraduate Degrees.....   | 61  |
| President's Welcome.....                             | 5  | Undergraduate Policies and Procedures .....                                | 78  |
| Mission Statement.....                               | 6  | <b>Graduate General Regulations</b> .....                                  | 96  |
| Vision Statement .....                               | 6  | <b>College of Arts and Sciences</b> .....                                  | 108 |
| History of NDNU .....                                | 6  | Art/Art and Graphic Design.....  | 108 |
| Academic Freedom Statement .....                     | 7  | Art Therapy Psychology.....  | 112 |
| Statement of Nondiscrimination .....                 | 7  | Clinical Psychology .....  | 119 |
| Accreditation.....                                   | 8  | Computer and Information Science.....                                      | 129 |
| Nature of Catalog.....                               | 8  | English .....  | 134 |
| <b>Office of the Provost</b> .....                   | 10 | English for International Students.....                                    | 140 |
| Academic Affairs .....                               | 10 | History.....   | 140 |
| Student Affairs.....                                 | 10 | Mathematics and Statistics .....   | 143 |
| University Services .....                            | 10 | Modern Languages and Cultures .....  | 144 |
| Organizations, Activities, and Events....            | 15 | Music and Vocal Arts .....   | 146 |
| Student Academic Rights and Responsibilities.....    | 19 | Natural Sciences .....   | 156 |
| <b>Financial Information</b> .....                   | 22 | Biochemistry .....   | 156 |
| Tuition, Fees, Room, and Board.....                  | 22 | Chemistry.....   | 158 |
| Payments and Policies .....                          | 24 | Biology .....  | 158 |
| <b>Admission and Financial Aid</b> .....             | 29 | Environmental Justice .....  | 161 |
| Undergraduate Admission .....                        | 29 | Kinesiology.....   | 161 |
| Graduate Admission .....                             | 37 | Postbaccalaureate Premedical Graduate Certificate.....                     | 163 |
| <b>Office of Financial Aid</b> .....                 | 43 | Pre-Nursing.....   | 164 |
| NDNU Financial Aid Policies .....                    | 43 | Preprofessional Preparation for the Medical and Allied Health Fields ..... | 166 |
| Applying for Financial Aid .....                     | 43 | Philosophy.....  | 168 |
| Deadlines .....                                      | 43 | Physical Education.....  | 169 |
| Satisfactory Academic Progress Policy (SAP) .....    | 44 | Political Science .....  | 170 |
| Undergraduate Grants and Scholarships .....          | 49 | Pre-Law Minor.....   | 171 |
| Graduate Financial Aid .....                         | 50 | Psychology.....  | 173 |
| <b>Academic Policies and Learning Outcomes</b> ..... | 51 | Religious Studies.....   | 176 |
| General Academic Policies and Procedures.....        | 51 | Sociology.....   | 178 |
| Learning Outcomes .....                              | 56 | Theatre and Dance.....   | 182 |

|   |     |  |     |
|---|-----|--|-----|
| <b>School of Business and Management</b> .....                        | 188 | Single Subject Credential.....           | 225 |
| Accounting: Traditional Day .....                                     | 188 | Special Education.....                   | 227 |
| Business Administration: Professional Studies Program (Evening) ..... | 190 | Autism Add On .....                      | 229 |
| Business Administration: Traditional Day.....                         | 193 | <b>Course Descriptions</b> .....         | 231 |
| Career Development.....   | 196 | <b>Directories</b> .....                 | 394 |
| Communication .....   | 197 | Administrative Offices .....             | 394 |
| Human Services .....  | 199 | Office of the Provost .....              | 394 |
| Master of Business Administration.....                                | 203 | Enrollment .....                         | 395 |
| Master of Public Administration.....                                  | 206 | Finance and Administration .....         | 396 |
| Master of Science in Systems Management.....                          | 209 | Division of University Advancement ..... | 397 |
| <b>School of Education and Leadership</b> .....                       | 212 | Student Affairs.....                     | 398 |
| Administrative Services .....   | 213 | Emeriti Faculty .....                    | 399 |
| Liberal Studies.....  | 216 | Faculty.....                             | 402 |
| Master of Arts in Education .....                                     | 219 | Trustees .....                           | 420 |
| Preliminary Multiple Subject Credential .....                         | 223 | <b>Index</b> .....                       | 422 |

# ACADEMIC CALENDAR

## Fall Semester 2013

|   |                |
|---|----------------|
| Registration Confirmation   | August 26-27   |
| Classes Begin: Traditional Undergraduate  | August 28      |
| Holiday: Labor Day  | September 2    |
| Classes Begin: Undergraduate Evening/<br>Intensive Evening Term 1/Graduate        | September 3    |
| Last Day to Add: Intensive Evening Term 1/<br>Graduate                            | September 10   |
| Last Day to Drop: Traditional Undergraduate/<br>Intensive Evening Term 1/Graduate | September 24   |
| Filing Deadline for May or August 2014 Graduation<br>(at no charge)               | October 1      |
| Last Week of Classes: Intensive Evening Term 1/Graduate                           | October 14-19  |
| Midterms  | October 14-19  |
| Holiday: Midterm  | October 18     |
| Classes End: Intensive Evening Term 1   | October 19     |
| Term 1 Grades Due   | October 25     |
| Classes Begin: Intensive Evening Term 2   | October 28     |
| Undergraduate/Graduate Advance Registration<br>for Spring 2014                    | October 28     |
| Last Day to Add: Intensive Evening Term 2/Graduate                                | - November 15  |
| Last Day to Withdraw  | November 4     |
| Last Day to Drop: Intensive Evening Term 2  | November 6     |
| Holiday: Thanksgiving   | November 19    |
| Finals: Undergraduate   | November 28-29 |
| Classes End: Undergraduate/Intensive Evening<br>Term 2/Graduate                   | December 9-14  |
| Final Grades Due – Fall Semester 2013   | December 14    |
|   | December 20    |

## Spring Semester 2014

|   |                     |
|---|---------------------|
| Registration Confirmation   | January 7           |
| Classes Begin: Traditional Undergraduate  | January 8           |
| Classes Begin: Undergraduate/Intensive Evening<br>Term 1/Graduate                 | January 13          |
| Last Day to Add: Intensive Evening Term 1   | January 17          |
| Holiday: Martin Luther King Day   | January 20          |
| Last Day to Drop: Traditional Undergraduate/<br>Intensive Evening Term 1/Graduate | February 4          |
| Holiday: President's Day  | February 17         |
| Last Week of Classes: Intensive Evening Term 1/<br>Graduate                       | February 24-March 1 |



|   |                     |
|---|---------------------|
| Midterms  | February 24-March 1 |
| Classes End: Intensive Evening Term 1                               | March 1             |
| Holiday: Spring Break   | March 3-7           |
| Term 1 Grades Due   | March 7             |
| Classes Begin: Intensive Evening Term 2                             | March 10            |
| Last Day to Add: Intensive Evening Term 2                           | March 17            |
| Undergraduate/Graduate Advance Registration<br>for Summer/Fall 2014 | March 17-April 4    |
| Last Day to Withdraw  | March 19            |
| Call to Action Day  | March 20            |
| Last Day to Drop: Intensive Evening Term 2                          | April 1             |
| Holiday: Good Friday  | April 18            |
| Classes End: Intensive Evening Term 2/Graduate                      | April 26            |
| Finals: Undergraduate   | April 28-May 2      |
| Classes End: Undergraduate  | May 2               |
| Commencement  | May 3               |
| Final Grades Due – Spring Semester 2014                             | May 9               |

## Summer Term 1 2014

|                                       |                        |
|---------------------------------------|------------------------|
| Classes Begin                         | May 12                 |
| Last Day to Add                       | Before the third class |
| Holiday: Memorial Day                 | May 26                 |
| Last Day to Drop                      | June 3                 |
| Classes End                           | June 28                |
| Final Grades Due – Summer Term 1 2014 | July 7                 |

## Summer Term 2 2014

|                                       |                        |
|---------------------------------------|------------------------|
| Classes Begin                         | June 30                |
| Holiday: Fourth of July               | July 4                 |
| Last Day to Add                       | Before the third class |
| Last Day to Drop                      | July 22                |
| Classes End                           | August 16              |
| Final Grades Due – Summer Term 2 2014 | August 22              |

# INTRODUCTION TO NOTRE DAME DE NAMUR UNIVERSITY

## President's Welcome

If there is one single word that describes Notre Dame de Namur, that word is *community*. Like other universities, we are a community of teachers, scholars and learners committed to excellence and dedicated to the pursuit of truth in the Catholic intellectual tradition. At NDNU, we have a strong commitment to providing high-quality professional education that will equip our graduates to immediately take their place in society or prepare them for more advanced study. That education is built on a liberal arts foundation that helps broaden students' worldview and develop critical thinking skills.

But an equally strong commitment to the Catholic social justice tradition and the Hallmarks of the Sisters of Notre Dame de Namur means that we are acutely aware of the needs of the larger society that surrounds our campus. Hence, NDNU also seeks to develop in its students a deep commitment to becoming valued, contributing members of whatever community in which they find themselves members as they go through life. And that commitment begins at our doorstep: the larger community that exists right outside the gates of the University, up and down the San Francisco Peninsula, and throughout the Bay Area. We take our responsibilities to that community seriously; so seriously, in fact, that undergraduate students, staff and faculty routinely devote 100,000 hours or more a year to a variety of community service projects.

Our engagement with the community goes beyond only community service projects; NDNU has always been committed to giving our students the opportunity to learn from, and give back to, the community in which they live by offering everything from community-based learning courses to service opportunities and internships with local businesses as well as community service and other nonprofit organizations. In 2007, we launched the Dorothy Stang Center for Social Justice and Community Engagement to be the focal point for the University's community engagement activities, including training of faculty and student leaders. 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. In recent years, we have labored hard to create an academic plan that embeds community engagement in the fabric of the academic environment through which our students pass. It is our goal to give every student—traditional day, undergraduate, evening intensive and graduate—the opportunity to learn from and contribute in a meaningful way to the community.

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, NDNU is a fully accredited master's university with a student body of 2,000. The University is big enough to host three separate schools—the College of Arts and Sciences,

the School of Business and Management and the School of Education and Leadership—offering 25 liberal arts and career preparation undergraduate programs, 15 graduate degrees and four credentials, yet it is small enough to boast a 13-to-1 student-teacher ratio. Our size allows our students to form strong, personal bonds with fellow students and teachers. It is in those bonds that community begins.

## **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/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 2,000 students from 28 states and 23 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 schools and adopted the name “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 162nd 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 that 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 Academic Rights and Responsibilities.

## **Statement of Nondiscrimination**

Notre Dame de Namur University's educational services and employment opportunities are provided without regard to race, religion, color, national origin, age, sex, sexual orientation, physical or mental disability, marital status and other criteria protected by law except where there is a bona fide occupational or religious qualification. Any otherwise qualified student or applicant with a disability may request reasonable accommodation regarding the application process and services as a prospective or enrolled student. Requests for accommodation of a disability or any complaints by students related to student educational services or their employment opportunities should be directed to the Dean of Students, Notre Dame de Namur University, (650) 508-3459.

# Accreditation

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

## Institutional Accreditation

Notre Dame de Namur University is accredited by the:

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 Marriage and Family Therapy meets established guidelines of the California Board of Behavioral Sciences.

The Master of Science in Clinical Psychology/MFT/LPCC meets established guidelines of the California Board of Behavioral Sciences.

The following business programs at Notre Dame de Namur University are accredited by the Accreditation Council for Business Schools and Programs:

Bachelor of Science, Business Administration (BS), Master of Business Administration (MBA), Master of Public Administration (MPA), and Master of Science, Systems Management (MSSM)

NDNU is authorized under Federal law to enroll nonimmigrant students.

## Higher Education Act Disclosures

Information that the University is required to disclose under the Higher Education Act and its amendments is available on the NDNU website at [http://ndnu.edu/about-us/HEOA\\_disclosures.aspx](http://ndnu.edu/about-us/HEOA_disclosures.aspx).

## Nature of Catalog

This Catalog is a complement to the Student Handbook and to information on the University website ("documents"). Together, these documents serve as a guide to many of the student programs, policies, procedures, requirements and resources of the University.

These documents do not form a contract with the student: tuition, student fees, course and course contents, curricular requirements and other matters referenced or set forth in these documents or otherwise related to students are subject to change at the discretion of the University at any time, during or after registration or course enrollment, and with or without notice or written confirmation.

Please note that only the President of the University may provide authorized final interpretation of the contents of these documents and definite determination of their appropriate application to the particular circumstances of any individual matter.

Additionally, the University assumes no liability, and hereby expressly negates the same, for failure to provide or delay in providing educational or related services due to a cause(s) beyond the control of the University. These causes include, without limitation, financial issues, power failure, fire, strikes, damage by the elements, other acts of God and acts of public authorities. While the University believes that the information contained in the Catalog and Handbook is accurate at the time of publication, the University does not guarantee absolute accuracy. Please direct questions to the appropriate administrator in case of doubt or confusion.



# OFFICE OF THE PROVOST

Paul Ewald, Ph.D., Provost

The Office of the Provost comprises Academic Affairs and Student Affairs and through these two areas oversees a broad array of University services and programs that support students in meeting their curricular and co-curricular goals.

## Academic Affairs

The Academic Affairs Division is responsible for all the academic programs and related academic and student support services of the University. NDNU's academic programs are organized into one college and two schools, each headed by an academic dean:

- College of Arts and Sciences
- School of Business and Management
- School of Education and Leadership

The Academic Affairs Division also oversees and promotes many of the resources of the University that support students throughout their careers here. Services overseen by Academic Affairs include academic advising, academic success (disabilities, tutorial, writing), international student assistance, library, mission and diversity and registrar. All these academic support services work collaboratively to offer students the appropriate support to achieve a high standard of academic excellence.

## Student Affairs

The Student Affairs Division enhances student learning at Notre Dame de Namur University through programs and student services intended to promote student success. Services and programs within the division of Student Affairs are provided by the Dean of Students Office, Career Services, Counseling, Dining Services, Health and Wellness, Public Safety, Spirituality and Mission (Dorothy Stang Center), Student Life and Leadership (including University Housing, Student Activities, and Orientation) and the Student Conduct Office.

## University Services

### Academic Advising

Each student is assigned an advisor, who is a faculty or staff member within the student's major field of study. In areas with staff advisors, a faculty mentor is assigned. The mentoring relationship with a faculty advisor is a central feature of the NDNU experience. Academic advisors help students with program planning and direct students to University and external resources as needed. Faculty advisors/mentors help students to clarify academic and career goals and take appropriate steps to meet those goals.

## **Academic Success Center/Tutorial Center**

The Academic Success Center/Tutorial 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 guide the development of each student. Services include accessible, user-friendly, positive learning environments, individualized assessment of learning strengths and individualized learning strategies based on learning strengths. Highly trained faculty, staff and peer tutors guide students in their learning assisted by study skills workshops and support in areas like time management and goal-setting strategies, critical thinking fundamentals, test-taking and note-taking skills and textbook reading.

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. Supplemental Instruction (SI) is also offered in the areas of math and science. The Center is located on the Quad in Campus Center.

The First Generation Program (Gen I) supports freshman students who are the first in their family to receive a four-year university degree. Recognizing that Gen I students may have special needs, we provide a mentor program and activities to make their transition to the university and first year experience a positive, fulfilling and rewarding journey.

## **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.

## **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, freewriting, 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.

## **Career Services**

Career Services provides a full range of career resources, including individual career counseling, part-time and full-time job postings, job search assistance, and a career resources library. Career Services also offers classes that provide the opportunity for students to explore personal values and interests, assess their skills, and explore career options. Career

Services sponsors several career-related events throughout the year, including internship fairs, job fairs, networking events and an etiquette lunch.

## **Student Life and Leadership**

Based on NDNU's mission of values-based learning, the Student Life and Leadership Office develops students' talents and potential to be effective leaders in diverse and dynamic communities. Student Life and Leadership is responsible for advising Student Clubs and Organizations and Student Government (ASNDNU), Leadership Programs, New Student Orientation, University Housing, Student Activities and Commencement.

## **Programming Board**

The Programming Board produces student activities and events at NDNU to create 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.

## **Student Clubs and Organizations**

More than 30 student organizations representing a wide array of interests are active at NDNU. Student organizations, ranging from student government to cultural and special interest clubs, are an important part of campus life. Student Life and Leadership works with student organizations in planning on-campus meetings, workshops, speakers, cultural programs, service projects and other special events.

## **Counseling Services**

The Office of the Dean of Students promotes student learning and development as part of the educational process. 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. The Dean of Students advocates for student and community needs and provides support and assistance to students who need assistance.

## **Dean of Students**

The Office of the Dean of Students promotes student learning and development as part of the educational process. 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. The Dean of Students advocates for student and community needs and provides support and assistance to students with concerns or problems.

## **Dining Services**

Bon Appétit Catering provides dining services to the campus community. 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.



## **Sr. Dorothy Stang Center for Social Justice and Community Engagement**

In support of the University's mission to educate for social justice and global peace, the Sister Dorothy Stang Center at NDNU offers students opportunities to develop and to participate in mutually beneficial partnerships between the University and organizations in the surrounding community. A key component of the work of the Center is support for and encouragement of community-based learning, a method of integrating community involvement activities into academic courses and student leadership programs. Faculty, staff, and students work in partnership with community organizations 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 community leaders.

## **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.

## **University Housing**

University Housing provides a healthy and safe living and learning community that embraces all forms of diversity and 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 options: traditional co-educational residence hall facilities with double and triple rooms, single gender apartments for upper-division undergraduates and single gender suite-style residences with single rooms.

## **International Student Office**

The International Student Office (ISO) assists NDNU's diverse population of international students with their academic, cultural, and social transition to life in the United States and at the University. The ISO provides advising and support pertaining to student visas and federal regulations and maintains student records/I-20s through the Student Exchange and Visitor Information Service (SEVIS). The ISO provides new students with pre-arrival information, hosts the International Orientation and sponsors programming, events and information forums for international students.

## **Library Services**

The Carl Gellert and Celia Berta Gellert Library serves as the University's knowledge center by providing access to information resources and delivering library instruction that support the curricular, research and intellectual needs of the NDNU community. Through these services, the Library promotes scholarship, creativity, and discovery. An experienced group of library faculty and staff is committed to excellence in library services for both on-site and distance learners. Professional librarians are available to provide personalized research

assistance for individuals and information literacy instruction for classes. The Library welcomes all students, faculty, staff and alumni of NDNU.

## **Orientation**

New Student Orientation offers incoming students and their families a successful transition into NDNU life. A team of student leaders and professional staff provides first-year and transfer students with an introduction to academic and personal resources, encourages student involvement, and establishes relationships with the campus environment. The Orientation Team provides Week of Welcome (WOW) programming for entering first-year students. WOW is a fun-filled social program of daily and evening events all geared toward acclimating new students to the campus and Belmont community. Online orientation is now available for evening, intensive, and graduate students.

## **Public Safety**

Public Safety Officers provides security and safety services to ensure a safe living, learning, and working environment for the University community. Public Safety oversees the parking management program. The operation is staffed 24 hours a day, every day.

## **Registrar**

The Registrar's Office is the official recorder and keeper of student academic records. Records are maintained in compliance with federal privacy regulations (FERPA). The office is charged to help maintain NDNU's academic integrity through effective communication of, adherence to, and administration of university policies. Services provided by the office include registration, degree audit, enrollment verification, and transcripts.

## **Spirituality**

The Center for Spirituality 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 to the holy in themselves, each other, and the world. The Center offers annual retreats, spiritual direction, immersion experiences and opportunities to participate in liturgy and spirituality workshops. The Center also works 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 works together to support this vision.

## **Student Conduct**

The Student Conduct Coordinator manages the University's student conduct system and its processes. This includes training hearing administrators and the Student Conduct Board, both of whom hear cases along with the coordinator of alleged violations of the student conduct code. The Coordinator also educates the campus community about the Student Conduct Code and the conduct process, and collaborates with other departments to deliver educational programs about life skills, alcohol and illicit drugs.

# **Organizations, Activities and Events**

The University offers numerous opportunities to make connections, to honor excellence and to develop deeper understandings of our community, our world and ourselves 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.

## **Alumni and Family Weekend**

This program connects families with all the different people who make up our dedicated and diverse University community. We value the student's family as the cornerstone for the student's ongoing success in his/her academic pursuits and look forward to making families feel "at home" with our campus and our community. One of our core values is a commitment to build an interactive, interdisciplinary community of learners, which can only be accomplished 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.

## **Associated Students of Notre Dame de Namur University (ASNDNU)**

The Associated Students of Notre Dame de Namur University (ASNDNU) is the official student governing body of the University. ASNDNU represents the interests of all students through its participation in the governance of the University. ASNDNU also charts numerous clubs and organizations representing students' cultural, academic, and social interests. All students enrolled at the University are welcome to participate in weekly Senate meetings.

## **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 a graduating undergraduate and graduate student 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 3 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**

Established in 1971, the Delta Zeta Chapter of Delta Epsilon Sigma is 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, the National Catholic College Graduate Honor Society, is awarded to 10 percent of the men and women of the senior class who have distinguished themselves by high academic rank and outstanding leadership, faith and service to the wider community in the search for justice, compassion and wisdom.

### **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, campus government, journalism, speech, 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**

Established in 1995, the campus chapter of Psi Chi, the national honor society in psychology, 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 percent 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. For more information, contact Athletic Director Josh Doody at [jdoody@ndnu.edu](mailto:jdoody@ndnu.edu).

NDNU sponsors the following sports:

- Men's and Women's basketball
- Men's and Women's cross country
- Men's and Women's soccer
- Men's golf
- Men's lacrosse
- Women's softball
- Women's tennis
- Women's volleyball

## **Study Abroad and Off-campus Study**

NDNU offers opportunities for students to study abroad for a summer, semester or year. The University has affiliations with a wide variety of programs throughout the world. Students can receive full credit and transfer financial aid while attending accredited

universities abroad. Students can also earn credit for participating in internships and service-learning projects. 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 programs is available from the Study Abroad Office.

Students at NDNU may also study off-campus for a semester or year at one of its sister colleges, Trinity College in Washington, D.C., or Emmanuel College in Boston. Students participating in these programs can transfer credits and financial aid and need not file for an official leave of absence. Students also have the opportunity to attend the Washington Semester Program. The University has an institutional agreement to nominate students each year to participate in this program through American University in Washington, D.C.

NDNU faculty also organize programs for students abroad. Students can receive credit for participating in trips and service projects. In recent years, trips to Italy and a project in Guadalajara, Mexico have offered valuable off-campus experiences for students.

### **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. As part of the Endowment, the University has established a "Catholic Scholars Series," to which Catholic theologians are invited three or four times a year as guest lecturers on current critical topics regarding ethics, morality and spirituality.

Notables appearing in past years include Michelle Richmond, author; Seamus Heaney, poet; Dr. Robert Bellah, sociologist; Dr. Manuel C. Velásquez, ethicist; Dr. Ilan Chabay, scientist and science educator; Dr. Joan F. Burke, SND; 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.

# Student Academic Rights and Responsibilities

## Student Conduct

Notre Dame de Namur University expects high standards of honesty and integrity from all members of the community. The University 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 "Student Conduct Code," which can be found in the Student Handbook.

## Privacy Rights of Students

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

- Student's name
- Address (campus, local, and/or permanent)
- Telephone numbers
- Date and place of birth
- Major field of study and classification
- Dates of attendance, degrees, and honors received
- Most recent previous educational institution attended
- 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 are the following:

- University officials who have a legitimate educational interest in a student's records
- Officials of other universities who have a legitimate educational interest in a student's records; Universities in which a student seeks to enroll
- Certain government officials acting in their legitimate functions
- Those persons and agencies seeking records in connection with a student's application for or receipt of financial aid
- Authorities acting in compliance with a judicial order or pursuant to any lawfully issued subpoena
- Accrediting agencies
- 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
- In an emergency, appropriate persons if knowledge of such information is necessary to protect the health or safety of the student or other persons (According to 34 C.F.R. 99.36, the wording of this section "shall be strictly construed.")

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information

(PII) contained in such records, including your Social Security Number, grades, or other private information, may be accessed without your consent.

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education” such as early childhood education and job training as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research.

Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Under FERPA, students have the right to:

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

Students have the right to consent to the review of their accessible records by others. A **Third Party Authorization** request for such review must be submitted in writing with the written signature of the student to the Registrar’s Office.

It is the responsibility of each school official to understand their legal responsibilities under FERPA. The same principles of confidentiality that apply to paper records also apply to electronic data.

For further information, contact the Registrar's Office.

## **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 policies and procedures that are found in the Student Handbook (<http://www.ndnu.edu/campus-life/student-handbook.aspx>), 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 this and other forms of academic misconduct, see the Student Conduct Code in the Student Handbook (<http://www.ndnu.edu/campus-life/student-handbook.aspx>).

## **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 (<http://www.ndnu.edu/campus-life/student-handbook.aspx>) 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 Student Life and Leadership Office at the Campus Center.

# FINANCIAL INFORMATION

## Tuition, Fees, Room, and Board

Rates effective 2013-14

### 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 Day Tuition (per year)                                | \$30,806.00 |
| Undergraduate Day Overload  | \$994.00    |
| (per unit charge over 18 units per semester)                        |             |
| Undergraduate Part Time Day (1-11 units -- per unit)                | \$994.00    |
| Professional Studies/Evening (1-18 units -- per unit)               | \$566.00    |
| English for International Students (EIS) Courses (per unit)         | \$566.00    |
| Credential Programs (per unit)                                      | \$654.00    |
| Master's Programs in Education (per unit)                           | \$742.00    |
| Master's Programs (including online, excluding Education; per unit) | \$814.00    |
| Doctoral Program (per unit)   | \$900.00    |
| Graduate Cohort Rate Tuition  |             |
| Post-bac Premed Program Tuition (per unit)                          | \$994.00    |
| Graduate Certificate Programs (per unit)                            | \$407.00    |
| Summer Music Theatre Conservatory                                   |             |
| Undergraduate (per unit)  | \$994.00    |
| Graduate (per unit)   | \$814.00    |
| Late audition fee   | \$100.00    |
| Continuing Education Unit (CEU) Course Tuition Variable             |             |
| Undergraduate Audit Rate  | 50%         |
| Senior Citizen (65+) Rate   | 50%         |
| SND Undergraduate Tuition Discount                                  | 100%        |

Note: Discounted rates are only available for regularly scheduled courses; not applicable to fees, workshops, events, etc.

## Student Fees

|  |          |
|--|----------|
| Student Activity Fee (Undergraduate 12 units or more - per semester)   | \$125.00 |
| Student Services Fee (Undergraduate 1-11 units, Professional Studies and Graduate - per semester, Fall/Spring) | \$35.00  |
| Resident Activities Fee - per semester (for those living in University Housing)                                | \$75.00  |

## Room and Board

|  |            |
|--|------------|
| Meal Plan #1 (11 meals/wk -- per semester)           | \$2,030.00 |
| Meal Plan #2 (15 meals/wk -- per semester)           | \$2,137.00 |
| Meal Plan #3 (19 meals/wk - per semester)            | \$2,201.00 |
| Meal Plan #4 (7 meals/wk - per semester)             | \$1,327.00 |
| Housing Application Fee (nonrefundable one-time fee) | \$200.00   |
| Triple Occupancy in Standard Room (per semester)     | \$3,142.00 |
| Double Room (per semester)                           | \$3,939.00 |
| Triple Apartment (per semester)                      | \$4,444.00 |
| Double Apartment (per semester)                      | \$4,738.00 |
| Single Room/Quad Single (per semester)               | \$4,545.00 |
| Housing Sanctions/Damages                            | Variable   |

## Winter/Summer Rates

|   |          |
|---|----------|
| Double Room/Triple Apartment (per week) | \$243.00 |
| Double Apartment/Single Room (per week) | \$308.00 |
| Half Room Single (per week)             | \$308.00 |

## Other Fees

|   |          |
|---|----------|
| Parking Fee (per year - resident students)                    | \$160.00 |
| Parking Fee (per year - commuter students)                    | \$120.00 |
| Parking Permit Replacement                                    | \$10.00  |
| Parking Violations  | Variable |
| Orientation Fee (undergraduate full-time, on entry)           | \$175.00 |
| Transfer Orientation Fee                                      | \$60.00  |
| Online Orientation Fee  | \$0.00   |
| Late Registration Fee   | \$150.00 |
| Cancellation (Drop) Fee                                       | \$200.00 |
| Music Lesson Fee (undergraduate and graduate -- per semester) | \$671.00 |
| Education Supervision Fee (EDU4230,4342,4345 -- per course)   | \$200.00 |
| Challenge Fee (per unit)                                      | \$100.00 |
| International Fee -- (undergraduate and graduate one time)    | \$500.00 |
| Re-activation Fee   | \$25.00  |
| Lost ID Cards   | \$10.00  |
| Lost Library Book/Other Equipment Fee (plus replacement cost) | \$20.00  |
| 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    |
| Academic Certificate Completion Audit Fee                            | \$25.00    |
| Teacher Performance Assessment Fee                                   | \$250.00   |
| Administrative Services Program Assessment Fee                       | \$75.00    |
| Special Education Program Assessment Fee                             | \$75.00    |
| Transcript Fee   | \$10.00    |
| Transcript 24-hour service fee (plus transcript fee)                 | \$30.00    |
| Employer Deferral and Document Fee (per trimester)                   | \$100.00   |
| Bad Check Charge   | \$25/\$35  |
| Learning Disability Testing Fee (Full)                               | \$1,500.00 |
| Learning Disability Testing Fee (Partial)                            | \$600.00   |
| Printing Fee (6c per page after 250 free pages per student per term) |            |

## Early Learning Center

|   |             |
|---|-------------|
| ELC Kindergarten Tuition (part-time/year)                   | \$9,500.00  |
| ELC Kindergarten Tuition (full-time/per year)               | \$11,500.00 |
| ELC Preschool Tuition (part-time/year)                      | \$7,900.00  |
| ELC Preschool Tuition (full-time/year)                      | \$12,000.00 |
| ELC Second Child Tuition Discount (younger child)           | 20%         |
| ELC Application/Wait List Fee (yearly)                      | \$100.00    |
| ELC Registration Fee (1st child)                            | \$250.00    |
| ELC Registration Fee (2nd child)                            | \$200.00    |
| ELC Deposit (refundable until 6/1, nonrefundable after 6/1) | \$600.00    |

# Payments and Policies

## Payments

Tuition and fees for the semester are payable by the posted due date or at the time of registration (if registration takes place after the due date) unless other arrangements have been made with the Business Office. Payments can be made at the Business Office, online (Campus 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. 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. Please contact the Business Office for further details.

International students and On-Line students are required to pay tuition and fees in full by the posted due date (or at the time of registration if after the posted due date) and are not eligible for installment payment plans.

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. Unpaid tuition and fees (including delinquent/unpaid Perkins loans) will be subject to finance charges and legal and collection costs.

### **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.

### **Mandatory Health Insurance Policy**

Students who fall in one or more of the following categories are required to have health insurance coverage. These students will automatically be charged and enrolled in the NDNU Insurance Plan unless an acceptable waiver form is submitted:

- All full-time undergraduate students
- All students living on campus (graduate and undergraduate)
- All student athletes
- All international students (graduate and undergraduate)

Students with comparable coverage may waive out of the NDNU Insurance Plan by submitting a waiver form online through the Gallagher Koster website at [www.gallagherkoster.com/ndnu](http://www.gallagherkoster.com/ndnu). See the NDNU Health Services Web page for details.

### **Optional Health Insurance**

Undergraduate students who are enrolled in at least 6 units, and Graduate students enrolled in 3 or more units are eligible to enroll in the NDNU International and Domestic Student Accident and Sickness Insurance Plan. To be insured, the student must submit a completed and signed enrollment form to Health and Wellness Services and have attended classes on campus for 45 days following the date of enrollment.

### **On-Campus Residence Requirement**

Full-time students under the age of 21 with freshman or sophomore standing are required to live on campus.

#### Exemptions

A student may be granted an exemption if he/she submits an exemption form documenting that he/she meets at least one of the criteria listed below:

- Lives with immediate family within Alameda, Contra Costa, San Francisco, San Mateo, or Santa Clara counties AND claims an extreme financial hardship;
- Is a primary caregiver for a dependent child or parent;
- Has a medical condition(s) for which the University cannot achieve reasonable accommodations;
- Is married or in a registered domestic partnership;
- Claims an extreme hardship not listed above (must provide detailed explanation).

Age is determined as of September 1 for Fall Semester and January 1 for Spring Semester. 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 the Student Life and Leadership Office (SLLO) for approval. Approval of exemptions is case-by-case and is not automatic. Failure to attain an approved exemption from the SLLO will automatically result in the posting of the semester housing and meal plan charges to the student's NDNU account.

## **Refund Policies**

### **Fee Refund Policy**

Fees are nonrefundable with the following exception. Those fees labeled as "Student Fees" are 100 percent refundable up to the beginning of the semester or term and nonrefundable 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 his/her housing between the time he/she checks in and the end of semester check-out time is subject to a \$400 cancellation fee and will be charged on a percentage basis for the time he/she 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: This policy does not apply to the Housing Deposit.

### **Deposit Refund Policy**

Deposits are nonrefundable with the following exception:

- 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 federal financial aid received must be returned to the source in cases of complete withdrawal from NDNU within the first 60 percent of the semester or term. The amount of federal funds that must be returned is prorated on a daily basis based on last date of attendance. 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

**Tuition Refund Policy**

The Academic Calendar defines the dates on which the semester (15-week) or term (seven-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.

Students initiate Drop/Add procedures with a completed and signed Drop/Add form to the Registrar's Office. Based on the date of receipt of written notification of a dropped course by the Registrar's Office, the difference in tuition charges will be refunded according to the schedules below. For purposes of this refund policy, administrative drops will be assumed to take place on the fourth Tuesday of the semester or term.

**Tuition Refund Schedule – Graduate, Part-time Undergraduate and Undergraduate Overload**

This schedule does not apply to students who drop a course and add simultaneously a course resulting in the same or greater tuition charge. Any refund due will be made within 30 days of the Registrar's receipt of written notice of the dropped course(s).

Refunds for semester (15-week) and term (seven-week) courses are:

- 100 percent refund before the beginning of the semester or term
- 100 percent refund, less \$25 per course dropped, prior to close of business on the second Tuesday of the semester or term
- 50 percent refund up through close of business on the third Tuesday of the semester or term
- 25 percent 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 are:

- 100 percent refund up to first class
- No refund once the first class has started

### **Tuition Refund Schedule – Full-time Undergraduate**

This refund schedule 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.

Full-time students who drop a course or courses and thereby become part-time or thereby completely withdraw from the University will have the difference in tuition charges refunded according to the schedule below based on the date of receipt of written notification of the dropped course(s) by the Registrar's Office. Any refund due will be made within 30 days of the last day to drop.

The refund schedule is:

- 100 percent refund, less \$200 cancellation fee, prior to close of business on the second Tuesday of the semester
- 50 percent refund up through close of business on the third Tuesday of the semester
- 25 percent 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)

# ADMISSION AND FINANCIAL AID

## Undergraduate Admission

### 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. Appointments 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), the International English Language Testing System (IELTS), the International Test of English Proficiency (iTEP) or the Pearson Test of English (PTE).
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: Meeting minimum requirements does not guarantee admission. The decision of the Admission Committee is a final one with no option for appeal available. NDNU policy prohibits the disclosure of specific reasons for admissions decisions.

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

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:

- Applicants transferring with fewer than 30 transferable semester units must also meet freshman admission requirements.
- The minimum cumulative college grade point average for consideration is 2.0.
- 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. Common Application – This is NDNU's primary admission application and may be submitted online or by printing and mailing the completed application with the required fee or 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.

Note: Meeting minimum requirements does not guarantee admission. The decision of the Admission Committee is a final one with no option for appeal available. NDNU policy prohibits the disclosure of specific reasons for admissions decisions.

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

## **Provisional Admission**

Provisional Admission may be offered to students who show promise for undergraduate studies but have some deficiencies in their academic credentials. A student offered provisional admission is fully admitted to the University but is subject to the following restrictions and expectations in his/her first semester. A provisionally admitted student is:

- Restricted to enrollment in a maximum of 15 academic units, which must include the Learning Strategies course offered by the Academic Success Center
- Expected to complete all of the requirements for the Learning Strategies course
- Expected to meet weekly with an Academic Success Center staff member, beginning with the first week at NDNU
- Expected to complete all units in the first semester with a minimum cumulative grade point average of 2.5

## **On-Campus Residence**

Full-time students under the age of 21 with freshman or sophomore standing are required to live on campus. For more about housing and policy details, see the Payments and Policies 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 Degree Requirements section. Please note that second degree candidates are eligible to receive NDNU merit-based scholarships and Direct Loans only.

## **Professional Studies and Evening Programs**

Admission is granted to the Professional Studies and Evening Programs according to the following policies:

### **Professional Studies Program (Business Administration, Human Services, Liberal Studies)**

1. Applicants must have completed a minimum of 45 transferable semester units for the accelerated Professional Studies Program. 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.



2. Applicants must be 25 years of age or older.
3. Applicants must have three years of demonstrated professional work experience.
4. 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 Program must submit the following:

1. Completed application with required fee. Students may also apply online.
2. Official transcripts from all colleges and universities attended
3. Reference (1), employer preferred
4. Essay (one page)
5. Resume

### **Evening Program (Computer and Information Science, Psychology)**

1. Applicants must have completed a minimum of 30 units (Psychology only).
2. Applicants must be 25 years of age or older (Psychology only).
3. The minimum cumulative college grade point average for consideration is 2.0.

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

1. Completed application with required fee. Students may also apply online.
2. Official transcripts from all colleges and universities attended
3. Reference (1) recommended
4. Essay (one page)

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

## **International Students**

International student applicants must meet all the admission requirements for freshman or transfer students, respectively. All transcripts from high schools and universities outside the United States must be evaluated by a professional credential evaluation service. We accept evaluations from members of NACES (<http://www.naces.org/members.htm>) and recommend World Education Services, Inc. (WES). Please refer to their website (<http://www.wes.org>) for an explanation of their services. Freshman applicants must submit an evaluation that includes certification of equivalency to a U.S. high school diploma and a conversion to a U.S. grade point average (GPA) on a 4.0 scale. NDNU grants international conditional admission in some cases. Please contact Admissions for more details.

International students whose first language is not English are required to submit proof of English language proficiency. For the Test of English as a Foreign Language (TOEFL) exam, the minimum requirement is a score of 500 (paper-based total), 173 (computer-based total), or 61 (Internet-based total). For the International English Language Testing System (IELTS) exam, the minimum requirement is a score of 5.5 on the Academic test. For the International Test of English Proficiency (iTEP), the minimum requirement is a score of 4.5. For the Pearson Test of English (PTE), the minimum requirement is a score of 45. Students submitting results from the TOEFL or IELTS are not required to submit SAT or ACT scores. If an international applicant's high school course work was taught in English, he/she may submit SAT or ACT scores in lieu of the TOEFL or IELTS.

An international student who attends an NDNU-approved English as a Second Language School is eligible to opt out of the TOEFL requirement if he/she meets the minimum requirement of the TOEFL waiver agreement. Please consult with the Office of Admission for agreements with specific partner language schools. These international students must 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) course work is appropriate or required.

Admitted students with a TOEFL score below 100 on the Internet-based test or an IELTS score less than 7.5 must also take the English placement examination upon arrival at the University and take an ESL course required by the English department based on the results of this examination. International students with a TOEFL score greater than 100 on the Internet-based test or with an IELTS score above 7.5 are exempt from the ESL test but must take the University's writing test.

International students must also complete the International Student Certification of Finances upon acceptance to the University. This form is available from the Office of Admission, or it can be downloaded as a printable document in PDF format. International students are required to pay tuition and fees in full by the posted due date (or at the time of registration if after the posted due date) and are not eligible for installment payment plans. For international students and applicants, the International Student Advisor in the Office of Enrollment processes immigration and intergovernmental documents related to enrollment at NDNU.

## **Term of Admission**

Admission is offered for a specific year and term. Admitted students are eligible to defer their enrollment by contacting the Office of Admission. 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.

## **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 courses 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.

Because 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" (2.0) or higher at any degree-granting regionally-accredited two-year college or four-year college or university, provided they are college-level courses. Courses from California community colleges are generally accepted according to the published recommendations for transfer of courses to the California State University system. NDNU and departmental policy may restrict how these courses transfer to fulfill General Education and/or major requirements. General policies are established by the departments and enforced by the Registrar. No transfer credit decision is final until a final Transfer Credit Evaluation is processed by the Registrar and credits are posted to the NDNU transcript. (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 in computer applications, physical education, co-op education, ROTC, and English as a Second Language. Maximum allowable transfer unit totals apply as follows:

|                                    |  |
|------------------------------------|--|
| Computer Applications              | 8 units  |
| Co-op Education/Career Development | 12 units   |
| Physical Education                 | 8 units  |
| ROTC                               | 15 units   |
| ESL                                | 9 units (eligible for use as elective credit only) |

A total of 78 lower-division transferable units are applicable to a Notre Dame de Namur University degree. All transfer undergraduates must take 30 units or more at NDNU to earn a degree from the University. 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 General Education or Major requirements only if the pass/credit is validated as grade "C" (2.0) 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. The following options apply:

- 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. All students should review their Final Transfer Evaluation closely and work with their advisor to determine which courses remain to be completed.
- 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 will be required to take additional upper-division courses at NDNU to satisfy General Education Requirements (e.g., Religious Studies, Upper-Division Writing, among others).

## **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” (2.0) 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.

## **Credit by Examination**

NDNU awards credit for external examinations such as AP, CLEP, and International Baccalaureate as indicated below.

### **Advanced Placement Exam Scores**

Scores of 3, 4, or 5 provide elective credit in the most subject areas and will satisfy General Education requirements as appropriate. A full listing of exams, scores, and corresponding NDNU credit is available on the NDNU website at [http://www.ndnu.edu/academics/ap\\_chart.aspx](http://www.ndnu.edu/academics/ap_chart.aspx).

### **International Baccalaureate Exam Scores**

Scores of 4, 5, 6, or 7 on most higher-level exams and some standard level exams will provide a minimum of 3 units of elective credit in the subject area and will satisfy General Education requirements, as appropriate to the subject area. Advanced placement in major

courses will be awarded. A full listing of exams, scores, and corresponding NDNU credit is available on the NDNU website at [http://www.ndnu.edu/academics/ib\\_chart.aspx](http://www.ndnu.edu/academics/ib_chart.aspx).

### **International Baccalaureate Diploma**

Completion of the International Baccalaureate Diploma places the student in the sophomore year automatically (30 units awarded), awarding specific course-by-course credit according to the full listing of exams, scores, and corresponding NDNU credit found on the NDNU website at [http://www.ndnu.edu/academics/ap\\_chart.aspx](http://www.ndnu.edu/academics/ap_chart.aspx). All units up to the 30 units needed for sophomore status not accounted for with a specific corresponding course will be assigned general elective units.

### **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 6 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 3 lower-division semester units. Credit for General Examinations may be applied to appropriate Notre Dame de Namur University General Education requirements.

For CLEP Subject Examinations:

Subject examinations passed at the 50th percentile or above qualify for either 3 or 6 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 General Education requirements and, with departmental approval, may be applied to lower-division prerequisites in the major.

## **Military Credit**

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

- Basic military service of more than one year = maximum of 6 semester units lower-division
- Completion of Officers' Candidate School (one year) = maximum of 9 semester units lower-division plus 6 semester units upper-division

Students in either 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.

### **Crosstown 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.

## **Transfer Work After Matriculation**

After beginning course work at Notre Dame de Namur University, students should receive prior approval from their academic advisor for any course work 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 course work, 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.

## **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 GPA requirements. For most master's and credential programs, grades in prerequisite/foundation courses must be "C" (2.0) or higher and two recommendations are required. The Graduate Record Examination (GRE) and/or GMAT (Graduate Management Admission Test) are not institutional requirements for entrance into NDNU graduate programs.

Note: Meeting minimum requirements does not guarantee admission. The decision of the Admission Committee is a final one with no option for appeal available. NDNU policy prohibits the disclosure of specific reasons for admissions decisions.

### **Program-specific Requirements**

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

### **International Students**

International student applicants must meet all the admission requirements for the graduate program to which they are applying. All transcripts from universities outside the United States must be evaluated by a professional credential evaluation service. We accept evaluations from members of NACES (<http://www.naces.org/members.htm>) and recommend World Education Services, Inc. (WES). Please refer to their website (<http://www.wes.org>) for an explanation of their services. All graduate applicants must submit a course-by-course evaluation, which includes certification of equivalency to a U.S. bachelor's degree and a conversion to a U.S. grade point average (GPA) on a 4.0 scale. NDNU grants international conditional admission in some cases. Please contact Admissions for more details.

International students whose first language is not English are required to submit proof of English language proficiency. For the Test of English as a Foreign Language (TOEFL) exam, the minimum requirement is a score of 550 (paper-based total), 213 (computer-based total), or 80 (Internet-based total). For the International English Language Testing System (IELTS) exam, the minimum requirement is a score of 6 on the Academic test. For the International Test of English Proficiency (iTEP), the minimum requirement is a score of 4.5. For the Pearson Test of English (PTE), the minimum requirement is a score of 53.

An international student who attends an NDNU-approved English as a Second Language School is eligible to opt out of the TOEFL requirement if he/she meets the minimum requirement of the TOEFL waiver agreement. Please consult with the Office of Admission for agreements with specific partner language schools. These international students must 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) course work is appropriate or required.

Admitted students with a TOEFL score below 100 on the Internet-based test or an IELTS score less than 7.5 must also take the English placement examination upon arrival at the University and take an ESL course required by the English department based on the results of this examination. International students with a TOEFL score greater than 100 on the

Internet-based test or with an IELTS score above 7.5 are exempt from the ESL test but must take the University's writing test.

International students must also complete the International Student Certificate of Finances upon acceptance to the University. This form is available from the Office of Admission, or it can be downloaded as a printable document in PDF format. For international students and applicants, the International Student Advisor in the Office of Enrollment processes 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 can qualify for consideration for conditional admission to graduate study at Notre Dame de Namur University (NDNU) by completing the Bridge Program. Because applicants to master's programs must have completed 124 undergraduate semester units, the postbaccalaureate Bridge Program will allow master's applicants to complete additional undergraduate semester units to meet the master's 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.

The student is admitted to the Bridge Program and conditionally admitted to the master's degree program contingent upon successful completion of all bridge course work with an earned 3.0 GPA.

No graduate units may be taken prior to the successful completion of all undergraduate course work.

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 curriculum areas (no more than 3 units taken in any one):

- Writing and Communication
- Mathematics or Statistics
- History and Sociology
- Computer applications and/or literacy
- Visual Arts

The remaining units would consist of undergraduate upper-division courses that are designed to meet program prerequisites. All courses must be preapproved 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 Admissions, or print the forms from the website and mail them or drop them off in person to the Graduate Admissions Office. Include the \$60 nonrefundable application fee with your application.

### **Transcripts**

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

### **Prerequisites**

Students who feel they have already completed prerequisites for Master's, Credential, and Certificate programs should download a PDF version of the Application to Apply Courses to NDNU's Prerequisites. The student must complete this form and forward it to the Graduate Admissions Office for inclusion with the graduate admissions application material.

### **Recommendations**

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

## **Application Procedure for Graduate Certificate Programs**

### **Application and Fee**

Fill out the application for graduate admission online, or print the application for graduate admission and mail it in. Submit the \$60 nonrefundable application fee online or with your application.

### **Transcripts**

Send official transcripts from each college or university attended to the Graduate Admissions 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   |
| • November 1 | Spring Admission |
| • March 1    | Summer Admission |

## **Admission Status**

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

### **Full Admission**

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.

### **Provisional Admission**

Provisional admission may be offered to a student who meets all admission requirements except for a specific requirement such as an official transcript. An admission hold will be placed on a student's record if all admission requirements are not received within six weeks of the first semester of enrollment. A student will not be allowed to register for the following semester unless all admission requirements are received.

### **International Conditional Admission**

International applicants who have met the academic requirements for admission will be considered for international conditional admission. To be considered for international conditional admission, an applicant must submit evaluated transcripts. Full admission is granted once proof of English language proficiency is submitted and when all requirements are met. For international conditional admission, graduate admission committees will make a judgment on the applicant's potential for success in the graduate program and for contributing to the mission of the program.

## **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 guarantee admission to a graduate or certificate program. Students may take a maximum of only 12 units with departmental approval in unclassified Graduate status. Admission to and duration of Unclassified Graduate standing shall be determined by the Chair/Program Director.

International students studying on an F-1 visa are not eligible for unclassified status. Unclassified students are not eligible for financial aid. See the Financial Aid section for further information.

# Office of Financial Aid

The Office of Financial Aid (OFA), located in St. Mary's 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 \$33 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 who are U.S. citizens or U.S. permanent residents are eligible to be considered for all types of financial assistance. NDNU administers financial aid in accordance with federally accepted principles and practices.

## NDNU Financial Aid Policies

Students and their families are expected to bear the primary responsibility for meeting educational costs. All students seeking admission to the University are encouraged to apply for aid. Please note that Direct Loans (DL) are also considered financial aid.

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 PLUS loans, the total cost of attendance.

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).

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, a student must meet Satisfactory Academic Progress (SAP) requirements. Please see NDNU's SAP policy.

## Applying for Financial Aid

To apply for financial aid, students are required to submit the Free Application for Federal Student Aid (FAFSA). The FAFSA can be filed online by going to <http://www.fafsa.gov>. Supporting documents such as parent and student's tax information may be requested by the OFA after the processed FAFSA is received. Financial assistance is awarded only after admission to the University. For further information, please call (650) 508-3741 or email us at [finaid@ndnu.edu](mailto:finaid@ndnu.edu).

## Deadlines

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

# Satisfactory Academic Progress (SAP) Policy

## Overview

NDNU complies with federal requirements to monitor student aid recipient's satisfactory academic progress toward a declared, approved educational objective of a bachelor's degree, certificate or master's degree. The university has established a satisfactory academic progress policy that measures progress:

- Qualitatively: Ensuring the student's GPA is consistent with requirements for receipt of a degree or certificate;
- Quantitatively: Ensuring the student completes his/her program within a maximum period of time, and;
- Incrementally: Ensuring the student's term by term credit hour completions are sufficient to enable the student to complete his/her educational objective within a maximum timeframe.

The Office of Financial Aid Office (OFA) has established parameters for minimum GPA in accordance with federal regulations that require students who have completed the equivalent of their first two years of undergraduate work to maintain a 2.0 ("C" average) cumulative GPA. In determining the maximum timeframe for completion, the OFA allows 150% of the time it normally takes students to complete a program. Incremental, term by term, completion requirements have been established to be consistent with and support the maximum timeframe requirements.

Progress is monitored annually at the conclusion of spring semester when a student is evaluated for receipt of aid for the subsequent year. The university academic progress policy is distributed to students in student application materials and on the Financial Aid area of the website. Students are notified of deficiencies to the progress policy via probation and disqualification letters which are accompanied by a copy of the policy and instructions for petitioning to appeal the policy.

Students may petition the progress policy when special, mitigating circumstances prevent the student from meeting minimum requirements. Petitions are reviewed by the Financial Aid Appeals Committee and decisions are made to grant or deny the petition by that body. Students may appeal the decision of the Appeals Committee to the VP of External Affairs.

Reinstatement of suspended eligibility is accomplished either through the granting of an appeal to waive requirements, successfully meeting the terms of a contract, or (with the exception of maximum time frame) when the student successfully removes the deficiencies that caused the disqualification, e.g., making up deficient units and/or raising the cumulative GPA to 2.0.

## Satisfactory Academic Progress Policy

1. All aid applicants must have a declared, approved educational objective that leads to a degree or certificate.
2. All undergraduate students must maintain a 2.0 cumulative GPA.

3. Students are expected to complete their coursework after having attempted 180 semester units. Grades of “W” and “T” will be included in the calculation of the 180 units maximum.
  - a. Students who change major or educational goals that require unit completions beyond 180 will be evaluated individually based on a written petition for special circumstances.
  - b. Remedial units are limited to 30 total units in residence and in transfer.
4. All **undergraduate** financial aid recipients must make progress toward completion of their educational goals consistent with the enrollment status for which aid is awarded by meeting the following unit completion requirements:

If financial aid is awarded for:

Student must complete at least:

|                     |                         |
|---------------------|-------------------------|
| Full-time           | 12 Units                |
| Three quarter-time  | 9 Units                 |
| Half-time           | 6 Units                 |
| Less than half-time | All Units of enrollment |

- a. Only graded units of A, B, C, and D, and “CR” are considered as completed units.
  - b. F, NC, W, IP, AF and I grades are not considered as units completed. Students who receive I or IP grades must notify the OFA with verification when hours have been completed.
  - c. A student may repeat a course for which a grade of C, D, or F is received but repeats are limited to the number of times specified in the University Catalog. Students may repeat only courses designated as repeatable in the Catalog. Independent Study may not be used to repeat a course. These classes will be included in enrollment status and must be taken for a letter grade.
  - d. Consortium Agreement units taken at other institutions under a ‘Consortium Agreement’ will be considered transfer units and will be part of the SAP calculation.
  - e. Study Abroad courses approved by NDNU for academic credit toward a student’s degree taken in a study abroad program are counted as attempted and completed units.
  - f. Incomplete courses will not be considered as being successfully completed. An incomplete grade will count as credit/s attempted and credit/s not earned until the grades have been changed to a passing grade.
5. Students who fail to meet the minimum unit completion requirement and/or students who fail to achieve a minimum 2.0 GPA will be placed on financial aid disqualification. Students on financial aid disqualification have the right to appeal.
  6. Students who appeal and are approved will be placed on financial aid probation. Financial aid probation is removed when:
    - a. The student meets the minimum unit completion requirement in the probationary term, and/or
    - b. The student meets the minimum GPA requirement in the probationary term.
  7. All aid applicants must have complied with the terms and conditions of any prior financial aid contract to continue to be eligible.

8. Students may reinstate full eligibility by:
  - a. Demonstrating satisfactory academic progress (completing the required number of units with the required GPA in a semester, either at NDNU or another institution) without receiving financial aid,
  - b. Petitioning to have requirements waived due to mitigating circumstances,
  - c. Meeting the special conditions of a contract created as a result of a petition.
9. Graduate students (Master's Programs) must complete 3 units per semester to be eligible for financial aid with a 3.0 GPA. Graduate students who fail to meet the minimum of 9 units per academic year will be allowed one semester to remove the deficiency. Deficient units must be earned in addition to the 3 units required to complete the current semester requirements.

### **Monitoring Satisfactory Academic Progress**

1. Progress for students is monitored on an annual basis.
2. Progress exception students are identified at the end of the academic year.
3. Students who are deficient during the prior year are notified via letter that they will be placed on probation during the subsequent semester of attendance and failure to complete the minimum requirements during that semester will result in disqualification.
4. Student's financial aid account in PowerFAIDS Custom Data is coded for SAP disqualification or probation for the appropriate term. This field is selected to run a report that is used to check the probationary student's progress during the probationary term.

### **Appeals and Contracts**

1. Students are notified of disqualification of aid eligibility due to lack of progress through the "Disqualification Letter" and advised that to appeal they must submit the petition (appeal and any appropriate documentation) form to the Financial Aid Appeals Committee.
  - a. The Financial Aid Appeals Committee consists of:
    - Director of Financial Aid, Chair
    - All active Financial Aid Counselors
    - Director of Retention.
    - Dean of Enrollment may be used on an ad hoc basis if another member is unavailable or asks to be excused from a particular appeal.
  - b. The appeal and any documentation are reviewed by the Committee.
2. Review of petitions is performed by the Financial Aid Appeals Committee. The Committee reviews the student's transcript as well as the educational plan and petition. Decisions are made to either:
  - a. Approve the petition based on the student's circumstances and/or the student's proximity to program completion.
  - b. Request a second, more detailed petition when circumstances are not well documented or the student's plan is unclear.
  - c. Deny the petition when the student appears to have consistently demonstrated inability to meet minimum requirements.

3. The Committee's decision is communicated to the Student by the Financial Aid Director. If the Committee establishes any conditions, these are included in the letter. The student is notified of the Committee's decisions within five days.
  - a. Denials, requests for additional information, or referrals to the VP of External Affairs are noted in the "comments" in PowerFAIDS and the Custom Data field is updated with either an additional probationary term or disqualification term.
  - b. Disqualified student's tracking status is placed in a hold status in PowerFAIDS.
  - c. Students who have been disqualified must produce documentation to the Financial Aid Office that they have met the conditions of reinstatement before aid can be reinstated.

### Academic Plan

1. If during the appeal process, The Office of Financial Aid determines that a student cannot meet SAP standards by the end of the probationary period (one semester); an academic plan will be required to approve the student's appeal.
2. NDNU's Academic Success Center (ASC) will work closely with students in developing an academic plan; both ASC and the student must adhere and agree to the plan. The overall purpose of the academic plan is for students to meet SAP standards at the end of the semester specified in the academic plan.
3. The plan will be reviewed by The Office of Financial Aid after every semester; a student who fails to meet the requirements established in the plan will be put on final disqualification and no further appeal will be granted.

### Definition of Terms

1. **Financial Aid Satisfactory:** The student has met SAP requirements and is eligible for federal student aid.
2. **Financial Aid Unsatisfactory/ Disqualification:** The student has not met SAP requirements and is ineligible for federal student aid.
3. **Financial Aid Probation:** The student has successfully appealed an SAP Unsatisfactory/ Disqualification and is eligible for federal student aid for one term or for the number of semesters specified in the academic plan.
4. **Financial Aid Warning:** The mid-term report during the fall and spring semester will be utilized to identify students who are in danger of not meeting SAP requirements. An undergraduate student will receive a financial aid warning if he/she gets a grade of C- or lower and a graduate student will receive a financial aid warning if he/she receives a grade of B- or lower.
5. **Cumulative GPA:** Undergraduate students must maintain a minimum cumulative GPA of 2.0 or higher. Graduate students must maintain a minimum GPA of 3.0 or higher.
6. **Maximum Timeframe (150% rule):** Students must complete their program within 150% of the standard timeframe required to earn their degree.



### **Return of Title IV Funds (R2T4) Policy**

In accordance with federal regulations, students who receive federal financial assistance and withdraw from all of their classes before completing more than 60% of the semester will be required to return any unearned federal funds. The amount of the return will be calculated on a daily, pro-rata basis. FWS earnings are excluded from the calculation. All R2T4 calculations are done on the federal site using the calculator provided.

Since NDNU is not required to take attendance, a student's withdrawal date for the return of Title IV calculation will be:

- The date the student provides notification, orally or in writing, to the Registrar's Office that he or she intends to withdraw, or
- The midpoint of the semester for students who do not officially withdraw or
- The date posted by the instructor indicating the student's last date of attendance in class.

The Office of Financial Aid will use the information provided by the Registrar to learn about any student who officially withdraws. The OFA will return any funds due from the institution while simultaneously notifying the student of any funds he/she may owe or offer the student any unearned funds which were not disbursed. This process will occur within a 30-day period of the withdrawal.

*NOTE: Students who complete an official Leave of Absence are treated the same as a withdrawal at NDNU. This allows for the most refund of funds for the student and prevents them from being in pre-claims or defaulted status on their loans if they don't return on the planned date.*

### **CALCULATION OF RETURN OF FUNDS**

- A. The percentage of Title IV aid earned will be calculated by counting the number of days from the beginning of the semester to the withdrawal date and dividing that number by the number of calendar days in the semester. Once that percentage is determined it will be multiplied against the total amount of Title IV aid that was disbursed and that which could have been disbursed.
- B. To determine if a student was eligible to receive Title IV funds even though none were disbursed, the cash management rules of §668.164 (g) (2) will be applied. To be an eligible student for:
  1. Pell Grants: received a valid SAR or ISIR;
  2. FSEOG awards: the student was awarded the grant;
  3. Federal Stafford Loan: the school certified the loan record and the first year, first-time borrower completed the first thirty days of the semester. (NDNU is currently exempt from the 30 day delay requirement.)
- C. Once the amount of earned Title IV aid is determined, the sum will be subtracted from the total of Title IV aid that was disbursed. If the student received more than the earned amount, the unearned portion will be returned by NDNU and by the student in accordance with the method prescribed in regulation. The institutional

charges for the semester will be multiplied by the percentage of Title IV aid unearned and compared to the amount of Title IV aid to be returned. The smaller amount will be returned by the college in the following priority:

1. Unsubsidized DL Loan
2. Subsidized DL Loan
3. Perkins Loan
4. Grad PLUS
5. PLUS
6. Pell Grant
7. FSEOG

- D. The amount the college returns will be subtracted from the total sum that must be returned and the remaining balance will be due from the student. The student will be responsible for returning unearned funds in the same priority listed above. Students who have loans will return funds in accordance with the terms of the promissory note. Students who receive grants will be required to return 50% of the unearned amount.
- E. NDNU uses the federal calculator provided by the Department of Education to process Return of Title IV funds.

#### **RESPONSIBILITIES OF TITLE IV REFUNDS**

- A. The student will have 45 days from the date he or she receives notice from the NDNU to repay the unearned portion of Title IV grant in full, or to set up a satisfactory repayment arrangement with the Department of Education.
- B. Grant overpayments will be reported to NSLDS marked with the appropriate flag corresponding to the action taken by the student. This reporting will take place within 30 days after the student fails to repay the overpayment.
- C. When funds could have been disbursed and the student did not receive all of the earned Title IV aid and the withdrawal date has been determined, the FAO will send the student a letter offering the un-disbursed financial aid. The student will be instructed to respond to the letter within 14 calendar days indicating whether or not the student wants the funds. If the student requests that the earned Title IV aid be disbursed, a check will be ordered and mailed to the student within 90 days of the University's determination that the student withdrew.

## **Undergraduate Grants and Scholarships**

### **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 Scholarship:**

These scholarships are valued at \$26,000 per year and are awarded to highly meritorious entering freshmen and transfers. During the first year, the Presidential Scholars will earn up to an additional \$2,000 while serving as interns to the president, vice president, or deans.

### **Provost Scholarship:**

These scholarships are valued at \$16,000 per year and are awarded to meritorious freshmen and transfers.

### **Emerging Artist Talent Scholarships in Art, Writing, Music and Theater:**

These scholarships are valued up to \$9,500 per year for entering freshmen and transfer students demonstrating talent in art, music, theater, and writing.

Note: These scholarships will become part of regular financial aid awards based on student's 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).

## **Graduate Financial Aid**

The mission of the Office of Financial Aid is to work with graduate students to help make studying at NDNU affordable. The OFA, located in St. Mary's Hall, offers both financial assistance and referrals to other sources. Prospective graduate 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 students when enrolled in 9 units. Graduate students are eligible for loan programs when enrolled on at least a half-time basis, or 3 units. Graduate students with Unclassified Graduate status are not eligible for financial aid.

Students who plan to utilize federal, state, or NDNU financial aid to finance their graduate degree or credential must complete the Free Application for Federal Student Aid (FAFSA) at <http://www.fafsa.gov>. Most graduate students are eligible for Direct Loans and Grad PLUS loans.

For further information, contact the Office of Financial Aid at (650) 508-3741 or e-mail [finaid@ndnu.edu](mailto:finaid@ndnu.edu).

# ACADEMIC POLICIES AND LEARNING OUTCOMES

## 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 and Management

|     |                    |
|-----|--------------------|
| BUS | Business           |
| CAR | Career Development |
| COM | Communications     |
| HSP | Human Services     |

#### School of Education and Leadership

|     |           |
|-----|-----------|
| EDU | Education |
|-----|-----------|

#### College of Arts and Sciences

|     |                                    |
|-----|------------------------------------|
| ART | Art                                |
| BIO | Biology                            |
| CHE | Chemistry                          |
| CIS | Computer Science                   |
| CUL | Culture and Language               |
| CPY | Clinical Psychology                |
| DAN | Dance                              |
| DAT | Art Therapy Psychology Ph.D.       |
| EIS | English for International Students |
| ENG | English                            |
| FRE | French                             |
| GER | Gerontology                        |
| GPY | Art Therapy Psychology Masters     |
| HST | History                            |
| IDS | Interdisciplinary Studies          |
| ITA | Italian                            |
| KIN | Kinesiology                        |
| LAT | Latin                              |
| MTH | Math                               |
| MUS | Music                              |
| NSC | Natural Sciences                   |

|     |                       |
|-----|-----------------------|
| PED | Physical Education    |
| PHL | Philosophy            |
| PHY | Physics/Earth Science |
| PSC | Political Science     |
| PSY | Psychology            |
| REL | Religious Studies     |
| SPA | Spanish               |
| SOC | Sociology             |
| 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 (Postbaccalaureate professional growth courses)  |
| 7000-7999 | Non-Degree   |
| 8000-8999 | Ph.D   |
| 9000-9999 | Continuing Education Unit (CEU) professional growth courses nontransferable to academic degree or credential programs                              |

### **Academic Units**

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

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

NDNU courses meet for the required number of hours and offer an opportunity to prepare, to study and to cogitate for the required hours to engage appropriately with the course material and meet the expected student learning outcomes. A "study hour" (Carnegie hour) is defined as 50 minutes (allowing 10 minutes break/travel time per 60-minute hour).

### **Unit of Credit – Undergraduate, Graduate, and CEU**

- A unit of credit at the undergraduate level represents approximately 45 study hours, e.g., 15 study hours of in-class contact and 30 study hours of out-of-class preparation.
- A unit of credit at the master's level represents approximately 60 study hours, e.g., 15 study hours of in-class contact and 45 study hours of out-of-class preparation.
- A unit of credit at the doctoral level represents approximately 75 study hours, e.g., 15 study hours of in-class contact and 60 study hours of out-of-class preparation.

- Continuing Education credit is awarded on the basis of 1 continuing education unit (CEU) for each 10 study hours of instruction. (CEUs earned may not be applied to, nor substituted for, degree requirements under any circumstances.)

### **Accelerated/Intensive Courses (Undergraduate)**

Three-unit accelerated undergraduate courses at NDNU meet for approximately 31.5 study hours and thus have approximately 100 study hours of out-of-class preparation to meet the total study hours. A more restrictive attendance policy applies to these courses. (See the General Undergraduate Attendance Policy).

### **Laboratory, Studio, and Independent Study Courses**

Forty-five study hours of laboratory (e.g., physics, chemistry, music) or its equivalent (e.g., workshop, studio, fieldwork, practica or independent study) shall be considered equivalent to one undergraduate credit hour. Sixty study hours are required at the master's level, and 75 study hours are required at the doctoral level in such courses for 1 unit of credit.

### **Community Engagement Courses (Undergraduate)**

For courses designated in the Catalog as "Community Engagement" (CE) courses, work in the community is considered to be the equivalent of in-class contact hours. Within these courses, a unit of undergraduate credit may represent 15 study hours of community work and 30 study hours of out-of-class preparation.

### **Performance/Activity Courses (Undergraduate)**

For courses designated in the Catalog as "Performance/Activity" courses, a minimum of 30 study hours of performance/activity shall be considered equivalent to one undergraduate credit hour. The number of such courses that can be used toward the degree is limited.

### **Exceptions and Variations**

For some courses, the number of credit hours assigned may differ from those that would be indicated above for reasons such as disciplinary, regulatory, accrediting, certification and/or licensure standards or equivalency of learning outcomes.

### **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 counts 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

## **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 Veterans' Coordinator at the time of registration. Eligible veterans may visit the NDNU Military and Veteran Students Web page at <http://www.ndnu.edu/admissions/military> for current information or e-mail the Veterans' Coordinator, Mary Vice, in the Registrar's Office at [mvice@ndnu.edu](mailto:mvice@ndnu.edu) to begin using their education benefits at NDNU.

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 (888) 442-4551. Disabled veterans are advised to contact the Vocational Rehabilitation Office in Oakland, California at (510) 637-1128. Children and spouses of veterans qualify for Survivor/Dependent benefits only if the veteran's death or disability is 100 percent service-related.

All applicants and recipients of Veterans' Benefits must maintain a cumulative grade point average of 2.0 (C) in a degree program 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 nonpunitive 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/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 nonpunitive grade for the course, the Department of Veterans' Affairs will inform the student that the benefit payments for the course must be retroactively terminated.

*Please note that while NDNU does certify students eligible for Post-9/11 GI Bill education benefits, we are not a Yellow Ribbon school at this time.*

## **Student Veterans' Alliance**

The goal of the NDNU Student Veterans' Alliance is to help transition veterans from military to civilian life within a higher education environment. NDNU welcomes veterans from all branches and, through the Veterans' Alliance, strives to provide the support, resources and advocacy necessary for success at NDNU. The Alliance encourages veteran students to come together for mutual support by providing regular meetings, both informal and formal, workshops on a variety of topics and veteran speakers. The Alliance also maintains connections with local veterans' organizations and the community. For more information, contact Dr. Peggy Koshland-Crane at (650) 508-3670 or [mcrane@ndnu.edu](mailto:mcrane@ndnu.edu).

## **Transcripts**

Students may obtain official transcripts of credit work at Notre Dame de Namur University. Transcripts can be ordered in person at the Registrar's Office with a written request or online through the National Student Clearinghouse's website. Please allow a minimum of five business days for processing. Transcripts are \$10 per copy. The National Student Clearinghouse charges \$2.25 per destination address. 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 additionally list any applicable 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 concentrations 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.

## **Learning Outcomes**

NDNU has developed learning outcomes at three levels:

- Institutional level
- General Education (undergraduate)
- Program level

Institutional and General Education outcomes are described in this section while program level learning outcomes are given with the program descriptions later in the Catalog.

### **NDNU Institutional Learning Outcomes**

Across all levels of education, NDNU strives to produce graduates with a common core of skills and abilities. These institutional learning outcomes are listed below.

#### **Written Communication**

Upon graduation from NDNU, students will be able to:

- Plan and generate a cogent, clear and compelling writing project whose organizational structure and fluency contribute throughout to its purpose
- Create an analytically complex, insightful and creative writing project that fully explores the complexities of the issues involved
- Use full, credible, appropriate and convincing evidence in support of a writing project's contentions and assertions
- Employ language that is clear and precise, that enhances the written project's purpose and whose tone and style are appropriate to the intended audience
- Generate prose that is relatively free of mechanical errors and uses format and documentation style appropriate to the discipline

#### **Quantitative Reasoning**

Upon graduation from NDNU, students will be able to:

- Solve real-life quantitative problems by performing operations with numbers, fractions, decimals, percents and algebraic expressions, and solving simple equations and inequalities
- Solve verbal problems presented in algebraic context, use geometric reasoning, translate written phrases into algebraic expressions and use graphing methods

- Organize and communicate mathematical information symbolically, visually, numerically and verbally
- Reason precisely and logically with mathematical ideas, and understand and use abstract concepts and reasoning
- Use arithmetical, algebraic, geometric and statistical methods to design solutions to practical problems
- Interpret mathematical models such as formulas, algorithms, graphs, tables and schematics in order to draw inferences and construct deductive arguments from them
- Use the appropriate technology in the analysis, synthesis, modeling and evaluation of mathematical and statistical problem-solving

### **Oral Communication**

Upon graduation from NDNU, students will be able to:

- Choose and narrow oral presentation topics appropriately for audience and occasion, keeping in mind the time and place allotted for the presentation
- Organize an oral presentation with an attention-catching opening, a clearly communicated thesis and purpose, main points that are well developed and supported, vivid and moving examples and details, a logical progression within and between ideas and a conclusion that solidly reinforces the main points
- Use language that is accurate and appropriate to the audience, occasion and purpose with clear articulation and correct grammar and pronunciation
- Use vocal variety in rate, pitch and intensity to heighten and maintain interest with a minimum of vocalized pauses (□ ums and □ uhs)
- Maintain eye contact, use physical presence and gestures that support the verbal message and communicate engagement with the audience through confidence, sincerity and enthusiasm for the topic
- Use notes effectively, keeping reading to a minimum
- Use a range of visual and/or technological aids, when and if necessary, that are appropriate to the audience, occasion and purpose

### **Critical Thinking**

Upon graduation from NDNU, students will be able to:

- Pose vital questions and identify problems, formulating them clearly and precisely
- Gather relevant information and interpret it effectively
- Consider alternative systems of thought impartially, recognizing and assessing assumptions, implications and practical consequences
- Develop well-reasoned conclusions and solutions, checking them against relevant criteria and standards
- Communicate effectively with others in determining solutions to complex problems

## **Mission, Values, and Engagement**

NDNU students

- Understand the Mission of the University and recognize how it is embedded in the course work and throughout the institution
- Are afforded multiple opportunities, feel invited to engage in the Mission and Core Values of the University and recognize how they encourage personal and social growth
- Examine, develop and express their own values inside and outside of the classroom and recognize ethical implications of course content and their personal choices
- Engage in and absorb diverse perspectives and appreciate and value human diversity
- Enjoy a full college experience and engage in and are edified by a variety of outside-of-the-classroom experiences, including clubs, student government, sports, community-based learning, cultural events and recreational activities
- Develop the tools, habits and intellectual curiosity to become lifelong learners

## **General Education Learning Outcomes**

The General Education program 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 General Education Learning Outcomes (and similarly the General Education Requirements) are divided into:

- Foundations: Outcomes that encompass experiences shared by all students
- Thematic Curriculum: Outcomes that provide students with a broader understanding of diverse disciplines while further strengthening such competencies as written and oral communication, critical thinking and community-based learning first introduced in the foundation courses.

## **Foundations**

### **Freshman Year Seminar**

The Freshman Year Seminar 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.

### **Lower-Division Writing**

Through the Lower-Division Writing 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.

### **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.

### **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

### **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.

### **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 studied, including core concepts specific to social interactions and survival-level vocabulary and grammar.

### **Upper-Division Writing Requirement**

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.

# **Thematic Curriculum**

## **Social and Personal Responsibility**

Students will explore the varied experiences that have shaped human culture and use that understanding to make informed, objective and ethical decisions. Students will investigate their own and other value systems and apply them in practical ways to address world problems with creativity, intention and compassion. They will understand their responsibility to advocate in their communities and profession in service of the common good.

## **The Individual, Society, and the Environment**

In order to contribute to a more equitable, ethical and just society, students will gain a deep comprehension of the biological, psychological, social and environmental forces that shape our lives as humans as members of the global community and as a species interconnected and interrelated with all other forms of life. By developing analytical skills and interdisciplinary perspectives from the behavioral, social, natural and physical sciences, the student will understand and appreciate the factors that have influenced our history and evolution, our place in the world today and ways we may manage our entry into the future.

## **Creative Arts**

Students will understand the practice, interpretation and analysis of the arts by experiencing the creative process in various media, literature, history, aesthetics and criticism. Through the arts, students develop skills for observation, personal expression and response to culture, social justice and the environment around them.

## **Community Engagement and Cultural Diversity**

### **Community Engagement (CE)**

Courses designated as Community Engagement (CE) courses engage faculty, students, and community in mutually beneficial and respectful collaboration. These interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being/public good, and enrich the scholarship of the institution.\*

### **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. Students are exposed 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.

# UNDERGRADUATE ACADEMIC INFORMATION

## Undergraduate Degrees

The University offers three baccalaureate degrees:

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

## Specific Degree Requirements

### **Bachelor of Arts**

A curriculum that may require a maximum of 60 units of course work in or out of the major department beyond the General Education 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 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 Science**

A curriculum that may require a maximum of 75 units of course work in or out of the major department beyond the General Education 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.

## **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 seven-week terms in the Fall, Spring, and Summer.

Only students accepted into the Accelerated Programs may enroll in seven-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 General Education courses in the evening.

## Undergraduate Degree Requirements

To be eligible for graduation with a bachelor's degree from Notre Dame de Namur University, a student must meet the following requirements, as defined in this section:

- Major Requirements
- Institutional Requirements
- General Education Requirements

The goals of this tripartite structure for bachelor's degree programs are: the General Education 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 Institutional Requirements segment provides further structure for the academic integrity of the degree and the opportunity for exposure to other areas of interest through elective courses.

### Major (and Optional Minor) Requirements

Each student must complete the program for a defined academic major, as described later in this Catalog, or the program for an interdisciplinary major, as defined in this section.

Students may optionally complete an academic minor or second major. As with majors, a minor must be a defined program, as described later in this Catalog, or an interdisciplinary minor, as defined in this section. General rules and restrictions for completion of majors and minors are cataloged in this section.

#### **Major: Minimum Unit Requirement**

An academic major must include a minimum of 24 discrete units of upper-division course work in the major discipline.

#### **Minor: Minimum Unit Requirement**

An academic minor must include 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 course work 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, and a major and two minors of 48 discrete units.

### **Interdisciplinary 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 ensure 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

### **Interdisciplinary 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 ensure a practical group of related courses that includes at least 12 units, of which 6 units must be upper-division and taken in residency. Possible program areas in which interdisciplinary minors might be developed include European Studies, Film Studies, Latin American Studies, Social Justice Studies and Women Studies.

## **Institutional Requirements**

### **Total Unit Requirement**

A total of 124 semester units are 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 General Education 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 5 units per



semester. A list of performance and activities courses can be found in the Undergraduate Policies and Procedures section.

### **Academic Residency Requirement**

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.

### **Requirements for 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 General Education 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.

### **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 course work 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.

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

Students who have not completed a United States history course with grade "C" (2.0) or higher for each term in an American high school or an American international school are required to pass one 3-unit course in United States History. NDNU does not accept a C- or lower. An official high school transcript is required.

The U.S. History requirement can be satisfied at NDNU by taking and passing one of the following courses:

|         |   |
|---------|---|
| HST1020 | United States History   |
| HST2300 | American History, 1607 – 1877   |
| HST2310 | American History, 1877 – Present  |
| HST2330 | History and Politics of the Civil Rights Movement<br>in the United States |
| HST2340 | America's Ethnic History  |
| PSC2320 | The Constitution  |

## General Education Requirements

The Foundations Requirements and the Thematic Curriculum Requirements are collectively referred to as the University General Education Requirements.

### Summary

#### Foundations Requirements

|  |   |
|--|---|
| Freshman Year Seminar – IDS1200<br>(for traditional-aged students entering day undergraduate programs with 12 or fewer transfer units) | 3 |
| Lower-Division Writing   | 3 |
| World History  | 6 |
| Mathematics  | 3 |
| Modern Language (for BA, BFA)<br>or Culture and Language (for BS)  | 6 |
| Upper-Division Writing   | 3 |

#### Thematic Curriculum Requirements

|                                    |   |
|------------------------------------|---|
| Social and Personal Responsibility |   |
| Philosophy                         | 3 |
| Religious Studies*                 | 6 |

\*Only students in day undergraduate programs must additionally take at least 3 of these units at the upper-division level, and one course must be taken in residence.

|  |   |
|--|---|
| The Individual, Society, and the Environment   |   |
| Natural and Physical Science   | 3 |
| Social and Behavioral Science  | 3 |
| Additional course from either of the above disciplines or<br>from Computational Sciences for all students          | 3 |
| Creative Arts  |   |
| Literature   | 3 |
| Visual and Performing Arts   | 3 |
| Additional course from either of the above disciplines<br>required for students in day undergraduate programs only | 3 |
| Community Engagement and Cultural Diversity  |   |
| Community Engagement   | 3 |
| Cultural Diversity (may not be double-dipped with Culture and Language)  | 6 |

#### Notes on Cultural Diversity Requirement

The Cultural Diversity Requirement generally does not add units to a student's program. Rather, it is intended to be fulfilled by choosing courses from the approved list that also

satisfy requirements in other areas of the student's program with the exception of Culture and Language for BS students.

## Fulfilling the Foundations Requirements

### Freshman Year Seminar (3 units)

Freshmen satisfy this requirement by taking IDS1200 – Freshman Year Seminar. Students in evening programs, students matriculating with more than 12 units, and nontraditional age students need not satisfy this requirement.

### Lower-Division Writing (3 units)

Students entering as freshmen fulfill this requirement by taking and passing ENG1030 – Freshman Composition. Transfer students with 30 units or more and nontraditional age students may substitute for ENG1030 an equivalent course in freshman composition from another institution or an additional upper-division writing course at NDNU.

Note: Freshman students who have passed a College Board Advanced Placement Examination(s) in English with a score of 3 or higher may earn 3 to 6 units of college credit and thereby fulfill all or part of the Writing and Literature Requirement.

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

### World History (6 units)

Students entering as freshmen fulfill this requirement by taking and passing HST1000 and HST1010. Transfer students (30 or more transferable units) may fulfill this requirement by satisfying Section A and Section B requirements below.

Note: History course work taken by any student *prior* to matriculation to NDNU may be transferred in to satisfy NDNU's World History requirement, provided course content meets the criteria for Section A and/or Section B requirements below. *After matriculation, only World History course work may be transferred in by any student to satisfy this requirement.*

Section A: 3 of the 6 units required must be in World History. To fulfill this section of the requirement, students may take any NDNU course from the following list:

|         |   |
|---------|---|
| HST1000 | World History I*                        |
| HST1010 | World History II*                       |
| HST2000 | World History I*                        |
| HST2010 | World History II*                       |
| HST2020 | World History*                          |
| HST2100 | History of Western Culture              |
| HST2110 | History of Political and Social Thought |
| HST2120 | Modern Western Thought                  |
| HST2410 | Modern Times                            |

\*Students who have received credit for HST1000, HST1010, HST2000, or HST2010 are not

permitted to take HST2020, and vice-versa. Students who have received AP credit for World History may take any Section A course other than HST1000, HST1010, HST2000, HST2010 or HST2020, OR any Section B course to satisfy the remainder of their History requirement.

Section B: The remaining 3 units of the requirement may be fulfilled by any 3-unit NDNU History (HST) course or one NDNU Political Science (PSC) course from the following list:

|         |                             |
|---------|-----------------------------|
| PSC2130 | Latin American Area Studies |
| PSC2140 | African Area Studies        |
| PSC2150 | Asian Area Studies          |
| PSC2160 | Middle East Area Studies    |
| PSC2330 | Gender and the Law          |

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

|         |  |
|---------|--|
| MTH1105 | Mathematics and Life                   |
| MTH1111 | Statistical Concepts                   |
| MTH1216 | Precalculus with Trigonometry          |
| MTH1225 | Statistics for Business                |
| MTH1320 | Calculus I                             |
| MTH1321 | Calculus II                            |
| MTH1322 | Applied Calculus                       |
| MTH1330 | Calculus III                           |
| MTH2419 | Discrete Math                          |
| MTH2450 | Linear Algebra                         |
| MTH2502 | Statistics                             |
| MTH2522 | Probability and Statistics             |
| MTH2606 | Mathematics for Elementary Teachers I  |
| MTH2607 | Mathematics for Elementary Teachers II |

All courses that fulfill the requirement assume mathematics placement at Level 1 or higher.

### **Modern Language (6 units)**

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

Students in the first or second year of language study at Notre Dame de Namur University are required to take 6 units.

Students may choose any courses from this list:

|         |                                      |
|---------|--------------------------------------|
| FRE1001 | Basic Practical French I             |
| FRE1008 | Basic Practical French II            |
| FRE1016 | Intermediate Conversation I**        |
| FRE1024 | Intermediate Conversation II**       |
| FRE2100 | Advanced Conversation I**            |
| FRE2108 | Advanced Conversation II**           |
| FRE2116 | Pronunciation in Cultural Context ** |
| FRE2124 | French Society in Texts and Films**  |

|         |   |
|---------|---|
| FRE2126 | French Culture and Gastronomy**                                 |
| FRE2132 | The French Today**  |
| FRE2134 | Introduction to French Civilization**                           |
| FRE2140 | Women in French Literature**                                    |
| FRE2886 | Special Topics: Les Penseurs Sociaux**                          |
| ITA1001 | Introduction to Italian I                                       |
| ITA1008 | Introduction to Italian II                                      |
| LAT1001 | Introduction to Latin I   |
| LAT1008 | Introduction to Latin II  |
| SPA1001 | Introduction to Spanish I                                       |
| SPA1008 | Introduction to Spanish II                                      |
| SPA1016 | Intermediate Spanish I**  |
| SPA1024 | Intermediate Spanish II**                                       |
| SPA2106 | Spanish Conversation through Theatre**                          |
| SPA2108 | La herencia cultural de latinoamérica**                         |
| SPA2124 | Spanish for a Bilingual World: Community Service and Business** |
| SPA2125 | Spanish for Professionals**                                     |
| SPA2134 | “Reel” Latin America: A Continent through Film**                |
| SPA2135 | Introducción a la literatura latinoamericana**                  |
| SPA2136 | Literature and Film of the Spanish-Speaking World**             |

\*\*Students who place into and pass any intermediate- or advanced-level NDNU language course are considered to have satisfied the Modern Language requirement.

Two semesters (with a minimum of 6 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 (CUL) courses from the following list;
3. One semester of Modern Language and one course from the following list\*\*:

|         |  |
|---------|--|
| CUL2100 | Introduction to French Literature in Film          |
| CUL2108 | French Cinema, Culture, and Language               |
| CUL2124 | Modern France: Culture and Language                |
| CUL2135 | Business Culture of France vs. USA                 |
| CUL2140 | Business French II                                 |
| 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 |
| CUL2250 | Literature of Latin America                        |
| CUL2308 | Intercultural Cinema                               |
| CUL2316 | Cultural Heritage and Language of China            |

|         |   |
|---------|---|
| CUL2400 | African Cinema, Culture, and Language               |
| CUL2500 | Service Learning: Spanish Community Service Project |
| HST2200 | History, Culture, and Language of France I          |
| HST2210 | History, Culture, and Language of France II         |

\*\*Students who place into and pass any intermediate- or advanced-level NDNU language course are considered to have satisfied the Modern Language requirement.

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 or 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 a school in the native language
- Pass an NDNU foreign language placement examination with a proficiency score of 3 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, D.C., and administered at NDNU.)
- Complete the third-year level of a foreign language in high school with grades "C" (2.0) or higher for each term within the third year. NDNU does not accept a C- or lower. An official high school transcript is 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 3 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.)

### **Upper-Division Writing Requirement (3 units)**

All students must complete 3 upper-division units in writing (in addition to the Lower-Division College Writing requirement that is part of the General Education). 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., BUS2116W Economic Development of Less Developed Countries, BUS2980W Business Policy, PSY2175W Abnormal Psychology, PSY2180W History and Systems of Psychology; each course satisfies 1 unit of the writing requirement)
- By taking units in ENG2000 Writing Center and/or COM2456L Media Production Lab
- By taking one of the following upper-division courses in writing:
 

|         |                                   |
|---------|-----------------------------------|
| ART2278 | Writing about Art                 |
| BUS2006 | Contemporary Professional Writing |
| COM2440 | Writing for the Media             |

|         |                            |
|---------|----------------------------|
| ENG2010 | Writing in the Disciplines |
| ENG2108 | Advanced Writing           |
| HSP2206 | Professional Writing       |
| HSP2233 | Grant Writing              |
| NSC2432 | Writing for the Sciences   |

## **Fulfilling the Thematic Curriculum Requirements:**

### **Social and Personal Responsibility**

#### Philosophy (3 units)

|         |  |
|---------|--|
| PHL1001 | Introduction to Philosophy             |
| PHL1100 | Ancient Philosophy                     |
| PHL1105 | Modern Philosophy                      |
| PHL1110 | Nineteenth Century Philosophy          |
| PHL1200 | Moral Problems                         |
| PHL1205 | Law, Morality, and Society             |
| PHL1210 | Political and Social Philosophy        |
| PHL1215 | Theories of the Good Life              |
| PHL1220 | Philosophy and the Environment         |
| PHL1300 | Logic and Critical Thinking            |
| PHL1400 | Philosophy of Science                  |
| PHL1405 | Philosophy of Mind                     |
| PHL1410 | Women and Philosophy                   |
| PHL2100 | Ancient Philosophy                     |
| PHL2105 | Modern Philosophy                      |
| PHL2110 | Nineteenth Century Philosophy          |
| PHL2200 | Moral Problems                         |
| PHL2205 | Law, Morality, and Society             |
| PHL2210 | Political and Social Philosophy        |
| PHL2215 | Theories of the Good Life              |
| PHL2220 | Philosophy and the Environment         |
| PHL2225 | Business Ethics                        |
| PHL2230 | Ethics and Professional Responsibility |
| PHL2235 | Bioethics                              |
| PHL2300 | Logic and Critical Thinking            |
| PHL2400 | Philosophy of Science                  |
| PHL2405 | Philosophy of Mind                     |
| PHL2410 | Women and Philosophy                   |
| PHL2415 | Philosophy of Religion                 |
| PHL2420 | Philosophy of Love                     |

## Religion (6 units)

Note: Only students in day undergraduate programs must additionally take at least 3 of these units at the upper-division level, and at least one course must be taken at NDNU.

|         |  |
|---------|--|
| ART2225 | Art History: Medieval                                |
| ART2230 | Art History: Art and Religion of the Far East        |
| HST2430 | Islam and the West                                   |
| PHL2415 | Philosophy of Religion                               |
| REL1000 | Introduction to the Old Testament                    |
| REL1005 | Introduction to the New Testament                    |
| REL1105 | Jesus and the Gospels                                |
| REL1200 | Christianity: Beginnings to 1500                     |
| REL1205 | Modern Christianity                                  |
| REL1250 | Religions of the World                               |
| REL1300 | Church and Sacraments                                |
| REL1400 | Challenged by Christian Ethics                       |
| REL1405 | The Christian in Society                             |
| REL1620 | Way of the Earth                                     |
| REL2100 | Jesus of History/Christ of Faith                     |
| REL2110 | The Study of the Gospel of Mark                      |
| REL2120 | The Study of the Gospel of Luke and Acts             |
| REL2130 | John, Gospel and Letters                             |
| REL2140 | The Pauline Letters                                  |
| REL2145 | Mystical Experience in the Religions of the Book     |
| REL2210 | Reel Religion: Christianity in Film                  |
| REL2250 | Religions of the World                               |
| REL2255 | Social Justice in the World Religions                |
| REL2260 | Islam: Faith and Practice                            |
| REL2310 | Religion and Technology                              |
| REL2410 | Marriage and Friendship                              |
| REL2425 | Liberation Theologies                                |
| REL2430 | Developments in Gender and Sexuality in Christianity |
| REL2600 | Voices in Christian Spirituality                     |
| REL2605 | Women's Spirituality                                 |
| REL2620 | Way of the Earth                                     |

## The Individual, Society, and the Environment

### Natural and Physical Sciences (3 units)

|               |                                   |
|---------------|-----------------------------------|
| BIO1004       | Human Biology                     |
| BIO1009       | Introduction to Biology           |
| BIO2108       | Contemporary Environmental Issues |
| BIO2124       | Forensic Science                  |
| BIO2138/2138L | Environmental Toxicology with Lab |
| CHE1202       | General Chemistry I               |
| KIN2110       | Wellness and Stress Management    |
| NSC1012       | Introduction to Nutrition         |
| NSC2012       | Introduction to Nutrition         |
| PHY2000       | Science in Action                 |



Social and Behavioral Sciences (3 units)

|          |  |
|----------|--|
| BUS1100  | Macroeconomics   |
| BUS1108  | Microeconomics   |
| BUS1200  | Personal Financial Planning  |
| HST2110  | History of Political and Social Thought                                |
| HST2120  | Modern Western Thought   |
| HST2230  | Europe since World War II  |
| HST2300  | American History, 1607-1877  |
| HST2310  | American History, 1877-Present   |
| HST2320  | Modern America   |
| HST2330  | History and Politics of the Civil Rights Movement in the United States |
| 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   |
| HST2440  | Environmental History/Environmental Justice                            |
| PSC1000  | Introduction to American Government                                    |
| PSC1100  | Introduction to Comparative Government                                 |
| PSC2100  | Introduction to Comparative Government                                 |
| PSC2110  | International Relations  |
| PSC2120  | World Geography  |
| PSC2130  | Latin American Area Studies  |
| PSC2140  | African Area Studies   |
| PSC2150  | Asian Area Studies   |
| PSC2160  | Middle East Area Studies   |
| PSC2301  | State and Local Government (CE)  |
| PSC2310  | Parties, Politics, and Campaigning                                     |
| PSC2320  | The Constitution   |
| PSC2330  | Gender and the Law   |
| PSY1001  | Introduction to Psychology   |
| PSY2101  | Personality Theory   |
| PSY2133  | Social Psychology  |
| PSY2141  | Developmental Psychology   |
| PSY2149  | Developmental Psychology in the Classroom and Community                |
| PSY2150  | Lifespan Development   |
| PSY2157  | Abnormal Psychology  |
| PSY2157W | Abnormal Psychology (Writing Intensive)                                |
| PSY2201  | Counseling and Psychotherapy   |
| PSY2217  | Conflict Resolution  |
| PSY2233  | Jungian Psychology   |
| PSY2309  | Community Psychology   |
| PSY2409  | Building Community through Diversity                                   |
| PSY2701  | Human Sexuality  |
| PSY2717  | Women, Shakespeare, and Psychoanalysis                                 |

|         |   |
|---------|---|
| SOC1001 | Introduction to Sociology                       |
| SOC1009 | Cultural Anthropology                           |
| SOC1502 | Exploring the Inner World of the Inner City     |
| SOC1504 | The Promise of the Inner City                   |
| SOC2117 | Analyzing Social Settings                       |
| SOC2201 | Social Change through Social Service I          |
| SOC2205 | Social Change through Social Service II         |
| SOC2301 | The Family                                      |
| SOC2309 | Criminology                                     |
| SOC2317 | Deviant Behavior                                |
| SOC2345 | The Color of Crime: Race and Criminal Justice   |
| SOC2349 | Youth, Crime, and Society                       |
| SOC2417 | Interpersonal/Intercultural Communication       |
| SOC2502 | Exploring the Inner World of the Inner City     |
| SOC2504 | The Promise of the Inner City                   |
| SOC2601 | Animals in Society                              |
| SOC2609 | The Animal-Human Bond                           |
| SOC2617 | Teaching, Learning, and Healing Through Animals |
| SOC2750 | Social Change through Advocacy and Activism (1) |

One additional course required (all students) from either of the above disciplines or from Computational Sciences below: (3 units)

|         |  |
|---------|--|
| CIS1130 | Foundations of Computer Science        |
| CIS2885 | Senior Project                         |
| MTH2419 | Discrete Mathematics                   |
| MTH2450 | Linear Algebra                         |
| MTH2522 | Probability and Statistics             |
| MTH2606 | Mathematics for Elementary Teachers I  |
| MTH2607 | Mathematics for Elementary Teachers II |

## **Creative Arts**

Literature (3 units)

Students entering as freshmen fulfill this requirement by taking and passing ENG1040 Classics of World Literature I. Transfer students with 30 units or more and nontraditional age students may substitute for ENG1040 an equivalent course in literature from another institution or take 3 units of literature at NDNU from the following list:

|         |   |
|---------|---|
| ENG1040 | Classics of World Literature I                      |
| ENG1041 | Classics of World Literature II                     |
| ENG2200 | Survey of American Literature I                     |
| ENG2201 | Survey of American Literature II                    |
| ENG2220 | American Literary Movements: Jazz Age (1)           |
| ENG2222 | American Literary Movements: Harlem Renaissance (1) |
| ENG2224 | American Literary Movements: Beat Poets (1)         |
| ENG2248 | Great American Writers: Hawthorne (1)               |
| ENG2252 | Great American Writers: Melville (1)                |
| ENG2256 | Great American Writers: Twain (1)                   |

|         |  |
|---------|--|
| ENG2260 | Great American Writers: Hemingway (1)            |
| ENG2264 | Great American Writers: Faulkner (1)             |
| ENG2268 | Great American Writers: Morrison (1)             |
| ENG2270 | Great American Writers: Poe (1)                  |
| ENG2272 | Great American Writers: Dickinson (1)            |
| ENG2274 | Great American Writers: Wharton (1)              |
| ENG2400 | British Literature: Myth, Epic, and Romance      |
| ENG2403 | British Literature: The Age of Elizabeth         |
| ENG2408 | British Literature: Enlightenment and Revolution |
| ENG2412 | British Literature: Modernism and Postmodernism  |
| ENG2544 | Shakespeare                                      |
| ENG2545 | Shakespeare in Ashland (1-3)                     |
| ENG2600 | Women's Literature                               |
| ENG2604 | African-American Literature                      |
| ENG2608 | Asian-American Literature (1)                    |
| ENG2612 | Latino Literature (1)                            |
| ENG2616 | Native American Literature (1)                   |
| ENG2624 | Children's Literature                            |
| ENG2632 | Graphic Novels and Manga                         |
| ENG2636 | Mythology of Superheroes                         |
| ENG2656 | Literary Theory                                  |
| ENG2997 | Senior Seminar                                   |

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

|         |   |
|---------|---|
| ART1001 | Drawing I                                     |
| ART1010 | Drawing with Illustrator                      |
| ART1018 | Life Drawing I                                |
| ART1101 | Two-Dimensional Design                        |
| ART1109 | Color Design                                  |
| ART1118 | Three-Dimensional Design                      |
| ART1127 | Advanced Design                               |
| ART1201 | Art through Time: An Art History Survey       |
| ART2201 | Art History: Modern Art                       |
| ART2205 | Art History: Art of the Americas              |
| ART2210 | Art History: Art in Business and Industry     |
| ART2215 | Art History: Contemporary Art since 1945      |
| ART2220 | Art History: Postmodern World in Art          |
| ART2225 | Art History: Medieval                         |
| ART2230 | Art History: Art and Religion of the Far East |
| 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: Photoshop             |
| ART2501 | Printmaking: Etching                          |

|          |   |
|----------|---|
| ART2505  | Printmaking: Multimedia Workshop                      |
| ART2601  | Techniques in Water-Based Media                       |
| ART2605  | Art Education Concepts                                |
| ART2615  | Sculpture I   |
| ART2625  | Photography I   |
| ART2635  | Gallery Techniques*                                   |
| DAN1045  | Dance Techniques I *                                  |
| DAN2045  | Dance Techniques I *                                  |
| MUS1200  | Music Theory I  |
| MUS1310  | Creative Arts Experience                              |
| MUS1600  | Individual Instruction: Voice*                        |
| MUS1605  | Individual Instruction: Piano*                        |
| MUS1610  | Individual Instruction: Instrument**                  |
| MUS2310  | Creative Arts Experience                              |
| MUS2600  | Individual Instruction: Voice*                        |
| MUS2605  | Individual Instruction: Piano*                        |
| MUS2610  | Individual Instruction: Instrument**                  |
| THE1000  | Introduction to the Theatre                           |
| THE1005  | Oral Interpretation and Communication of Literature   |
| THE1013  | Theatre and Drama in the Schools                      |
| THE1015  | Beginning Acting                                      |
| THE1030  | Theatre Production and Stagecraft                     |
| THE1055  | Scenic Design and Model Building                      |
| THE1059  | Introduction to Arts Management                       |
| THE2123  | Costume Development and Design                        |
| THE2125  | Theatre Production and Stagecraft I                   |
| THE2135W | Development of Drama and Theatre to 1600              |
| THE2140W | Development of Drama and Theatre from 1600 to 1800    |
| THE2145W | Development of Drama and Theatre from 1800 to Present |
| THE2150  | Directing   |
| THE2153  | Theatre and Drama in the Schools                      |
| THE2159  | Introduction to Arts Management                       |

\*Qualifies when 3 units of this course are taken within a four-semester sequence.

\*\*Qualifies when 3 units of the same instrument are taken within a four-semester sequence.

One additional Literature or Visual and Performing Arts course – day students only (3 units)

### **Community Engagement and Cultural Diversity:**

Community Engagement (3 units)

As part of NDNU's general education semi-thematic model, all baccalaureate day students are required to complete units in Community Engagement (CE).\*

Students entering as freshmen are required to take the first-year seminar, which includes community engagement. In addition to this course, all traditional day undergraduates will

take a second 3- or 4-unit, lower- or upper-division course designated as a community engagement course. Courses granting units in this requirement include community-based learning, community-based research, internships, and alternative break/immersion programs, all of which require a minimum of 15 hours of community service/research.

CE courses may be used to fulfill other General Education requirements or requirements within the major. Courses fulfilling this requirement carry the notation CE after their title. Check the course description in this Catalog and the listings of each semester's class schedule.

\*For those students who entered NDNU under an earlier Catalog, they may substitute a community engagement course for the career development requirement.

|         |   |
|---------|---|
| ART2635 | Gallery Techniques (3)                                  |
| BUS1300 | Community-Based Research and Statistical Analysis       |
| BUS2990 | Business Internship                                     |
| COM2990 | Internship  |
| ENG2990 | Internship  |
| HST2440 | Environmental History/Environmental Justice             |
| PHY2000 | Science in Action                                       |
| PSC2301 | State and Local Government                              |
| PSY2149 | Developmental Psychology in the Classroom and Community |
| PSY2309 | Community Psychology                                    |
| SOC2117 | Analyzing Social Settings                               |
| SOC2201 | Social Change through Social Service I                  |
| SOC2205 | Social Change through Social Service II                 |
| SOC2502 | Exploring the Inner World of the Inner City             |
| SOC2504 | Promise of the Inner City                               |
| SOC2519 | Streetwise Sociology                                    |
| THE1059 | Introduction to Arts Management                         |
| THE2159 | Introduction to Arts Management                         |

#### Cultural Diversity (CDiv) (6 units)

All students are required to take 6 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 differences 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 3-unit CDiv course will be worth three CDiv units). Cultural Diversity courses may be used also to fulfill other General Education requirements (except Culture and Language) or requirements within the major. (Students in BS programs may not apply a Culture and Language course to 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.

The following is an approved list of Cultural Diversity courses:

|         |   |
|---------|---|
| ART2205 | Art History: Art of the Americas  |
| ART2230 | Art History: Art and Religion of Far East                                 |
| BUS2016 | Change and Conflict Management: Theory and Practice                       |
| BUS2024 | Comparative International Management                                      |
| BUS2040 | Women in Management   |
| BUS2116 | Economic Development of Less Developed Countries                          |
| BUS2332 | International Marketing   |
| BUS2335 | International Business  |
| COM2416 | The Holocaust   |
| CUL2140 | Business French II  |
| 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 and Hispanic Experience in the USA                                 |
| CUL2400 | African Cinema, Culture, and Language                                     |
| CUL2500 | Service Learning: Spanish Community Service Project                       |
| ENG2222 | American Literary Movements: Harlem Renaissance                           |
| ENG2268 | Great American Writers: Morrison (1)                                      |
| ENG2272 | Great American Writers: Dickinson (1)                                     |
| ENG2274 | Great American Writers: Wharton (1)                                       |
| ENG2600 | Women's Literature  |
| ENG2604 | African-American Literature   |
| ENG2608 | Asian-American Literature   |
| ENG2612 | Latino Literature   |
| ENG2616 | Native American Literature  |
| ENG2632 | Graphic Novels and Manga  |
| ENG2636 | Mythology of Superheroes  |
| FRE2140 | Women in French Literature  |
| HSP2209 | Human Services  |
| HSP2248 | Managing Cultural Diversity   |
| HST2330 | History and Politics of the Civil Rights Movement<br>in the United States |
| HST2340 | America's Ethnic History  |
| HST2430 | Islam and the West  |
| MUS1320 | World Music   |
| MUS2320 | World Music   |
| NSC1001 | Science and Technology in Developing Countries                            |
| NSC1003 | Revolutionary Women and Minorities in Science                             |
| NSC1018 | Nutrition and Health in Developing Countries                              |
| NSC2001 | Science and Technology in Developing Countries                            |
| NSC2003 | Revolutionary Women and Minorities in Science                             |
| NSC2018 | Nutrition and Health in Developing Countries                              |
| PHL1410 | Women and Philosophy  |
| 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 (1)  |
| PSY2409  | Building Community through Diversity (1)                             |
| PSY2717  | Women, Shakespeare, and Psychoanalysis                               |
| REL1250  | Religions of the World   |
| REL1620  | Way of the Earth   |
| REL2250  | Religions of the World   |
| REL2255  | Social Justice in the World Religions                                |
| REL2260  | Islam: Faith and Practice  |
| REL2425  | Liberation Theologies  |
| REL2430  | Developments in Gender and Sexuality in Christianity                 |
| REL2605  | Women's Spirituality   |
| REL2620  | Way of the Earth   |
| SOC1009  | Cultural Anthropology  |
| SOC1502  | Exploring the Inner World of the Inner City                          |
| SOC1504  | The Promise of the Inner City  |
| SOC2301  | The Family   |
| SOC2345  | The Color of Crime: Race and Criminal Justice                        |
| SOC2401  | Race and Ethnicity in Cross-Cultural Perspective                     |
| SOC2401W | Race and Ethnicity in Cross-Cultural Perspective (Writing Intensive) |
| SOC2417  | Interpersonal/Intercultural Communication                            |
| SOC2425  | Cultures, Communities, and Criminality                               |
| SOC2433  | Cross-Cultures and Subcultures                                       |
| SOC2502  | Exploring the Inner World of the Inner City                          |
| SOC2504  | The Promise of the Inner City  |
| SOC2519  | Streetwise Sociology   |
| SOC2527  | Urban Sociology  |
| SOC2725  | Social Problems  |
| SPA2108  | La herencia cultural de latinoamericana                              |
| SPA2136  | Literature and Film of the Spanish-Speaking World                    |

## Undergraduate Policies and Procedures

### 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. 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.

## **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 1 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 6 units per term or 11 units per semester (12 units or more with permission).

## **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. 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/ 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 that 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 3 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 1 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. Independent Study may not be used to repeat a course.

## **Optional Independent Study**

Optional Independent Study includes circumstances such as:

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



### **Required Independent Study**

Required Independent Study includes circumstances such as:

- Independent Study is required as part of a program.
- A required course is not offered again in another format during the time remaining before the student would normally graduate.
- 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 9 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/her academic advisor.

### **Performance/Activity Courses**

Two restrictions apply to non-Music/Theatre majors with regard to Performance/Activity courses:

1. Students are restricted to a maximum of 5 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 Performance/Activity courses:

- Performing Arts: MUS1050, MUS1070, MUS2050, MUS2070, THE1060L, THE1065L, THE1070L, THE1075L, THE1076L, THE2160L, THE2165L, THE2170L, THE2175L, THE2176L
- Physical Education: All PED courses
- Publications: COM2456, COM2456L, ENG2008

### **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 General Education, the major, the minor, or 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 that 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.

## **Credit by Examination Limitation**

Up to 30 semester units of credit by examination may be applied to the Notre Dame de Namur University undergraduate degree. Credit by examination refers to both external examinations (e.g., AP, IB, CLEP) and NDNU course challenge examinations. Other than Course Challenge Examinations, units earned by examination 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 6 units earned through Course Challenge Examinations may be applied to residency.

## **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 6 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  
Business  
Business  
English  
Human Services  
Human Services  
Human Services  
Human Services

### **Graduate Degree Programs**

Business Administration (MBA)  
Systems Management (MSSM)  
Public Administration (MPA)  
English  
Clinical Psychology  
Business Administration (MBA)  
Systems Management (MSSM)  
Public Administration (MPA)

|   |   |
|---|---|
| Liberal Studies                           | Credential Program and/or Education (MA)    |
| Liberal Studies                           | Business Administration (MBA)               |
| Liberal Studies                           | Systems Management (MSSM)                   |
| Liberal Studies                           | Public Administration (MPA)                 |
| Psychology                                | Clinical Psychology                         |
| Psychology                                | Art Therapy                                 |
| Psychology                                | Special Education (Credential and Master's) |
| Sociology: Community and Criminal Justice | Public Administration (MPA)                 |

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

## Adding, Dropping, and Withdrawing from Courses

### Process to Add, Drop, or Withdraw from Courses

After the start of the semester, all course additions or changes are submitted to the Registrar's Office using the appropriate form.

#### To Add a Course

- Pick up the Add/Drop or Registration form at the Registrar's Office
- Complete the form and obtain the required signatures
- Return the signed form to the Registrar's Office by the deadline (*see Add/Drop/Withdrawal Deadlines below*)

#### To Drop a Course

Use the Add/Drop form, available at the Registrar's Office, and follow the instructions above.

#### To Withdraw from a Course

Use the Course Withdrawal form, available at the Registrar's Office, and follow the instructions above.

### Required Signatures

The following guidelines for signatures apply to undergraduate students:

- The signature of the Academic Advisor is required to add or drop a course
- The signature of the Financial Aid office is required to withdraw from a course

### Dropping versus Withdrawing from a Course

No record of enrollment in a course dropped within the drop period will appear on a student's transcript. Withdrawal from a course will be reflected by a "Withdrawal" (W) on the student's transcript. A grade of "W" does not affect the student's GPA. No withdrawal forms will be accepted after the withdrawal deadline.

## **Add/Drop/Withdrawal Deadlines**

### **Fall and Spring Terms: Traditional Day Undergraduate Program**

Applies to: 15-week, and 10-week courses  
Add: Prior to the third class meeting  
Drop: Prior to the Drop Deadline (*see Academic Calendar for date*)  
Withdraw: Prior to the Withdrawal Deadline (*see Academic Calendar for date*)

### **Fall and Spring Terms: Accelerated Evening Degree Program**

Applies to: 7-Week Courses  
Add: Prior to the second class meeting with permission of the instructor  
Drop: Prior to the Drop Deadline (*see Academic Calendar for date*)  
Withdraw: Prior to the last class meeting

### **Fall and Spring Terms: Weekend Courses**

Applies to: Weekend courses  
Add: Prior to the first class meeting\*  
Drop: Prior to the first class meeting\*  
Withdraw: 1) One-weekend courses: withdrawal is not allowed  
2) Multiple-weekend courses: prior to the last class meeting\*

\* Paperwork must be submitted to the Registrar's Office before the deadline, during normal Monday through Friday business hours.

### **Fall and Spring Terms: Other**

For courses which do not fall under the above categories, the student should contact the advisor or the Registrar's Office for information on add, drop, and withdrawal deadlines.

### **Summer Session: Traditional Day and Intensive and Professional Programs**

Applies to: 10-week Traditional Day courses; 7-week Intensive and Professional Study courses  
Add: Prior to the second class meeting  
Drop: Prior to the Drop Deadline (*see Academic Calendar for date*)  
Withdraw: Prior to the last class meeting

### **Summer Session: Short-Term (Less than 7-Week) Undergraduate Level Courses**

Applies to: Traditional Day; Intensive and Professional Study Programs  
Add: Prior to the first class meeting  
Drop: Prior to the first class meeting  
Withdraw: Prior to the last class meeting

### **Summer Session: Other**

For courses which do not fall under the above categories, contact the advisor or the Registrar's Office for information on add, drop, and withdrawal deadlines.

### **Administrative Drop**

A student who is registered for a regular 15-week or seven-week course and does not attend the class before Status Day will be administratively dropped unless the student makes arrangements with the instructor prior to the first day of class. Status Day is generally the fourth Tuesday of the semester or term – refer to the Office of the Registrar for dates. A student who believes that an error has been made regarding an administrative drop should contact the instructor.

Note: Administrative drop does not apply to courses other than 15-week and seven-week courses.

### **Administrative Course Withdrawal**

A student who is registered for a course and has attended at least one class meeting but who does not attend the course for two consecutive weeks during which course meetings are scheduled may be administratively withdrawn from the course. Administrative course withdrawals take place after the drop deadline and before the withdrawal deadline relevant to the course. A student who believes that an error has been made regarding an administrative course withdrawal should contact the instructor.

### **Withdrawal from the University**

A student has “completely withdrawn from the University” when he/she attends for some portion of a semester and then drops or withdraws from all courses in that semester. Students who wish to withdraw from the University during a semester must complete a withdrawal form at the Registrar’s Office. Following receipt of written notification of withdrawal, any refund due will be disbursed according to the applicable refund policy.

### **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.

### **Refund Policy**

For the NDNU refund policies and restrictions, see Payments and Policies in the catalog.

### **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.

### **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 "Change of Major" 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

|    |            |    |                                       |
|----|------------|----|---------------------------------------|
| AU | Audit      | AW | Administrative Course Withdrawal      |
| I  | Incomplete | IP | In Progress                           |
| NP | Not Pass   | P  | Pass (equivalent grade "C" or higher) |
| W  | Withdrawal |    |                                       |

### 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 General Education or major or minor requirements, and no more than 24 units of "Pass/Not Pass" course work 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 assigned by the instructor at the end of the semester of registration and the research must be completed within 12 months after that date. Failure to complete the Research within the 12-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 1 or 2 units. If the thesis is still not complete at the end of the extended period, the full 3-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 and the instructor, 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 he/she will be available to complete the evaluation of the course within the specified time period, to maintain contact with the instructor, to complete the course work, and to verify that the instructor submitted a final grade to the Registrar's Office. If the course work 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**

All grades except Incomplete ("I") and In Progress ("IP") are considered final when assigned by an instructor at the end of a semester. 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 Appeal**

Students may request a review and appeal of their grade to the instructor, including material marked by class assignments within 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 10 working days of the start of the next semester. If the student believes that the results of the review are not satisfactory, he/she may appeal in writing to the Department Chair/Program Director within 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 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, he/she 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 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 10 working days and is final. This procedure does not apply when a grade is being appealed because of alleged academic misconduct.

### **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).

## **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) course work is appropriate.

### **Mathematics**

#### **A. Mathematics Placement Test Requirement**

All undergraduate students (traditional day, evening, or intensive) who enroll in a program of study at NDNU are required to take the Mathematics Placement Test.

There is only one general exception from taking the Math Placement Test that applies for some of the transfer students: transfer students who already transferred successfully at NDNU a Mathematics course that fulfills the Mathematics General Education requirement and who also transferred successfully all the Mathematics/Statistics courses required by their major. Such transferred Mathematics/Statistics courses should be part of the current Transfer Agreements or validated by the Mathematics Department. All other special situations should be presented to the Chair of the Mathematics Department for evaluation.



Consequently, all students who enroll in a program of study at NDNU and who still need to take a Mathematics/Statistics course at NDNU, as part of their program or in order to satisfy the Math General Education requirements, must take the Math Placement Test. Students are required to take the Math Placement Test in order to ensure 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 General Education 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 course work will be honored for two years without retesting if used to satisfy prerequisites for Math courses at NDNU.

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 Academic Success Center. 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 General Education 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 General Education 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.

### **B. Description of the Mathematics Placement Tests and Math Placement Levels**

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 Very 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 Level 1, students also demonstrate understanding of some very 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 (Algebra 1)**

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, and graphing points and lines.

Courses with a Level 2 prerequisite: BIO2108, CHE1101, CHE1202, CHE1204, MTH1114, MTH2502, PHY1109.

### Level 3 Algebra for College (Algebra 2)

Students passing at this level demonstrate understanding of Intermediate 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; and word problems and applications.

Courses with a Level 3 prerequisite: 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; and factorials, permutations and combinations.

Courses with a Level 4 prerequisite: CIS1130, MTH1320, MTH2419, MTH2522, PHY1003, PHY1203.

## C. 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 Math Placement Web page under the Tutorial Center website at <http://www.ndnu.edu/academics/acad-success-center/tutorial-center/math-placement-test.aspx> and read the Student Guide. At that website, students can also link to other institutions' websites 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 website.

## 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 (BFA, MFA) 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.

## **Auditing a Course**

With permission of the instructor, anyone may audit undergraduate courses at Notre Dame de Namur University. Neither a grade nor a 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 percent 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/she cannot return to a cumulative 2.0 grade point average through course work 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:

- If special conditions of admittance, as outlined in the acceptance letter, are not met
- 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
- If, at the end of the semester on Academic Probation, the cumulative GPA remains below 2.0
- 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/her enrollment

A student who is disqualified may not register for courses.

### **Reinstatement After Disqualification**

A disqualified student may be reinstated when his/her cumulative GPA, when calculated for this purpose only by including transferable and/or nonmatriculant NDNU course work completed since disqualification, reaches 2.0 or above. The student may resume studies at NDNU by supplying an official transcript of this post-disqualification course work 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:

- Have a minimum 2.0 cumulative NDNU grade point average
- Make satisfactory progress toward a degree
- 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

- Exemplify and abide by the NDNU Code of Student Conduct as stated in the Student Handbook
- 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 that 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.

### **Absences in Semester-length Courses**

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 that necessitate absence from class.

Students are excused from class for the following reasons:

- Medical emergency with supporting documentation from a medical professional
- Observed religious holidays
- Family emergency
- Jury duty
- 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
  - 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 that allows the student to complete the requirements, particularly in the instance of an infrequently offered required class.

### **Absences from Courses in the Accelerated Format (7-week)**

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.

Note: Normally, only students accepted into the Professional Studies Business, Professional Studies Human Services, Professional Studies Liberal Studies, Evening Psychology, and CIS programs may enroll in Accelerated courses. Exceptions must be approved by a Professional Studies Program Director to ensure that the attendance policy is understood.

### **Drop or Withdrawal for Nonattendance**

A student may be administratively dropped or withdrawn from a course for nonattendance. See the policies on Administrative Drop and Administrative Course Withdrawal in the section on Dropping/Adding Courses.

### **Leave of Absence**

Students with a leave of absence who return to the University within two calendar years will be reactivated under their original catalog of record at the discretion of the Advisor.

Students who return to the University after two years must reapply and be admitted under the current catalog of record by the Office of Enrollment. Any exception is at the discretion of the Advisor in consultation with the Dean.

Students who return to the University after two years with a different major must reapply and be admitted under the current catalog of record by the Office of Enrollment. Any exception is at the discretion of the Advisor in consultation with the Dean.

### **Catalog of Record**

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 or Registrar's Office.

Completion of this form will initiate a process that 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; and 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 6 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 6 units remaining to be completed are not eligible to participate in Commencement. The 6 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 the end of the Fall semester 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.

### **Honors at Graduation**

Academic honors are awarded based on the cumulative NDNU grade point average only through Fall semester. 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 that comprises 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 GENERAL REGULATIONS

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

## Master's Degrees

The University offers five master's degrees:

- The Master of Arts in Art Therapy, Art Therapy/Marriage and Family Therapy, Education, English, School Administration and Special Education
- The Master in Business Administration
- The Master of Fine Arts in Musical Performance
- The Master of Public Administration
- The Master of Science in Clinical Psychology, Clinical Psychology/Marriage and Family Therapy, Clinical Psychology/Marriage and Family Therapy/Licensed Professional Clinical Counseling, Computer and Information Science and Management

## 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.

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.

## Adding, Dropping and Withdrawing from Courses

### Process to Add, Drop, or Withdraw from Courses

After the start of the semester, all course additions or changes must be submitted to the Registrar's Office using the appropriate form.

#### To Add a Course

- Pick up the Add/Drop or Registration form at the Registrar's Office
- Complete the form and obtain the required signatures
- Return the signed form to the Registrar's Office by the deadline (*see Add/Drop/Withdrawal Deadlines below*)

### **To Drop a Course**

Use the Add/Drop form, available at the Registrar's Office, and follow the instructions above.

### **To Withdraw from a Course**

Use the Course Withdrawal form, available at the Registrar's Office, and follow the instructions above.

### **Required Signatures**

The following guidelines for signatures apply to graduate students:

- The signature of the academic advisor is required to add a course
- The signature of the academic advisor is not required to drop a course
- The signature of the Financial Aid office is required to withdraw from a course

### **Dropping versus Withdrawing from a Course**

No record of enrollment in a course dropped within the drop period will appear on a student's transcript. Withdrawal from a course will be reflected by a "Withdrawal" (W) on the student's transcript. A grade of "W" does not affect the student's GPA. No withdrawal forms will be accepted after the withdrawal deadline.

## **Add/Drop/Withdrawal Deadlines**

### **15-Week Graduate Level Courses**

Applies to: Graduate students; Unclassified Graduate Students  
Add: Prior to the second class meeting  
Drop: Prior to the Drop Deadline (*see Academic Calendar for date*)  
Withdraw: Prior to the last class meeting

The signature of the academic advisor is required to add a course before the first class meeting. A student may not add a class after the class has met for three hours without the signature of both the advisor and the instructor of record. Acceptance into a class at this late date is at the discretion of the instructor.

### **7-Week Graduate Level Courses**

Applies to: Graduate students; Unclassified Graduate Students  
Add: Prior to the second class meeting  
Drop: Prior to the Drop Deadline (*see Academic Calendar for date*)  
Withdraw: Prior to the last class meeting

The signature of the academic advisor is required to add a course before the first class meeting. A student may not add a class after the class has met for three hours without the signature of both the advisor and the instructor of record. Acceptance into a class at this late date is at the discretion of the instructor.

### **Short-Term (Less than 7-Week) and Weekend Graduate Level Courses**

Applies to: Graduate students; Unclassified Graduate Students

Add: Prior to the first class meeting\*

Drop: Prior to the first class meeting\*

Withdraw: Prior to the last class meeting\*. (Exception: Students may not withdraw from a course that meets for only one weekend, or has only one class meeting.)

\* Paperwork must be submitted to the Registrar's Office before the deadline, during normal Monday through Friday business hours.

### **Courses of Other Duration**

For courses which do not fall under the above categories, contact the advisor or the Registrar's Office for information on add, drop, and withdrawal deadlines.

### **Administrative Drop**

A student who is registered for a regular 15-week or seven-week course who does not attend the class before Status Day will be administratively dropped unless the student makes arrangements with the instructor prior to the first day of class. Status Day is generally the fourth Tuesday of the semester or term – refer to the Office of the Registrar for dates. A student who believes that an error has been made regarding an administrative drop should contact the instructor.

Note: Administrative drop does not apply to courses other than 15-week and seven-week courses.

### **Administrative Course Withdrawal**

A student who is registered for a course and has attended at least one class meeting but who does not attend the course for two consecutive weeks during which course meetings are scheduled may be administratively withdrawn from the course. Administrative course withdrawals take place after the drop deadline and before the withdrawal deadline relevant to the course. A student who believes that an error has been made regarding an administrative course withdrawal should contact the instructor.

### **Withdrawal from the University**

A student has "completely withdrawn from the University" when he/she attends for some portion of a semester and then drops or withdraws from all courses in that semester. Students who wish to withdraw from the University during a semester must complete a withdrawal form at the Registrar's Office. Following receipt of written notification of withdrawal, any refund due will be disbursed according to the applicable refund policy.

### **Refund Policy**

For the NDNU refund policies and restrictions, see Payments and Policies in the catalog.

### **Leave of Absence**

Students with a leave of absence who return to the University within two calendar years will be reactivated under their original catalog of record at the discretion of the Advisor.

Students who return to the University after two years must reapply and be admitted under the current catalog of record by the Office of Enrollment. Any exception is at the discretion of the Advisor in consultation with the Dean.

Students who return to the University after two years with a different major must reapply and be admitted under the current catalog of record by the Office of Enrollment. Any exception is at the discretion of the Advisor in consultation with the Dean.

## **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. For example, a student who began his/her degree work at the start of the Fall term in 2005 must complete all requirements by the end of the Summer term in 2012. 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 6 semester units of graduate credit toward a 30-45 unit master's program or 9 semester units of graduate credit toward 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 grade of B (3.0) or higher in each 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 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. Career experience cannot be substituted for graduate course work.

## **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 master's and credential programs. Contact Dr. Kim Tolley, Program Director, (650) 508-3464 or ktolley@ndnu.edu, for additional information regarding this opportunity. The School of Education, in conjunction with the School of Business and the College 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 6 units of master's level work into a 30-45 unit program or 9 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/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 6. In cases involving a combination of transfer and independent study units, no more than 6 units in either category may be granted nor more than 9 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.

## Circumstances

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

Independent Study may not be used to repeat a course.

### Optional Circumstances

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

### Required Circumstances

- Independent Study is required as part of a program.
- A required course is not offered again before the student would normally graduate.
- A program is discontinued, and the 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's. 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. An independent study may not be used to repeat a failing grade.

## Grading System

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:**

|    |            |    |                                       |
|----|------------|----|---------------------------------------|
| AU | Audit      | AW | Administrative Course Withdrawal      |
| I  | Incomplete | IP | In Progress                           |
| NP | Not Pass   | P  | Pass (equivalent grade "C" or higher) |
| W  | Withdrawal |    |                                       |

### **In Progress Grade**

In the case of the Research Thesis Course, an IP for "In Progress" is assigned at the end of the semester of registration and the research must be completed within 12 months after that date. Failure to complete the Research within the 12-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 1 or 2 units. If the thesis is still not complete at the end of the extended period, the full 3-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 and the instructor, 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 he/she will be available to complete the evaluation of the course within the specified time period, to maintain contact with the instructor, to complete the course work, and to verify that the instructor submitted a final grade to the Registrar's Office. If the course work 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**

All grades except Incomplete ("I") and In Progress ("IP") are considered final when assigned by an instructor at the end of a semester. 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 Appeal**

Students may request a review and appeal of their grade to the instructor, including material marked by class assignments within 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 10 working days of the start of the next semester. If the student believes that the results of the review are not satisfactory, he/she may appeal in writing to the Department Chair/Program Director within 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 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, he/she 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 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 10 working days and is final. This procedure does not apply when a grade is being appealed because of alleged academic misconduct.

### **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).

### **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 that 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 that 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.



## **Interim Postbaccalaureate Standing**

Notre Dame de Namur University undergraduate students in their final semester and within 6 units of completing a baccalaureate degree may complete a petition from the Registrar to take up to 6 units of graduate course work. The student must have a cumulative grade point average of 3.0 or better. This graduate course work may not be applied to the baccalaureate degree. 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 more 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, be asked to complete courses as they are offered at NDNU, transfer in courses from another accredited institution, or finally, transfer to another accredited institution.

## **Catalog of Record**

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**

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.

Advancement to candidacy depends upon the student's attaining a minimum 3.0 GPA in the first 15 semester units of course work 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 15 units. The decision to advance a student to candidacy is made with input from the appropriate Program Director. An exception may apply pending approval of the Program Chair and the Dean.

Acceptance into a graduate program does not automatically qualify a student for candidacy for the degree.

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

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.

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: May and August candidates should file by the previous October 1; and December candidates should file their application for graduation by the previous March 1.

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. 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 or Fall semester or are finishing in the current Spring semester may take part in graduation ceremonies.

Exceptions to this policy are as follows:

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

- They have 3 or fewer units remaining to complete their program.
- These 3 units are not required Research units.
- The remaining units will be completed by the end of Fall session following commencement.

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

- They have 6 or fewer units in statutory requirement classes remaining to complete their program.
- The remaining units will be completed by the end of Fall session following commencement.

## **Graduate Commencement Speaker**

A representative of each graduating class is selected to address the graduates at Commencement. Selection is made by a committee that comprises 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
- 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 6 semester units must contact his/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 6 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 course work 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:

- Evidence of academic failure in any semester
- Failure to regain clear standing after a period of academic probation
- Failure to meet the standards set for candidacy
- Failure to complete a master's degree program within seven years
- Failure to complete a certificate program within five years
- Failure to meet professional standards required by the specific degree, credential, or certificate program
- Violation of the written Code of Student Conduct found in the University's Student Handbook
- 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.

# COLLEGE OF ARTS AND SCIENCES

John Lemmon, Ph.D.  
Dean  
(650) 508- 3605  
jlemmon@ndnu.edu

The College of Arts and Sciences at Notre Dame de Namur University offers strong programs in the departments of Art, Art Therapy Psychology, Clinical Psychology and Gerontology, English, History and Political Science, Modern Languages and Cultures, Music and Vocal Arts, Natural Sciences, Philosophy and Religious Studies, Psychology and Sociology, and Theatre and Dance.

Our College focuses on the personal as well as the professional development of the University community. An important element of our General Education 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.

The College of Arts and Sciences 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 lifelong learning, community service and the University's commitment to peace and justice. The College promotes the arts by providing cultural events of the highest caliber that engage students and faculty in the cultural life of the region.

## Art/Art and Graphic Design

Betty Friedman  
Chair  
(650) 508-3631  
bfriedman@ndnu.edu

The Department of Art offers a curriculum that seeks the aesthetic, intellectual, and spiritual fulfillment of its students through the development of creative intuition, technical competence and cultural sensitivity.

The Art major is offered for emerging artists to explore their artistic vision through rigorous studio work and the study of Art History. For those seeking a studio art program, including painting, drawing, printmaking, design fundamentals and photography, the Art Department offers a Bachelor of Arts degree.

The Department of Art offers a Bachelor of Fine Arts degree in the major of Art for those

planning to pursue a career in Art as this degree is preferred and often required for entrance into an MFA program. Further studio practice in this major provides a focus for portfolio development within a major technique.

The Bachelor of Arts in Art and Graphic Design is offered for those who are interested in a career in the graphic design field. Courses include graphic design skills and concepts, production techniques, industry technology and Web design. Art and Graphic Design majors must complete an internship in graphic design and produce a final design portfolio.

The Art Department offers a special articulated program with NDNU's graduate program in Art Therapy Psychology. This program allows 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 6 units of selected graduate course work in Art Therapy that fulfills part of the undergraduate general elective requirement while also counting those graduate units toward the master's degree. Undergraduate Art majors who are interested in NDNU's Art Therapy Psychology graduate program are encouraged to also minor in Psychology.

## **Learning Outcomes**

### **Art Major Program Level Learning Outcomes**

Students completing a degree in Art

- Will be familiar with art history from the past to the present, including the recognition and comprehension of art movements, cultural and regional styles, technical developments, and visual content
- Can demonstrate visual problem-solving using basic design principles in 2-D design, 3-D design, and color dynamics
- Will be able to combine risk-taking and experimentation with disciplined work habits as part of the creative process
- Will be able to communicate effectively in a variety of visual, written, and oral forms with vocabulary specific to Art
- Will develop a portfolio integrating their best examples of paintings, drawings, prints, photography, and sculpture

### **Art and Graphic Design Major Program Level Learning Outcomes**

Students completing a degree in Art and Graphic Design

- Will demonstrate familiarity with art history from the past to the present, including the recognition and comprehension of art movements, cultural and regional styles, technical developments, aesthetics, visual content, and industrial design
- Will demonstrate visual problem-solving using basic design principles in 2-D design, 3-D design, aesthetics, and color dynamics
- Will be able to combine risk-taking and experimentation with disciplined work habits as part of the creative design process
- Will learn to communicate effectively in a variety of ways, including written, oral, and visual with vocabulary specific to Art and Graphic Design
- Will learn graphic design industry-specific software and technology and demonstrate this through use in their class assignments and portfolios

## Bachelor of Arts in Art

In addition to major requirements, students must meet General Education 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     |
| ART1101       | Two-Dimensional Design                  | 3     |
| ART1109       | Color Design                            | 3     |
| ART1118       | Three-Dimensional Design                | 3     |
| ART1127       | Advanced Design                         | 3     |
| ART1201       | Art through Time: An Art History Survey | 3     |

**Total Prerequisites** **27**

| Major Requirements                                |   | Units |
|---|---|-------|
| ART2215   | Art History: Contemporary Art since 1945  | 3     |
| Three units of Art History from the following:    |   | 3     |
| ART2201   | Art History: Modern Art                   | 3     |
| ART2210   | Art History: Art in Business and Industry |       |
| Three units of Painting from the following:       |   | 3     |
| ART2301   | Representational Painting                 |       |
| ART2305   | Projects in Painting                      |       |
| ART2310   | Outdoor Painting                          |       |
| Three units of Media Graphics from the following: |   | 3     |
| ART2405   | Media Graphics: Layout and Typography     |       |
| ART2410   | Media Graphics: Production Techniques     |       |
| Three units of Printmaking from the following:    |   | 3     |
| ART2501   | Printmaking: Etching                      |       |
| ART2505   | Printmaking: Multimedia Workshop          |       |
| ART2615   | Sculpture I                               | 3     |
| ART2625   | Photography I                             | 3     |
| ART2635   | Gallery Techniques                        | 3     |
| ART2881   | Senior Seminar                            | 3     |
| Upper-division electives in Art History           |   | 3     |

**Total Major Units** **30**

Other Degree Requirements\* and General Electives 67

\*Other degree requirements include General Education Requirements and General Degree Requirements (e.g., U.S. History).

**Total Unit Requirement** **124**

## Bachelor of Fine Arts in Art

The requirements for the Bachelor of Fine Arts (BFA) degree in Art are the same as the requirements for the corresponding Bachelor of Arts degree in Art except that the BFA degree students must satisfy the following additional requirements:

|   |                       |           |
|---|-----------------------|-----------|
| ART2001   | Advanced Life Drawing | 3         |
| Three upper-division courses in a Major Technique |                       | 9         |
| Two upper-division courses in a Minor Technique   |                       | 6         |
| <b>Total additional BFA units</b>                 |                       | <b>18</b> |

Major and minor techniques may be chosen from painting, drawing, photography, printmaking, or graphic design.

## Minor in Art

Students who wish to minor in Art must complete 15 units, of which a minimum of six must be upper-division and taken in residence, to be arranged in consultation with the Art Department Chair.

## Bachelor of Arts in Art and Graphic Design

In addition to major requirements, students must meet General Education Requirements and General Degree Requirements.

| Prerequisites       |   | Units |
|---------------------|---|-------|
| ART1001             | Drawing I                               | 3     |
| ART1010             | Drawing with Illustrator                | 3     |
| ART1018             | Life Drawing I                          | 3     |
| ART1019             | Life Drawing II                         | 3     |
| ART1101             | Two-Dimensional Design                  | 3     |
| ART1109             | Color Design                            | 3     |
| ART1118             | Three-Dimensional Design                | 3     |
| ART1127             | Advanced Design                         | 3     |
| ART1201             | Art through Time: An Art History Survey | 3     |
| Total Prerequisites |   | 27    |

| Major Requirements                             |   | Units |
|--|---|-------|
| ART2215  | Art History: Contemporary Art since 1945  | 3     |
| Three units of Art History from the following: |   | 3     |
| ART2201  | Art History: Modern Art                   |       |
| ART2210  | Art History: Art in Business and Industry |       |
| Three units of Painting from the following:    |   | 3     |
| ART2301  | Representational Painting                 |       |
| ART2305  | Projects in Painting                      |       |
| 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: Photoshop     | 3         |
| Three units of Printmaking from the following:   |                                       | 3         |
| ART2501  | Printmaking: Etching                  |           |
| ART2505  | Printmaking: Multimedia workshop      |           |
| ART2625  | Photography I                         | 3         |
| ART2635  | Gallery Techniques                    | 3         |
| ART2880  | Senior Graphic Design Portfolio       | 3         |
| ART2990  | Graphic Design Internship             | 2         |
| <b>Total Major Requirements</b>  |                                       | <b>35</b> |
| Other Degree Requirements* and General Electives   |                                       | 62        |
| * Other degree requirements include General Education Requirements and General Degree Requirements (e.g., U.S. History). |                                       |           |

**Total Unit Requirement** **124**

## Minor in Art and Graphic Design

A minor in Art and Graphic Design is available to any student and comprises the following classes:

| Required Courses |                                       | Units |
|------------------|---------------------------------------|-------|
| ART1010          | Drawing with Illustrator              | 3     |
| ART1101          | Two-Dimensional Design                | 3     |
| ART2401          | Media Graphics: Graphic Design        | 3     |
| ART2405          | Media Graphics: Layout and Typography | 3     |
| ART2410          | Media Graphics: Production Techniques | 3     |

**Total Unit Requirement** **15**

## Art Therapy Psychology

Dr. Doris Arrington  
Chair  
(650) 508-3556  
darrington@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 in Art Therapy (MA-AT), a Master of Arts in Marriage and Family Therapy (MA-MFT), and beginning in Fall 2013, will be offering a Ph.D. in Art Therapy. The MA-AT meets the requirements of the Board of Behavioral Sciences (BBS) and qualifies students to apply to become a Licensed Professional Clinical Counselor (LPCC). The MA-MFT is a clinical licensure course of study, leading to a Master of Arts in Marriage and Family Therapy, while

preparing students to apply for a license to become a Marriage and Family Therapist (MFT). Both the MA in Art Therapy and the MA in Marriage and Family Therapy degree programs are approved by the American Art Therapy Association (AATA) and meet the eligibility requirements to become a Registered Art Therapist (ATR) by the Art Therapy Credentials Board (ATCB). The department also offers an option for a Post- Master's/Advanced Standing Master of Arts in Art Therapy (MA-AT).

The Art Therapy Psychology Department draws applicants from around the world. Approximately 30 percent of students come from outside of California. NDNU's Art Therapy Psychology graduates work with children, adolescents, couples, adults, elders, families, groups and communities. The students bring Art Therapy into a wide variety of settings, which include schools, mental health organizations, inpatient and outpatient programs, hospitals, community centers, nursing homes, assisted living centers, prisons, private practices and more.

The Master's programs in the Art Therapy Psychology Department at Notre Dame de Namur University are approved by the American Art Therapy Association, Inc. (AATA).

## **Learning Outcomes**

### **Knowledge**

- Clear understanding of Theory of Marriage and Family Therapy
- Clear understanding of Theory of Art Therapy
- Ability to communicate ideas in a clear, coherent fashion
- Ability to conceptualize course material in a scholarly manner
- Ability to understand and thoughtfully critique research
- Ability to conceptualize case material drawing on theoretical models
- Ability to evidence originality and critical and independent thinking with appropriate organization and format

### **Skills**

- Demonstrate ability to effectively apply intervention strategies
- Integration of Art Therapy theory and practice
- Clinical competence
- Ability to work responsibly and responsively with clients and colleagues
- Ability to apply therapeutic techniques in an effective manner
- Ability to integrate theory literature and practice
- Ability to successfully integrate the cognitive linear process and the creative artistic process
- Ability to understand and implement ethical and legal guidelines in treatment as well as in scholarly work
- Ability to understand and implement parameters regarding Protection of Human Subjects

### **Attitudes**

- Demonstrate Professional Development and Clinical Suitability
- Professional skill development

- Ability to separate personal needs from professional work
- Ability to apply supervision
- Demonstration of psychological mindedness

## Courses of Study

### Course of Study I: Master of Arts in Marriage and Family Therapy (MA-MFT)

This course of study leads to a Master of Art in Marriage and Family Therapy. The MA-MFT program consists of 63 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) license in California. This course of study can often satisfy certification or licensure in other states and meets the eligibility requirements to become a Registered Art Therapist (ATR) by the Art Therapy Credentials Board.

### Course of Study II: Master of Arts in Art Therapy (MA-AT)

This course of study leads to a Master of Arts in Art Therapy. The MA-AT program has two courses of study (IIa and IIb). The first course of study (IIa) is designed to prepare the student to apply to become a Licensed Professional Clinical Counselor (LPCC). The second course of study (IIb) is the Post-Master's/Advanced Standing option. Both courses of study (IIa and IIb) meet the eligibility requirements to become a Registered Art Therapist (ATR) by the Art Therapy Credentials Board (ATCB).

- **IIa.** Those with a bachelor's degree who are interested in clinical licensure as an LPCC in California take this course of study, which consists of 63 units (not including prerequisite courses). This program prepares students who wish to be eligible for the ATR.
- **IIb.** Post-Master's/Advanced Standing option is a 30-unit course of study (not including prerequisite courses) and is for students who hold a graduate degree in a related field (e.g., Art, Education, Behavioral Science) from an accredited institution. This program 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 course of study.

### Registration as an Art Therapist (ATR)

Students in the Post-Master's/Advanced Standing program who desire to become an ATR must complete an additional 2,000 hours of supervised art therapy experience upon completion of their program. A minimum of 50 percent of these hours must be supervised by an ATR or ATR-BC. The additional hours of supervision can be from a licensed professional.

Students in full master's programs (MA-MFT or MA-AT IIa) who desire to become an ATR must complete an additional 1,000 hours of supervised art therapy experience upon completion of their program. One hundred (100) hours of supervision 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. The additional hours of supervision can be from a licensed professional.

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.

## **Program Requirements**

### **Foundation Courses/Prerequisites for Course of Study I (63 units) and IIa (63 units)**

1. A bachelor's degree in Art, Psychology, or Behavioral Science is preferred.
2. A total of 12 semester units (or 18 quarter units) in Psychology, which includes courses in general psychology, personality theory, developmental psychology and abnormal psychology is required. Preference is given to candidates who have completed all required foundation courses/prerequisites. A minimum of 6 semester units (9 quarter units) must be completed prior to applying.
3. Eighteen units (27 quarter units), or the equivalent are required in the foundation content areas of two- and three-dimensional studio art and design. (A minimum of 12 units must be completed prior to applying.) Applicants need to have at least one class in each of the following: drawing, painting and clay. All foundation areas must be completed within the first year.

### **Foundation Courses/Prerequisites for Course of Study IIb (30 units)**

Students planning to follow the Post-Master's/Advanced Standing course of study must adhere to the following requirements:

1. Students must have completed and provided a transcript of a 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 Expressive or Creative Arts Therapies, Counseling, Social Work, Psychology, Psychiatric Nursing and other mental health professions. 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.
2. Eighteen semester units (or 27 quarter units), or the equivalent in a range of media in studio art must be completed.
3. The prerequisites for the Post-Master's/Advanced Standing degree require that the student must supply the Art Therapy Psychology Department with documentation of study in the following content areas at the graduate level:
  - psychopathology
  - human growth and development
  - counseling and psychological theories
  - cultural and social diversity
  - assessment
  - research

Content areas can be completed as part of a related Master's degree, or some courses may be taken concurrently during Post-Master's/Advanced Standing Art Therapy studies; however, a completed Master's degree in a related field is required in order to pursue the Post-Master's/Advanced Standing option.

## Programs of Study and Course Requirements

| Requirements  |  | Course I<br>63 Units | Course IIa<br>63 Units | Course IIb<br>30 Units |
|---|--|----------------------|------------------------|------------------------|
| GPY4100   | History and Foundations of Art Therapy               | 1                    | 1                      | 1                      |
| GPY4179   | Introduction to Art Therapy II                       | -                    | -                      | 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                    | -                      | -                      |
| GPY4220   | Psychological Assessment I                           | 2                    | 2                      | -                      |
| GPY4225   | Psychological Assessment II                          | 1                    | 1                      | 1                      |
| GPY4230   | Psychopathology                                      | 3                    | 3                      | -                      |
| GPY4236   | Substance Abuse: Theory/<br>Assessment/Intervention  | 3                    | 3                      | -                      |
| GPY4240   | Cross-Cultural Issues                                | 3                    | 3                      | 1                      |
| GPY4245   | Human Sexuality                                      | 2                    | 2                      | -                      |
| GPY4251   | Psychopharmacology                                   | 3                    | 3                      | -                      |
| 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:<br>Group Experience          | 1                    | 1                      | 1                      |
| GPY4305   | Art Therapy Techniques:<br>Special Populations       | 1                    | 1                      | 1                      |
| GPY4310   | Art Therapy Techniques:<br>Integrating Creative Arts | 1                    | 1                      | 1                      |
| GPY4315   | Metaphors in Psychopathology:<br>Children            | 1                    | 1                      | 1                      |
| GPY4320   | Metaphors in Psychopathology:<br>Adolescents         | 1                    | 1                      | 1                      |
| GPY4325   | Metaphors in Psychopathology:<br>Adults              | 1                    | 1                      | 1                      |
| GPY4348   | Career Counseling                                    | -                    | 3                      | -                      |
| 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                    | 3                      | -                      |
| Special Topics course work from the following:<br>GPY4268 Starting a Private Practice (1) |  | 1                    | 1                      | 2                      |

GPY4286 Special Topics in Art Therapy (1)  
GPY4360 Explorations in Sandplay (1)  
GPY4400 Trauma and Art Therapy Treatment (1)  
Other GPY courses approved by the Program Chair

|                               |           |           |           |
|-------------------------------|-----------|-----------|-----------|
| <b>Total Unit Requirement</b> | <b>63</b> | <b>63</b> | <b>30</b> |
|-------------------------------|-----------|-----------|-----------|

An Oral Presentation and Thesis/Grant must be satisfactorily completed before graduation.  
Oral Presentation Guidelines are available in the Art Therapy Office.

## Licensing Options after Graduation

### Course of Study I: MA in Marriage and Family Therapy

MFT/ATR Internship

MFT

- Register for an MFT Intern Number
- 3,000 hours supervised by licensed clinician
- May include up to 1,300 pre-graduation hours
- MFT licensure process requires two exams

ATR/ATR-BC

- 1,000 art therapy direct client-contact hours
- Post-education supervision hours: 100 hours, 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

### Course of Study IIa: MA in Art Therapy

ATR/LPCC Internship

LPCC

- Register for a LPCC Intern Number
- 3,000 hours, supervised by a licensed clinician
- LPCC Exam

ATR

- 1,000 art therapy direct client-contact hours
- Post-education supervision hours: 100 hours, 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

### Course of Study IIb

Currently, Post-Masters/Advanced Standing graduates are required to complete 2,000 art therapy direct-client contact hours, post degree.

- Art Therapy Registration and Board Certification (BC) Exam

## Program-Specific Admission Requirements

Completed application materials are due by:

- April 1 – Summer entrance
- August 1 – Fall entrance
- December 1 – Spring entrance

### **Courses I (MFT 63 units) and IIa (MA in Art Therapy, 63 units)**

The following are required:

1. A bachelor's degree from an accredited institution
2. A minimum of 18 semester units or 27 quarter units of study in studio art (at least one class in each of the following: drawing, painting, and clay). A minimum of 12 semester units (18 quarter units) must be completed prior to applying.
3. A minimum of 12 semester units or 18 quarter units of study in psychology: general psychology, developmental psychology, abnormal psychology and personality theory. A minimum of 6 semester units (9 quarter units) must be completed prior to applying. Preference is given to candidates who will have completed all required foundation courses/prerequisites.
4. A cumulative grade point average of 2.5 or better
5. Two recommendation letters
6. A three- to four-page autobiographical statement which discusses the applicant's interests in art therapy
7. A portfolio of 12 color images of personal art work representing a range of media. Portfolios may be submitted on paper or on a disc with JPEG or PowerPoint images.

For further information, contact the Art Therapy Psychology Department at (650) 508-3556 or [arttherapy@ndnu.edu](mailto:arttherapy@ndnu.edu) or Graduate Admissions at (800) 263-0545, (650) 508-3600, or [grad.admit@ndnu.edu](mailto:grad.admit@ndnu.edu).

### **Course IIb: Post-Master's/Advanced Standing (MA in Art Therapy, 30 units)**

The following are required:

1. 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 and expressive or creative art 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.)
2. Eighteen semester units (or 27 quarter units) or equivalent in a range of media (including drawing, painting and clay) in studio art must be completed no later than 12 months after entering the program (including credits taken before admission).

3. Prior to completion of the Post-Master's/Advanced Standing Master of Arts 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

Content areas can be completed as part of related Master's degree, or some courses may be taken concurrently with the Post-Master's/Advanced Standing course of study; however, a completed Master's degree in a related field is required in order to pursue the Post-Master's/Advanced Standing option.

For further information, contact the Art Therapy Psychology Department at (650) 508-3556 or [arttherapy@ndnu.edu](mailto:arttherapy@ndnu.edu) or Graduate Admissions at (800) 263-0545, (650) 508-3600, or [grad.admit@ndnu.edu](mailto:grad.admit@ndnu.edu).

## Clinical Psychology

Helen Marlo, Ph.D.  
Interim Chair  
(650) 508-3674  
[hmarlo@ndnu.edu](mailto:hmarlo@ndnu.edu)

## Master of Science

NDNU offers master's degrees in Clinical Psychology, Clinical Psychology/Marriage and Family Therapy (MFT), and Clinical Psychology/Marriage and Family Therapy/Licensed Professional Clinical Counselor.

The Master of Science degree is available effective January 2009 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. The Master of Arts degrees are no longer being offered in Clinical Psychology or Gerontology.

Please note that program requirements, course descriptions, etc., apply to all of the Master of Science degrees.

The Department of Clinical Psychology and Gerontology offers programs leading to the Master of Science in Clinical Psychology (MSCP) (Option 1: 37 units), in Clinical Psychology/ Marriage and Family Therapy (MSCP/MFT) (Option 2: 60 units), and in Clinical Psychology/Marriage and Family Therapy/Licensed Professional Clinical Counselor



(MSCP/MFT/LPCC) (Option 3: 67 units). The Department also offers an embedded Concentration in Clinical Gerontology, via 8-additional units. 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, Marriage and Family Therapy (preparation for MFT licensure), and Licensed Professional Clinical Counselor. The MSCP, MFT, and MSCP/MFT/LPCC degrees provide current evidence-based, strength-based, and recovery-based approaches in conjunction with a focus on community resources and networking in the psychotherapeutic approach to clinical practice and intervention. All three programs provide comprehensive clinical training and offer a range of innovative courses in different forms of therapy and psychological assessment. Both the Marriage and Family Therapy and combined MFT/ Licensed Professional Clinical Counselor degrees lead toward licensure.

Our students have the opportunity to learn the following applications and approaches to the field of clinical psychology: psychodynamic, cognitive behavioral, dialectic behavioral, interpersonal, emotion-focused, family systems, humanistic, marriage and family, play, sand play, expressive arts, experiential, somatic, and brief psychotherapies. Similarly, our students learn about and practice Psychological Assessment (adult and child) in personality, intellectual functioning, emotional and cognitive functioning, and 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 aligned with the current SB33 requirements, hallmarking the scientific approach of the Master of Science Clinical Psychology degree. The thesis entails collaboration with the Thesis Advisor and a Second Reader. A portfolio requirement enables students to capture their signature experiences here at NDNU.

Five prerequisite undergraduate foundation courses (General Psychology, Personality Theory, Developmental Psychology, Abnormal Psychology and Statistics) may be obtained at Notre Dame de Namur University or transferred from other accredited institutions, pending departmental approval. These courses should be 3-unit semester-long, in-class experiential courses, earning a B- or better, and should be current to best enable a solid foundation for the student's academic success at the graduate level.

### **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 intervention within the healthcare field. Courses address 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. A 2-unit elective requirement also enables students to gain more specialized knowledge and training in an area of interest within our core courses.

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.

## **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 Board of Behavioral Sciences (BBS), which mandates and accredits our curriculum, along with WASC, presently requires 3,000 hours of field practicum experience. A maximum of 1,300 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. Additional supervised training hours may be earned while enrolled in CPY6992 Supervised Field Experience. Approved training sites include government agencies, nonprofit agencies, schools, and licensed health facilities. The Board of Behavioral Sciences allows a minimum of 100 hours of personal psychotherapy while in the master's degree program, which they will triple to a maximum of 300 hours. **Students who wish to graduate in May must complete all supervised training site hours by the May 15<sup>th</sup> deadline.**

All MFT students should ensure that their contract year for Practicum with their site runs between August 15 and May 15; any hours earned outside that time frame will not be acceptable or fall under NDNU purview. Any student who wishes to have his/her Practicum site hours count toward BBS licensure while in the NDNU master's degree program post-May 15 must be enrolled in CPY6992. Failure to do so may result in a delay of degree posting. Students must ensure that their Practicum site is aware of these restrictions. Ultimately, BBS, the MSCP Department, and NDNU all require that students are supervised by a licensed professional at their site as well as being enrolled in and supervised in a Supervised Field Experience and/or Practicum course by the MSCP faculty. NDNU will not be liable for any students at a site, inclusive of earned credit hours toward BBS requirements, postgraduation. Similarly, students are institutionally required to submit appropriate screening and fingerprinting documentation prior to placement in the field.

A practicum Training Fair hosted by the department in early spring enables students and neighboring approved agencies an opportunity to network for practicum placement. Additionally, personal psychotherapy is strongly recommended during the program and may even be required by the instructor, advisor, faculty or Chair at any time throughout the program to provide educational, professional, and/or personal development.

Courses review the highly specific range of skills required by the beginning practitioner, prepare the student for the MFT licensing exams, and 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.

### **Option III: The Master of Science in Clinical Psychology/Marriage and Family Therapy/Licensed Professional Clinical Counselor (MFT/LPCC)**

This degree program consists of 67 units and builds upon all of the requirements of the MFT degree (Option II). Additional course work in Neurophysiology and Psychopharmacology; Crisis, Trauma and Recovery; Addictions; Group psychotherapeutic theories and techniques; and Career Counseling as well as continued course content in evidence-based, strength-based practices and recovery models will be embedded in this new degree. In addition, this combined degree enables students to pursue dual licensure in the state of California in Marriage and Family Therapy and Licensed Professional Clinical Counseling. The additional LPCC component enables students to have a more “transferable” license within the U.S.

### **Learning Outcomes**

The following learning outcomes are expected upon degree completion in each of the three programs.

- Psychopathology Domain: Learning Outcome 1-- Students will demonstrate an understanding of the latest edition of the Diagnostic and Statistical Manual of the American Psychiatric Association in relation to assessment, diagnosis, and differential diagnosis of various mental disorders and personality disorders and understanding of symptomatology, etiology, and treatment (inclusive of treatment plan and intervention across the lifespan) and write a comprehensive mental status exam.
- Psychotherapy Domain: Learning Outcome 2-- Students will comprehend, integrate, and apply various systemic theories of Marriage and Family Therapy.
- Professional Law and Ethics Domain: Learning Outcome 3--Students will be able to recognize the ethical and legal codes for mental health professions and demonstrate personal and professional awareness of the relevance of ethical issues and their implication for clinical work.
- Research Domain: Learning Outcome 4--Students will understand research designs and parameters of psychological research and will implement a research study from start to finish via a written thesis and present at the NDNU Graduate Research Conference.

## **Program Requirements for Master of Science in Clinical Psychology Programs (MSCP, MSCP/MFT, and MSCP/MFT/LPCC)**

Completion with a grade of B- or better in the following prerequisite courses (may be taken at NDNU) 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. All prerequisites must be completed by 15 graduate units. Failure to do so may result in a hold on your registration (you will not be able to register/take any more classes in the program), nonadvancement in the degree, and possible dismissal from the program.

### **Admission**

All master's programs in Clinical Psychology require the following:

1. Completed Application and Fee (see Graduate Admissions)
2. Official Transcripts (undergraduate and any graduate; see Graduate Admissions)
3. A minimum GPA of 3.0
4. Prerequisites (see above)
5. Two letters of recommendation (one academic, one professional)  
Note: If you have been away from your academic institution for a prolonged period of time and have difficulty obtaining an academic letter, please provide a letter from an academic source qualified to pass judgment on your academic potential in a graduate degree program (for example, a letter from an instructor for an outstanding prerequisite)
6. Autobiographical Statement: two-three typed, double-spaced pages describing why you are interested in the field, the program, and NDNU as well as other pertinent personal or professional experience

### **Clinical Psychology and Gerontology Department Application Submission Timelines**

To be considered for priority admission, please submit your completed application packet to the Graduate Admissions Office by the following dates:

- August 1 – Fall Semester
- December 1 – Spring Semester
- April 1 – Summer

### **Other Requirements**

1. Upon recommendation of the faculty based on evaluation of writing samples, students may be required by the Program Director or Chair to take additional course work in writing, inclusive of APA-style writing.
2. 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. Students will still be bound by the seven-year limit.
3. 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. Attendance policy must be strictly followed.
4. Letter grades will be earned for the embedded Concentration in Clinical Gerontology.
5. The CPY6992 Supervised Field Experience course will be taken as Pass/No Pass.
6. Any course for which a grade below a B- is obtained must be repeated. 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 nonconferment of degree. Exceptions may be made by the Department.

## Research Guidelines

CPY4884 Research: Methodology, CPY4996 Research: Proposal, and CPY4997 Research: Completion must be achieved during the semester that the course is taken. Students must be in residence (such as registered) for 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 nonpassing grade (anything below a B- is considered nonpassing in this and most external psychology graduate programs). 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 nonconferment of degree. The research trilogy is sequential; you must successfully complete and pass each course in order to advance to the next one. **Thus, students are encouraged by faculty to balance their course loads (inclusive of practicum/case seminar) in order to ensure academic success.**

Students must have completed all Research courses prior to graduation (to be able to walk at graduation), displaying academic competence and meeting all of the requirements.

## Master of Science in Clinical Psychology (Option I)

| <b>Major Requirements</b>   |   | <b>Units</b> |
|---|---|--------------|
| CPY4205   | Neurophysiology and Psychopharmacology I          | 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 I*                          | 3            |
| CPY4884   | Research: Methodology                             | 3            |
| CPY4996   | Research: Proposal                                | 3            |
| CPY4997   | Research: Completion                              | 3            |
| Elective Course(s): Two elective units chosen from the following courses**: |   | 2            |
| CPY4200   | Group Psychotherapy (1)                           |              |
| CPY4220   | Cross-cultural Issues (2)                         |              |
| CPY4225   | Principles of MFT                                 |              |
| CPY4252   | Clinical Assessment and Treatment                 |              |
| CPY4260   | Abuse in Family Systems (2)                       |              |
| CPY4265   | Diagnosis and Treatment of Addictions I (1)       |              |
| CPY4270   | Psychotherapeutic Techniques of Brief Therapy (2) |              |
| CPY4275   | Couples Psychotherapy (2)                         |              |
| CPY4422   | Clinical Practicum II *                           |              |
| CPY4432   | Clinical Case Seminar II*                         |              |
| CPY4550   | Crisis, Trauma, and Recovery I (2)                |              |
| Optional:   |   |              |
| CPY6992   | Supervised Field Experience                       | (3)          |
| <b>Total Major Requirements</b>   |   | <b>37</b>    |

\*Students must complete all core courses except CPY4884, CPY4996, and CPY4997 prior to taking this two-semester sequence. The Fall semester of Practicum/Clinical Case Seminar (6 units) is required for students prior to or during any fieldwork. 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 and Chair.

\*\* The 2 units of elective may be in a specialized area of interest approved by the advisor.

|   |  |          |
|---|--|----------|
| <b>Concentration in Clinical Gerontology (with Certificate)</b> |  | <b>8</b> |
| GER4110   | Assessment in Clinical Gerontology       | 2        |
| GER4115   | Biopsychosociospiritual Aspects of Aging | 2        |

|         |                                       |   |
|---------|---------------------------------------|---|
| GER4120 | Psychotherapeutic Techniques in Aging | 2 |
| GER4135 | Ethnicity and Aging                   | 1 |
| GER4145 | Dying, Death, and Bereavement         | 1 |

**Total Unit Requirement** **45**

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).

## **Master of Science in Clinical Psychology/Marriage and Family Therapy (MFT) (Option II)**

| <b>Major Requirements</b> |   | <b>Units</b> |
|---------------------------|---|--------------|
| CPY4200                   | Group Psychotherapy                           | 1            |
| CPY4205                   | Neurophysiology and Psychopharmacology I      | 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            |
| CPY4252                   | Clinical Assessment and Treatment             | 3            |
| CPY4260                   | Abuse in Family Systems                       | 2            |
| CPY4265                   | Diagnosis and Treatment of Addictions I       | 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            |
| CPY4550                   | Crisis, Trauma, and Recovery I                | 2            |
| CPY4884                   | Research: Methodology                         | 3            |
| CPY4996                   | Research: Proposal                            | 3            |
| CPY4997                   | Research: Completion                          | 3            |
| Optional:                 |   |              |
| CPY6992                   | Supervised Field Experience                   | (3)          |

**Total Major Requirements** **60**

\*CPY4250 and CPY4255 will be replaced by CPY4252, effective Fall 2012. CPY4540 will be replaced by CPY4550 Crisis, Trauma, and Recovery, effective Spring 2012 (all current students will substitute this class for Advanced Clinical Case Seminar).

\*\*Students must complete all core courses except CPY4884, CPY4996, and CPY4997 prior to taking this two-semester sequence. The Fall semester of Practicum/Clinical Case Seminar (6 units) is required for students prior to or during any fieldwork. MSCP 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 and Chair.

|   |  |           |
|---|--|-----------|
| <b>Concentration in Clinical Gerontology (with certificate)</b> |  | <b>8</b>  |
| GER4110   | Assessment in Clinical Gerontology       | 2         |
| GER4115   | Biopsychosociospiritual Aspects of Aging | 2         |
| GER4120   | Psychotherapeutic Techniques in Aging    | 2         |
| GER4135   | Ethnicity and Aging                      | 1         |
| GER4145   | Dying, Death, and Bereavement            | 1         |
| <b>Total Unit Requirement</b>                                   |  | <b>68</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).

## **Master of Science in Clinical Psychology/Marriage and Family Therapy/Licensed Professional Clinical Counselor (MFT/LPCC) (Option III)**

| <b>Major Requirements</b> |   | <b>Units</b> |
|---------------------------|---|--------------|
| 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            |
| CPY4245                   | Professional Ethics and Law                   | 3            |
| CPY4252                   | Clinical Assessment and Treatment             | 3            |
| CPY4260                   | Abuse in Family Systems                       | 2            |
| CPY4270                   | Psychotherapeutic Techniques of Brief Therapy | 2            |
| 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            |
| CPY4884                   | Research: Methodology                         | 3            |
| CPY4996                   | Research: Proposal                            | 3            |



|           |  |   |
|-----------|--|---|
| CPY4997   | Research: Completion                         | 3 |
| CPY5200   | Group Psychotherapy: Theories and Techniques | 3 |
| CPY5205   | Neurophysiology and Psychopharmacology       | 3 |
| CPY5240   | Psychodynamic Psychotherapy                  | 2 |
| CPY5265   | Diagnosis and Treatment of Addictions        | 3 |
| CPY5275   | Couples Psychotherapy                        | 2 |
| CPY5550   | Crisis, Trauma, and Recovery                 | 3 |
| CPY5560   | Career Development Theories and Techniques   | 3 |
| Optional: |  |   |
| CPY6992   | Supervised Field Experience (3)              |   |

**Total Major Requirements** **67**

*Please note that, effective Fall 2012, additional “tag” unit courses will be offered to enable returning and new students with an MFT degree to fulfill the SB33 BBS mandate of course work for either grandfathering in or pursuing the additional course work for the LPCC licensure path. This is to accommodate the transition phase for people pursuing dual licensure during these next few years and may be phased out as needed. These courses will be reflected on individual term schedules to avoid any confusion regarding additional courses in the Catalog. Thank you for your understanding. The tag unit courses are in the course descriptions in this Catalog.*

|   |  |          |
|---|--|----------|
| <b>Concentration in Clinical Gerontology (with certificate)</b> |  | <b>8</b> |
| GER4110   | Assessment in Clinical Gerontology       | 2        |
| GER4115   | Biopsychosociospiritual Aspects of Aging | 2        |
| GER4120   | Psychotherapeutic Techniques in Aging    | 2        |
| GER4135   | Ethnicity and Aging                      | 1        |
| GER4145   | Dying, Death, and Bereavement            | 1        |

**Total Unit Requirement** **75**

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).

# Computer and Information Science

Dr. Eugen Radian  
Chair  
(650) 508-3472  
eradian@ndnu.edu

Dr. John Youssefi  
Program Director  
(650) 508-3450  
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. Qualified evening students may take intensive courses to satisfy their General Education requirements. Small classes facilitate easy interaction with faculty.

## Distinctions of NDNU's Computer and Information Science Program

- Prepares students to develop and manage software projects for business careers
- Emphasis is on practical hands-on experience in project management, software systems and Web-based applications
- Courses are offered in the evening and/or on weekends
- Computer Science Advisory Council provides connections with Bay Area companies.
- Support with internships available to our students
- All students participate in comprehensive research projects with mentoring by faculty
- Small classes facilitate close student-faculty interaction
- Ideal geographic location halfway between San Jose and San Francisco

## Learning Outcomes

- Students will develop the ability to conceptually formulate and analyze problems in computing and information processing using efficient algorithms, data structures and mathematical tools to solve problems.
- Students will gain knowledge from programming, scripting languages, operating systems, networking technologies, databases and Web design programming with the purpose of mastering the field of study and engaging in lifelong learning.

- Students will become team-oriented individuals who can communicate technical knowledge with others both through oral presentations and written documentation.
- Students will gain the skills and knowledge to prepare them for fulfilling careers with a broad range within the industry or academia, technology-based entrepreneurship, postgraduate study in Computer Science or other disciplines.
- Students will engage and become complete well-rounded individuals serving the community, who will use original and critical thinking to find solutions to the real, social and ethical issues that face today and tomorrow's computer professionals.

## **Bachelor of Science: Computer and Information Science**

Based on the student's career needs, the Computer and Information Science major offers the following two tracks:

- Software Engineering
- Management Information Systems

### **Software Engineering (SE) Track**

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) Track**

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.

| <b>Major Requirements</b>       |   | <b>Units</b> |
|---------------------------------|---|--------------|
| 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            |
| CIS2341                         | Quality Assurance and Testing                 | 3            |
| CIS2885                         | Senior Project                                | 3            |
| MTH2419                         | Discrete Mathematics                          | 4            |
| <b>Total Major Requirements</b> |   | <b>39</b>    |

|   |              |
|---|--------------|
| <b>Track 1: Software Engineering</b>              | <b>Units</b> |
| MTH1320     Calculus I                            | 4            |
| MTH1321     Calculus II                           | 4            |
| MTH2522     Probability and Statistics            | 4            |
| Select two from the following courses:            | 8            |
| CIS1150    Computer Organization (4)              |              |
| CIS2211    Algorithms and Complexity (4)          |              |
| CIS2221    Programming Languages and Compiler (4) |              |
| MTH2450   Linear Algebra (4)                      |              |
| Select two from the following courses:            | 6            |
| CIS2255    Computer Graphics                      |              |
| CIS2261    Object-Oriented Design and Programming |              |
| CIS2355    Mobile Device Programming              |              |
| CIS2886    Special Topics                         |              |
| <b>Total Track Requirements</b>                   | <b>26</b>    |

|   |              |
|---|--------------|
| <b>Track 2: Management Information Systems</b>                          | <b>Units</b> |
| BUS1000     Foundations of Business                                     | 3            |
| BUS2000     Management Principles and Organizational Behavior           | 3            |
| CIS2261     Object-Oriented Design and Programming                      | 3            |
| MTH1322     Applied Calculus  | 4            |
| MTH2502     Statistics  | 3            |
| MTH2502L   Excel for Statistics   | 1            |
| Select three from the following courses:                                | 9            |
| BUS2008    Legal Environment of Business                                |              |
| BUS2032    Management Planning and Decision-Making                      |              |
| BUS2300    Marketing Principles   |              |
| BUS2372    Business to Business Advertising in a Technology Environment |              |
| BUS2600    Operations and Information Technology Systems                |              |
| BUS2608    Telecommunications Management                                |              |
| CIS2221    Programming Language and Compiler                            |              |
| CIS2255    Computer Graphics  |              |
| CIS2355    Mobile Device Programming                                    |              |
| CIS2886    Special Topics in Computer Science                           |              |
| <b>Total Track Requirements</b>   | <b>26</b>    |

Other Degree Requirements\* and General Electives 59

\*Other degree requirements include General Education Requirements and General Degree Requirements.

**Total Degree Requirements 124**

# Master of Science in Computer and Information Science

Bahram Mahbod  
Program Director  
(650) 508-3472  
bmahbod@ndnu.edu

Dr. Eugen Radian  
Chair – Mathematics & Computer Science Department  
(650) 508-3472  
eradian@ndnu.edu

The Department of Mathematics and Computer Science offers an online Master of Science in Computer and Information Science. Designing, implementing, and testing a large-scale software program requires a diverse set of skills, both technical and managerial. The online MS in Computer and Information Science from Notre Dame de Namur University (NDNU) offers an innovative, cutting-edge curriculum that provides you with the theoretical knowledge as well as the hands-on skills you need to successfully develop and lead major software projects from conception to launch.

NDNU is the only institution in the San Francisco Bay Area to offer a master's in Computer and Information Science entirely online. As a university located near Silicon Valley, the heart of the U.S. software industry and the center for high-tech innovation, we are able to take advantage of our proximity to events, developments and experts to create a valuable and compelling program for our online students, no matter where they reside.

## Distinctions of NDNU's Online Master of Science in Computer and Information Science

At NDNU, we do more than tell you how the software-creation process works—we show you. The program's comprehensive approach, which incorporates collaborative problem-solving and teamwork, simulates the way you will actually work within an organization. With intensive course work in software analysis and architecture, advanced object-oriented technology, and project management, you will build up your skills in design development, testing, and implementation and then apply them to a major project, gaining indispensable practical experience and insight.

## Learning Outcomes

The following learning outcomes are commensurate with academic rigor expectations for graduate education. Upon graduation, MSCIS students will be able to:

- Demonstrate mastering a wide variety of computer science and information literacy concepts and software engineering in connection with different phases of software design and development (Concepts and Engineering)
- Apply the software engineering concepts to define software processes for large-scale, real-world problems, including analyzing and specifying feature and performance

- requirements, creating software designs, and analyzing and estimating software process costs (Concept Application)
- Implement innovative software designs using sound development practices and state-of-the-art software engineering techniques, methods, and tools (Design)
  - Work effectively as leader/member of a development team and demonstrate understanding of the importance of negotiation, good time management, leadership, and good communication with stakeholders in a local or geographically global environment, collaborating with people of different backgrounds, cultures, and skills (Teamwork/Leadership)
  - Contribute to the community and the profession by using original and critical thinking to find solutions to real social and ethical issues, including social justice issues faced by computer professionals (Community-Based Problem Solving)
  - Develop successful and rewarding careers in the computer industry and academia (Career Development)

## Admission Information

Fully admitted students will need to meet the following requirements:

1. A four-year bachelor's degree from an accredited institution
2. A cumulative grade point average of 2.5 or better
3. Two academic and/or professional recommendations
4. Work experience is preferred.
5. A personal interview with the Program Director may be required.
6. A background or experience in data structure, object-oriented programming (e.g., Java or C++), database, and Web programming (client-side and server-side), or at the discretion of the program director based on the student's experience

## Courses and Curriculum

The curriculum for the online Master of Science in Computer and Information Science emphasizes the development, quality assurance, and testing of software systems, software development project management, and ethical issues in creating software products. It requires the successful completion of 36 credit hours, of which 24 are core courses and 12 are electives designed to further enhance the student's educational and professional development.

Before graduate course work can begin, students must have a four-year bachelor's degree from an accredited institution with at least a 2.5 grade point average.

### Major Requirements

### Units

#### Core Requirements

|         |  |   |
|---------|--|---|
| CIS4233 | Database Design, Implementation, Optimization, and Performance | 3 |
| CIS4240 | Software Analysis and Requirements                             | 3 |
| CIS4245 | Software Design and Architecture                               | 3 |
| CIS4261 | Advanced Object-oriented Technology                            | 3 |
| CIS4385 | Software Project Management                                    | 3 |

|  |  |           |
|--|--|-----------|
| CIS4388  | Professional, Ethical, and Legal Issues for Software Engineers | 3         |
| CIS4880  | Capstone Software Project I                                    | 3         |
| CIS4881  | Capstone Software Project II                                   | 3         |
| <b>Total Core Requirements</b>   |  | <b>24</b> |
| <b>Elective Courses<sup>1</sup> - Four courses from the following:</b> |  | <b>12</b> |
| CIS4210  | Computation and Optimization Algorithms <sup>2</sup>           |           |
| CIS4275  | XML Web Services and SOAP <sup>1</sup>                         |           |
| CIS4278  | Web Application Development <sup>1</sup>                       |           |
| CIS4341  | Quality Assurance and Testing <sup>1</sup>                     |           |
| CIS4350  | Client-side in Web Application Development <sup>1</sup>        |           |
| CIS4355  | Mobile Device Programming <sup>1</sup>                         |           |
| CIS4365  | Secure Software Engineering <sup>2</sup>                       |           |
| CIS4375  | Software Engineering for Cloud Computing <sup>2</sup>          |           |
| <b>Total Major Requirements</b>  |  | <b>36</b> |

## English

Dr. Marc Wolterbeek  
Chair  
(650) 508-3708  
mwolterbeek@ndnu.edu

The English Department offers a Master of Arts in English, a Bachelor of Arts in English, and a minor in English. 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.

## Learning Outcomes

Graduates of the English Program will:

- Express themselves in effective written communication, commanding basic writing skills as well as clear style and organization
- Express themselves in effective oral communication in both small-group and large-group environments

---

1. Will be offered during 2012-2014  
2. Will be offered based on student demand

- Practice critical thinking skills when making decisions from basic observational skills to more advanced analysis and synthesis
- Transfer skills learned as an English major (writing, oral communication, critical thinking, etc.) to real world experiences
- Investigate various alternatives and interpretations in practical situations through the study of various approaches to literary analysis
- Appreciate differing opinions and viewpoints through the study of diverse forms of literature
- Access knowledge and develop self-knowledge through the use of language
- Develop lifelong appreciation and practice of writing and literature
- Appreciate the power of the narrative imagination and creativity
- Connect literature to real-life experiences
- Document sources correctly
- Discriminate between legitimate and questionable sources of information, particularly information found on the Internet
- Transfer the knowledge derived from internship and practicum activities to postgraduate professional activities
- Apply basic knowledge of literature to graduate studies
- Use writing skills as a basis for further development in creative writing

## Bachelor of Arts in English

In addition to major requirements, students must meet General Education Requirements and General Degree Requirements.

| Prerequisites |                                | Units |
|---------------|--------------------------------|-------|
| ENG1030       | Freshman Composition           | 3     |
| ENG1040       | Classics of World Literature I | 3     |

|                            |          |
|----------------------------|----------|
| <b>Total Prerequisites</b> | <b>6</b> |
|----------------------------|----------|

| Major Requirements   |                                 | Units |
|--|---------------------------------|-------|
| ENG1041  | Classics of World Literature II | 3     |
| ENG2108  | Advanced Writing                | 3     |
| ENG2544  | Shakespeare                     | 3     |
| ENG2656  | Literary Theory                 | 3     |
| ENG2997  | Senior Seminar                  | 3     |
| Six units in American Literature from among the following: |                                 | 6     |

- |         |  |  |
|---------|--|--|
| ENG2200 | Survey of American Literature I                            |  |
| ENG2201 | Survey of American Literature II                           |  |
| ENG2214 | American Literary Movements: Imagism (1)                   |  |
| ENG2222 | American Literary Movements: Harlem Renaissance (CDiv) (1) |  |
| ENG2248 | Great American Writers: Hawthorne (1)                      |  |
| ENG2252 | Great American Writers: Melville (1)                       |  |
| ENG2256 | Great American Writers: Twain (1)                          |  |
| ENG2260 | Great American Writers: Hemingway (1)                      |  |
| ENG2264 | Great American Writers: Faulkner (1)                       |  |
| ENG2268 | Great American Writers: Morrison (1)                       |  |



|   |  |            |
|---|--|------------|
| ENG2270   | Great American Writers: Poe (1)                  |            |
| ENG2272   | Great American Writers: Dickinson (1)            |            |
| ENG2274   | Great American Writers: Wharton (1)              |            |
| Three units in  | British Literature from among the following:     | 3          |
| ENG2400   | British Literature: Myth, Epic, and Romance      |            |
| ENG2403   | British Literature: The Age of Elizabeth         |            |
| ENG2408   | British Literature: Enlightenment and Revolution |            |
| ENG2412   | British Literature: Modernism and Postmodernism  |            |
| Six additional elective units from among courses listed above or from the following:  |  | 6          |
| COM2440   | Writing for the Media                            |            |
| ENG2010   | Writing in the Disciplines                       |            |
| ENG2142   | Creative Writing                                 |            |
| ENG2144   | Creative Writing: Poetry                         |            |
| ENG2148   | Creative Writing: Fiction                        |            |
| ENG2152   | Creative Writing: Playwriting                    |            |
| ENG2156   | Creative Writing: Screenwriting                  |            |
| ENG2164   | Linguistics                                      |            |
| ENG2600   | Women's Literature (CDiv)                        |            |
| ENG2604   | African-American Literature (CDiv)               |            |
| ENG2608   | Asian-American Literature (CDiv) (1)             |            |
| ENG2612   | Latino Literature (CDiv) (1)                     |            |
| ENG2616   | Native American Literature (CDiv) (1)            |            |
| ENG2624   | Children's Literature                            |            |
| ENG2632   | Graphic Novels and Manga (CDiv)                  |            |
| ENG2636   | Mythology of Superheroes (CDiv)                  |            |
| ENG2642   | History of World Cinema                          |            |
| ENG2800   | Seminar in the Humanities                        |            |
| <b>Total Major Requirements</b>   |  | <b>30</b>  |
| Other Degree Requirements* and General Electives  |  | 88         |
| *Other degree requirements include General Education Requirements and General Degree Requirements (e.g., Career Development, U.S. History). |  |            |
| <b>Total Unit Requirement</b>   |  | <b>124</b> |

## Minor in English

| Minor Requirements |   | Units |
|--------------------|---|-------|
| ENG2108            | Advanced Writing                              | 3     |
| ENG2544            | Shakespeare                                   | 3     |
| Three units in     | American Literature from among the following: | 3     |
| ENG2200            | Survey of American Literature I               |       |
| ENG2201            | Survey of American Literature II              |       |
| ENG2220            | American Literary Movements: Jazz Age (1)     |       |

|   |  |           |
|---|--|-----------|
| ENG2222   | American Literary Movements: Harlem Renaissance (CDiv) (1) |           |
| ENG2224   | American Literary Movements: Beat Poets (1)                |           |
| ENG2248   | Great American Writers: Hawthorne (1)                      |           |
| ENG2252   | Great American Writers: Melville (1)                       |           |
| ENG2256   | Great American Writers: Twain (1)                          |           |
| ENG2260   | Great American Writers: Hemingway (1)                      |           |
| ENG2264   | Great American Writers: Faulkner (1)                       |           |
| ENG2268   | Great American Writers: Morrison (1)                       |           |
| ENG2270   | Great American Writers: Poe (1)                            |           |
| ENG2272   | Great American Writers: Dickinson (1)                      |           |
| ENG2274   | Great American Writers: Wharton (1)                        |           |
| Six additional elective units from among courses listed above<br>or from the following: |  | 6         |
| ENG1041   | Classics of World Literature II                            |           |
| ENG2010   | Writing in the Disciplines                                 |           |
| ENG2142   | Creative Writing   |           |
| ENG2144   | Creative Writing: Poetry                                   |           |
| ENG2148   | Creative Writing: Fiction                                  |           |
| ENG2152   | Creative Writing: Playwriting                              |           |
| ENG2156   | Creative Writing: Screenwriting                            |           |
| ENG2164   | Linguistics  |           |
| ENG2400   | British Literature: Myth, Epic, and Romance                |           |
| ENG2403   | British Literature: The Age of Elizabeth                   |           |
| ENG2408   | British Literature: Enlightenment and Revolution           |           |
| ENG2412   | British Literature: Modernism and Postmodernism            |           |
| ENG2600   | Women's Literature (CDiv)                                  |           |
| ENG2604   | African-American Literature (CDiv)                         |           |
| ENG2608   | Asian-American Literature (CDiv) (1)                       |           |
| ENG2612   | Latino Literature (CDiv) (1)                               |           |
| ENG2616   | Native American Literature (CDiv) (1)                      |           |
| ENG2624   | Children's Literature                                      |           |
| ENG2632   | Graphic Novels and Manga(CDiv)                             |           |
| ENG2636   | Mythology of Superheroes (CDiv)                            |           |
| ENG2642   | History of World Cinema                                    |           |
| ENG2656   | Literary Theory  |           |
| ENG2800   | Seminar in the Humanities                                  |           |
| ENG2886   | Special Topics (1-3)                                       |           |
| <b>Total Unit Requirement</b>   |  | <b>15</b> |

# Master of Arts in English

Jacqueline Berger  
Program Director  
(650) 508-3730  
jberger@ndnu.edu

The Master of Arts in English program offers two tracks: 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 writing-intensive undergraduate 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, completion of 15 units toward the degree, and have a grade point average of 3.0 or better before advancement to candidacy. Two core courses (6 units) and two genre courses (6 units) are required of all students enrolled in the program. These 12 units are usually taken during the first year and one half of study. The remaining 12 elective units are taken in a chosen area of either Literature or Creative Writing. Students work one-on-one with a mentor to complete a Research or Creative Writing Project for their final 6 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 linguistics, literature, theory, composition, creative writing, and teaching apprenticeship or assistantship courses.

## Prerequisites

Two writing-intensive courses and a bachelor's degree from an accredited institution.

**Core Courses**

|  |   |    |
|--|---|----|
| ENG4000                                    | Seminar in Literature                           | 3  |
| ENG4005                                    | Language: Theory and Practice                   | 3  |
| Two Genre courses from the following:      |   | 6  |
| ENG4016                                    | Narrative                                       |    |
| ENG4024                                    | Lyric   |    |
| ENG4028                                    | Drama   |    |
| Four elective courses from the following*: |   | 12 |
| ENG4032                                    | Period Course                                   |    |
| ENG4048                                    | Creative Writing                                |    |
| ENG4800                                    | Seminar in Humanities                           |    |
| ENG4886                                    | Special Topics                                  |    |
| ENG4894                                    | Teaching Apprenticeship                         |    |
| ENG4994                                    | Community-Based Pedagogy/Teaching Assistantship |    |
| ENG4884                                    | Thesis: Directed Research**                     | 3  |
| ENG4997                                    | Thesis: Directed Writing**                      | 3  |

\*Any upper-division literature or creative writing course may be used to meet an elective requirement, and creative writing courses may be taken more than once for elective credit. Upper-division courses in related fields may also be used to meet this requirement with the approval of the Program Director.

\*\*Actual course work will focus on the individual student's desired track – literature or creative writing.

**Total Core Requirements** **30**

**Admission Requirements**

1. A bachelor's degree in any field from an accredited four-year college or university
2. A cumulative grade point average of 2.5 or better
3. Two academic and/or professional letters of recommendation
4. Completion of at least two writing-intensive undergraduate courses
5. Representative writing sample of 500 to 1,000 words in length

For further information, contact the Master of Arts in English Office at (650) 508-3730.

# English for International Students

Ann Fathman  
Chair  
(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 successfully complete academic studies at NDNU. 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 or IELTS scores, and Notre Dame de Namur University ESL Placement Test scores. These classes may be taken with other selected academic classes.

Courses in English for International Students do not satisfy General Education requirements, but this course work, to a maximum of 6 units, may be applied toward a degree as elective credit.

## History

Dr. Stephen Cole  
Chair  
(650) 508-3548  
scole@ndnu.edu

The Department of History and Political Science offers a Bachelor of Arts degree in History and a minor in History. This course of study 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.

## Learning Outcomes

Upon completion of their studies in the History program, students will be able to:

1. demonstrate knowledge of the political, economic, social, religious, intellectual, and artistic experiences of peoples around the world over time; recognize the influence of global forces and identify their connections to local and national developments
2. understand how decisions made in the past continue to shape society and political discourse

3. demonstrate familiarity with the historical literature and with conflicting interpretations of the past – historiography
  4. weigh and interpret evidence and present a sustained argument supported by historical evidence; use the tools of social science research – statistical and qualitative – in formulating a research topic, collecting and analyzing evidence, and presenting results
  5. demonstrate the ability to effectively communicate historical knowledge and reasoning orally and in writing
- \*Learning Outcomes updated 12/2/13

## \*\*\*\*Bachelor of Arts in History

In addition to major requirements, students must meet General Education 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     |
| *****Total Prerequisites  | 12    |
| *****Major Requirements   | Units |
| United States History – 6 units chosen from the following:                                      | 6     |
| HST2300    American History, 1607 – 1877  |       |
| HST2310    American History, 1877 – Present   |       |
| HST2320    Modern America, 1932 – Present   |       |
| HST2330    History and Politics of the Civil Rights Movement<br>in the United States (CDiv)     |       |
| HST2340    America's Ethnic History (CDiv)  |       |
| PSC2320    The Constitution   |       |
| European History – 6 units chosen from the following:   | 6     |
| HST2200    History, Culture, and Language of France I (CL)                                      |       |
| HST2210    History, Culture, and Language of France II (CL)                                     |       |
| HST2220    Nazi Germany   |       |
| HST2230    Europe since World War II  |       |
| HST2410    Modern Times   |       |
| Area Studies (Latin America, Asia, Africa, Middle East) – 6<br>units chosen from the following: | 6     |
| PSC2130    Latin American Area Studies (CDiv)   |       |
| PSC2140    African Area Studies (CDiv)  |       |
| PSC2150    Asian Area Studies (CDiv)  |       |
| PSC2160    Middle East Area Studies (CDiv)  |       |

|   |   |            |
|---|---|------------|
| PSC2400   | Methods and Methodology                             | 3          |
| PSC2400L  | Statistical Software in Behavioral Science Research | 1          |
| HST2880   | Capstone  | 4          |
| Upper-division History Electives  |   | 6          |
| <b>Total Major Requirements</b>   |   | <b>32</b>  |
| Other Degree Requirements* and General Electives  |   | 80         |
| *Other degree requirements include General Education Requirements and General Degree Requirements (e.g., U.S. History). |   |            |
| <b>Total Unit Requirement</b>   |   | <b>124</b> |

Note: 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 in History

| Required Courses  |   | Units     |
|---|---|-----------|
| 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         |
| <b>Total Unit Requirement</b>                                 |   | <b>21</b> |

## Interdisciplinary Courses

Within the undergraduate General Education, 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 General Education 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 General Education, students develop competencies in writing, oral communication, computer skills, quantitative analysis, and critical thinking. See the Course Descriptions section for a listing of Interdisciplinary (IDS) courses.

# Mathematics and Statistics

Dr. Eugen Radian  
Chair, Mathematics and Computer Science  
(650) 508-3472  
eradian@ndnu.edu

The Department of Mathematics and Computer Science offers courses satisfying the General Education 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 General Education 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 Placements and Diagnostic Tests for further information.

## Learning Outcomes

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

## Minor in Mathematics

| Required Courses                            |  | Units        |
|---|--|--------------|
| MTH1320                                     | Calculus I                                     | 4            |
| MTH1321                                     | Calculus II                                    | 4            |
| MTH1330                                     | Calculus III                                   | 4            |
| Plus two courses chosen from the following: |  | 7-8          |
| CIS2255                                     | Computer Graphics                              |              |
| MTH2419                                     | Discrete Mathematics (4)                       |              |
| MTH2450                                     | Linear Algebra (4)                             |              |
| MTH2485                                     | Research/Project in Mathematics/Statistics (4) |              |
| MTH2522                                     | Probability and Statistics (4)                 |              |
| <b>Total Unit Requirement</b>               |  | <b>19-20</b> |



All programs must be approved by the Department Chair.

## **Fulfilling the General Education Mathematics Requirement**

Mathematics (3 units): Each course that fulfills this requirement is identified as such in the course description.

All courses that fulfill the requirement assume at least mathematics placement at Level 1 (see Mathematics Placement Test).

## **Modern Languages and Cultures**

Helene Laroche-Davis

Chair

(650) 508-3558

hdavis@ndnu.edu

The Department of Modern Languages and Cultures offers minors in French Studies and Spanish Studies 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 in international business, education, diplomacy, travel, and translation.

## **Learning Outcomes**

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:

- Demonstrate a critical understanding of foreign cultures, including foreign languages, societies, art, religion, history, and politics
- Develop improved communication skills in a language other than English and acquire proficiency in the target language
- Understand and respect differences in diverse societies and critically evaluate their personal responsibility and role in working toward a just society
- Apply information technology skills to research languages and cultures, preparing for professions in a high-tech, global world
- Understand the personal and professional value of international travel and internships

Please see the Common Core section of the General Education 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. Students minoring in French Studies or Spanish Studies 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. Financial aid is usually available.

## 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.

Note: BS students may not use the same course work to satisfy both the Culture and Language and the Cultural Diversity General Education Requirements.

## Minor in 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 Requirement

Complete 12 units chosen from the following:

- CUL2100 Introduction to French Literature in Film (1-3)
- CUL2108 French Cinema, Culture, and Language
- CUL2124 Modern France: Culture and Language
- CUL2135 Business Culture of France vs. USA (1-3)
- CUL2140 Business French II (CDiv) (1-3)
- CUL2400 African Cinema, Culture, and Language
- FRE2100 Advanced Conversation I (1-3)
- FRE2108 Advanced Conversation II (1- 3)
- FRE2116 Pronunciation in Cultural Context (1-3)
- FRE2124 French Society in Texts and Films
- FRE2126 French Culture and Gastronomy
- FRE2132 French Today (1-3)
- FRE2134 Introduction to French Civilization (1-3)
- FRE2140 Women in French Literature (CDiv)
- FRE2886 Special Topics (1-3)

### Units

12

FRE2994 Teaching Assistant (1-3)  
HST2200 History, Culture, and Language of France I  
HST2210 History, Culture, and Language of France II

**Total Unit Requirement**

**12**

## Minor in Spanish Studies

The Minor in Spanish Studies emphasizes building skills and fluency in the Spanish language, especially for career purposes.

**Minor Requirements**

**Units**

Complete 12 upper-division units from the following,  
of which at least 6 units must be taught in Spanish:

**12**

CUL2232 Latino/Hispanic Experience in the USA (CDiv)  
CUL2240 Mexican American Literature, Language, and Film (CDiv)  
CUL2248 Culture and Language of Latin America through Film  
CUL2250 Literature of Latin America  
CUL2500 Service Learning: Spanish Community Service Project (CDiv) (1-3)  
SPA2100 Advanced Spanish: Composition and Grammar Review  
SPA2106 Spanish Conversation through Theatre  
SPA2108 La herencia cultural de latinoamérica  
SPA2124 Spanish for a Bilingual World: Community Service and Business  
SPA2125 Spanish for Professionals  
SPA2134 “Reel” Latin America: A Continent through Film  
SPA2135 Introducción a la literatura latinoamericana  
SPA2136 Literature and Film of the Spanish-Speaking World (CDiv)

**Total Unit Requirement**

**12**

## Music and Vocal Arts

Debra Lambert  
Chair  
650-508-3694  
dlambert@ndnu.edu

The Music and Vocal Arts performance programs provide qualified students with exceptional opportunities for development of the skills necessary for the complete performer on the opera, musical theatre, and concert stage. The individualized performance curriculum culminates in the Bachelor of Fine Arts in Musical Performance, Master of Fine Arts in Musical Performance, or Performance Certificate, encompassing tracks in advisement in Vocal, Instrumental or Musical Theatre performance, Collaborative Piano, Music Management or Pedagogy.

Each area of study requires an audition before acceptance into the major in addition to the University's standard application and acceptance process. Majors and minors will also be tested for placement in Music Theory, Musicianship, and Keyboard Skills at entrance to the program. Music and Vocal Arts courses are open to all students of the University through audition and approval of the Department Chair. Prospective students should contact the Music and Vocal Arts Department for audition requirements.

The Department provides comprehensive training in the integrated skills necessary for performance, preparing students for the competitive demands of a professional career in the chosen field. Each student works closely with an individual advisor to identify and develop the specific program of study best suited to his/her abilities, experience and career aspirations.

Partnerships with professional opera and musical theatre companies provide apprenticeship and performing opportunities for qualified students as performers, coach-accompanists, and performance staff in a professional environment. The intensive summer Music Theatre Conservatory offers students a six-week course of study in performance and audition skills in the company of other participants accepted by audition from across the country. Music and Vocal Arts students can participate in the summer MTC with or without academic credit.

Transfer students' existing credits and levels of experience will be evaluated relative to Music and Vocal Arts requirements at entry to the University, and each student's program will be adapted accordingly by the faculty advisor.

Students at all levels in all Music and Vocal Arts programs are expected to participate in at least one Music and Vocal Arts performance ensemble each semester. Students are advised into these Music and Vocal Arts performance ensembles in accordance with the chosen tracks and the advisor's evaluation of the student's need for skill development.

## **Bachelor of Fine Arts in Musical Performance**

BFA in Musical Performance students must meet NDNU General Education and General Degree Requirements in addition to fulfilling the specific course work in the intended track in consultation with a faculty advisor. Students are advised into their elective units through participation in applied performance workshops specific to the particular tracks. Tracks may include vocal, musical theatre, collaborative piano, music management or instrumental performance. Students will attend a specified number of concerts, recitals and performances each semester. Undergraduates in all areas of specialization are required to fulfill at least one Music Management Internship during their residency.

The BFA in Musical Performance major comprises 76 units. Thirty-two units must be upper-division with a minimum of 16 upper-division units from nonapplied music curriculum.

## Learning Outcomes

BFA in Musical Performance graduates will demonstrate competence in:

- The ability to learn, rehearse, perform, and communicate assigned solo and ensemble repertoire in an opera, musical theatre, concert, or audition environment, according to the chosen track
- The multiple applied skill sets required for opera, musical theatre, instrumental, collaborative piano performance and/or music management
- Understanding of historical/cultural context and ability to analyze forms and structures of performance works
- Understanding of traditional keyboard and music theory concepts and ability to sight-read accurately, to learn and memorize quickly and to bring assigned repertoire to performance readiness
- Understanding of professional expectations, performance realities and audition/interview processes

## Program Requirements for BFA in Musical Performance

### Major Requirements

### Units

Applied Performance – 30 units

Fourteen units of major instrument and/or vocal coaching, 14  
determined by advisement\* and track from among the following:

- MUS1600/2600 Instruction: Voice (1-4)
- MUS1605/2605 Instruction: Piano (1-4)
- MUS1607/2607 Instruction: Collaborative Piano (1-4)
- MUS1610/2610 Instruction: Instrument (1-4)
- MUS1615/2615 Vocal Coaching (0.5-1)

A minimum of 2 units from this area must be upper-division and taken in residence.

Eight units of performance and repertoire courses, determined 8  
by advisement\* and track from among the following:

- MUS1000/2000 Piano/Instrumental Performance and Repertoire (1)
- MUS1005/2005 Vocal Performance and Repertoire (1)

A minimum of 2 units from this area must be upper-division and taken in residence.

Eight units of performance ensembles/workshop, determined 8  
by advisement\* and track from among the following:

- MUS1050/2050 Opera Workshop (1)
- MUS1063/2063 Chanteurs Concert Choir (1)
- MUS1065/2065 Camerata Chamber Ensemble (1)
- MUS1070/2070 Orchestra (1)
- MUS1120/2120 Musical Theatre Workshop (1)
- MUS1730/2730 Ensemble (1)
- MUS2985 Musical Theatre Project (1)

A minimum of 2 units from this area must be upper-division and taken in residence.

|                                |                                   |
|--------------------------------|-----------------------------------|
| <u>Musicianship</u> – 11 units | 11                                |
| MUS1150/2150                   | Computer Applications             |
| MUS1200                        | Music Theory 1                    |
| MUS1201                        | Musicianship (2)                  |
| MUS1205                        | Music Theory 2                    |
| MUS1210                        | Music Theory 3                    |
| MUS1215                        | Music Theory 4                    |
| MUS1614/2614                   | Instruction in Music Theory (1-4) |
| MUS2201                        | Advanced Musicianship (2)         |

|  |                                      |
|--|--------------------------------------|
| <u>Performance History</u> – 16 units* | 16                                   |
| MUS2225W                               | History of Musical Performance 1 (4) |
| MUS2230W                               | History of Musical Performance 2 (4) |
| MUS2235W                               | History of Musical Performance 3 (4) |
| MUS2240W                               | History of Musical Performance 4 (4) |

\*Each History of Musical Performance course fulfills 1 unit of the Upper-Division Writing requirement when taken in residence. All four courses together satisfy the upper-division minimum for nonapplied course work in the major. Students who satisfy performance history content with transfer course work will be required to take up to 16 additional units of upper-division, nonapplied music course work and as many as 3 additional units of upper-division writing to fulfill these requirements.

|  |                             |
|--|-----------------------------|
| <u>Music Management Internship</u> – 3 units | 3                           |
| MUS1890/2890                                 | Music Management Internship |

Electives in the Major – 15 units of courses related to track and determined by advisement\*

Capstone Course – One course determined by advisement\* and track from among the following:

|         |                               |
|---------|-------------------------------|
| MUS2705 | Recital (1)                   |
| MUS2986 | Musical Theatre Final Project |

Must be taken in residence. The student's readiness to perform the final recital or project is at the discretion of the Instructor in the major instrument.

\* For requirements determined by advisement, the advisor will submit the completed program plan, approved by the Department Chair, to the Registrar's Office.

|   |           |
|---|-----------|
| <b>Total Major Units</b>  | <b>76</b> |
| Other Degree Requirements* and General Electives  | 48        |
| *Other degree requirements include General Education Requirements and General Degree Requirements (e.g., Career Development, U.S. History). |           |

|                               |            |
|-------------------------------|------------|
| <b>Total Unit Requirement</b> | <b>124</b> |
|-------------------------------|------------|

## Program Requirements for BFA in Musical Performance with a Music Management Track

### Requirements

### Units

Twelve of the 15 units of electives in the major will be taken within the School of Business and Management. Musical Performance students will be advised into the electives in their major, depending on their particular track.

|   |   |
|---|---|
| Six units of Foundational courses will include:           | 6 |
| BUS1000 Foundations of Business                           |   |
| BUS1108 Microeconomics                                    |   |
| Six units of Business courses can be chosen from:*        | 6 |
| BUS2000 Management Principles and Organizational Behavior |   |
| BUS2208 Legal Environment of Business                     |   |
| BUS2216 Business Analysis Using Spreadsheets              |   |
| BUS2300 Marketing Principles                              |   |
| Three units of Electives                                  | 3 |

\*Upper-division Business course work does not contribute to the 16-unit, upper-division minimum for nonapplied course work in the major.

Both Musical Performance and Business and Management currently require internships of their students. Music Management students will be able to register for internships from both programs for a total of 6 units of internships.

## Program Requirements for Minor in Musical Performance

### Minor Requirements

### Units

#### Applied Performance – 12 units

|  |   |
|--|---|
| Four units of major instrument and/or vocal coaching,<br>determined by advisement* and track from among the following: | 4 |
| MUS1600/2600 Instruction: Voice (1-4)  |   |
| MUS1605/2605 Instruction: Piano (1-4)  |   |
| MUS1607/2607 Instruction: Collaborative Piano (1-4)  |   |
| MUS1610/2610 Instruction: Instrument (1-4)   |   |
| MUS1615/2615 Vocal Coaching (0.5-1)  |   |

A minimum of 2 units from this area must be upper-division and taken in residence.

|   |   |
|---|---|
| Two units of performance and repertoire and/or ensemble courses,<br>determined by advisement* and track from among the following: | 2 |
| MUS1000/2000 Piano/Instrumental Performance and Repertoire (1)  |   |
| MUS1005/2005 Vocal Performance and Repertoire (1)   |   |

|              |                               |
|--------------|-------------------------------|
| MUS1050/2050 | Opera Workshop (1)            |
| MUS1063/2063 | Chanteurs Concert Choir (1)   |
| MUS1065/2065 | Camerata Chamber Ensemble (1) |
| MUS1070/2070 | Orchestra (1)                 |
| MUS1120/2120 | Musical Theatre Workshop (1)  |
| MUS1730/2730 | Ensemble (1)                  |
| MUS2985      | Musical Theatre Project (1)   |

Six units of Music Theory and Musicianship courses, determined by advisement\* and track from among the following:

6

|              |                                   |
|--------------|-----------------------------------|
| MUS1150/2150 | Computer Applications             |
| MUS1200      | Music Theory 1                    |
| MUS1201      | Musicianship (2)                  |
| MUS1205      | Music Theory 2                    |
| MUS1210      | Music Theory 3                    |
| MUS1215      | Music Theory 4                    |
| MUS1614/2614 | Instruction in Music Theory (1-4) |
| MUS2201      | Advanced Musicianship (2)         |

Performance History – 8 units\*

8

|          |                                      |
|----------|--------------------------------------|
| MUS2225W | History of Musical Performance 1 (4) |
| MUS2230W | History of Musical Performance 2 (4) |
| MUS2235W | History of Musical Performance 3 (4) |
| MUS2240W | History of Musical Performance 4 (4) |

\*Each History of Musical Performance course fulfills 1 unit of the Upper-Division Writing requirement when taken in residence. Students who satisfy performance history course content with transfer work will be required to take up to 8 additional units of upper-division, nonapplied music course work and as many as 2 additional units of upper-division writing to fulfill these requirements.

**Total Minor Units**

**20**

## **Master of Fine Arts in Musical Performance**

MFA in Musical Performance students are admitted to the program through audition and interview in addition to the University's standard application and acceptance process. An undergraduate degree in the major is not required, but competencies and knowledge in all prerequisite areas are determined through audition, interview, and placement evaluation in Music Theory, Musicianship, and Keyboard Skills at entrance to the program. Students admitted to the program whose proficiencies in any area are found below acceptable standard take remedial courses at the undergraduate level in addition to the 48 units of MFA study until these proficiencies are met.

The MFA in Musical Performance major comprises 48 units, including a 34-unit common core for all tracks and 14 units of elective courses.



Students are advised into elective courses and applied performance workshops specific to the particular tracks. Tracks may include vocal, musical theatre, instrumental, or collaborative piano performance or pedagogy. In addition to the above course requirements, each master's degree candidate will successfully complete a written examination tailored by the faculty to that student's particular track.

## Learning Outcomes

MFA in Musical Performance graduates will demonstrate professional-level ability in:

- Selection, performance, and interpretation of appropriate solo repertoire according to the chosen track
- Collaboration with others in rehearsal and performance of ensemble repertoire in an opera, musical theatre, or concert environment
- The multiple applied skill sets required for musical theatre, opera, instrumental and/or collaborative piano performance
- Understanding of musical performance history and theoretical analysis to support programming, rehearsal, and performance
- Understanding of industry standard expectations and tools and techniques for professional career development

## Program Requirements for MFA in Musical Performance

### Major Requirements

### Units

Applied Performance – 16 units

Eight units of major instrument and/or vocal coaching, determined by advisement\* and track from among the following:

8

|         |  |
|---------|--|
| MUS4600 | Instruction: Voice (1-4)               |
| MUS4605 | Instruction: Piano (1-4)               |
| MUS4607 | Instruction: Collaborative Piano (1-4) |
| MUS4610 | Instruction: Instrument (1-4)          |
| MUS4615 | Vocal Coaching (1)                     |

Four units of performance ensembles/workshop, determined by advisement\* and track from among the following:

4

|         |  |
|---------|--|
| MUS4050 | Opera Workshop (1)                     |
| MUS4063 | Chanteurs Concert Choir (1)            |
| MUS4065 | Camerata Chamber Ensemble (1)          |
| MUS4070 | Orchestra (1)                          |
| MUS4120 | Musical Theatre Workshop (1)           |
| MUS4730 | Ensemble (1)                           |
| MUS4985 | Graduate Musical Theatre Project (1-3) |

Four units of performance and repertoire courses, determined by advisement\* and track from among the following: 4

|         |   |
|---------|---|
| MUS4000 | Piano/Instrumental Performance and Repertoire (1) |
| MUS4005 | Vocal Performance and Repertoire (1)              |

History, Pedagogy, Graduate Seminar – 12 units determined by advisement\* and track from among the following: 12

|         |                                   |
|---------|-----------------------------------|
| MUS4305 | History of Opera/Musical Theatre  |
| MUS4310 | History of Vocal Literature       |
| MUS4400 | Piano Pedagogy 1                  |
| MUS4402 | Piano Pedagogy 2                  |
| MUS4405 | Vocal Pedagogy 1                  |
| MUS4407 | Vocal Pedagogy 2                  |
| MUS4550 | Graduate Seminar 1                |
| MUS4555 | Graduate Seminar 2                |
| MUS4614 | Instruction in Music Theory (1-4) |

Music Management Internship – 3 units 3

|         |                             |
|---------|-----------------------------|
| MUS4890 | Music Management Internship |
|---------|-----------------------------|

Electives in the Major – 15 units of courses related to track as determined by advisement\*

Capstone Course – 2 units determined by advisement\* and track from among the following:

|         |                              |
|---------|------------------------------|
| MUS4700 | Graduate Lecture Recital (1) |
| MUS4705 | Graduate Recital (1)         |
| MUS4885 | Graduate Final Project       |

The student's readiness to perform the final recital or project is at the discretion of the Instructor in the major instrument.

\* For requirements determined by advisement, the advisor will submit the completed program plan, approved by the Department Chair, to the Registrar's Office.

**Total Unit Requirement 48**

## Performance Certificate

The Performance Certificate is a graduate-level program intended for young artists who have fulfilled their undergraduate and/or graduate degree requirements and are seeking performance experience as they make the transition from student to professional. Candidates are admitted to the program through audition in addition to the University's standard application and acceptance process. An undergraduate degree in the track is not required, but competencies and supporting knowledge in all prerequisite areas are determined through audition and placement evaluation at entrance to the program. Students admitted to the program whose proficiencies in any area are found below preprofessional standard take

remedial courses at the appropriate level in addition to the 24 units of Certificate study until these proficiencies are met.

The Performance Certificate comprises 24 units, including a 16-unit common core for all tracks. Students are advised into the elective courses and applied performance workshops specific to the particular tracks. Tracks may include vocal, musical theatre, instrumental, or collaborative piano performance.

## Learning Outcomes

Performance Certificate graduates will demonstrate professional-level ability in:

- Performance and interpretation of appropriate solo repertoire according to the chosen track
- Collaboration with others in rehearsal and performance of ensemble repertoire in an opera, musical theatre, or concert environment
- Multiple applied skill sets required for musical theatre, opera, instrumental, and/or collaborative piano performance
- Understanding of industry standard expectations and tools and techniques for professional career development

## Program Requirements for Performance Certificate

### Major Requirements

### Units

#### Applied Performance – 14 units

Six units of major instrument and/or vocal coaching, determined by advisement\* and track from among the following:

6

|         |  |
|---------|--|
| MUS6600 | Instruction: Voice (1-4)               |
| MUS6605 | Instruction: Piano (1-4)               |
| MUS6607 | Instruction: Collaborative Piano (1-4) |
| MUS6610 | Instruction: Instrument (1-4)          |
| MUS6615 | Vocal Coaching (1)                     |

Eight units of performance and repertoire, ensembles, and workshops, determined by advisement\* and track from among the following:

8

|         |   |
|---------|---|
| MUS6000 | Piano/Instrumental Performance and Repertoire (1) |
| MUS6005 | Vocal Performance and Repertoire (1)              |
| MUS6050 | Opera Workshop (1)                                |
| MUS6063 | Chanteurs Concert Choir (1)                       |
| MUS6065 | Camerata Chamber Ensemble (1)                     |
| MUS6070 | Orchestra (1)                                     |
| MUS6120 | Musical Theatre Workshop (1)                      |
| MUS6730 | Ensemble (1)                                      |
| MUS6985 | Graduate Musical Theatre Project (1-3)            |

Electives in the Major – 8 units of courses related to track determined by advisement.\*

Capstone Course – 2 units determined by advisement\* and track from among the following:

MUS6700 Graduate Lecture Recital (1)

MUS6705 Graduate Recital (1)

MUS6885 Graduate Final Project (1)

The student's readiness to perform the final recital or project is at the discretion of the Instructor in the major instrument.

\* For requirements determined by advisement, the advisor will submit the completed program plan, approved by the Department Chair, to the Registrar's Office.

**Total Unit Requirement**

**24**

# Natural Sciences

Dr. Isabelle G. Haithcox  
Chair  
(650) 508-3496  
ihaithcox@ndnu.edu

The Natural Sciences Department offers Bachelor of Science degrees in Biochemistry, Biology and Kinesiology; a Pre-Nursing Program in partnership with Samuel Merritt University in Oakland, CA; and minors in Biology, Biochemistry and Chemistry as well as an interdisciplinary minor in Environmental Justice. A Postbaccalaureate Premedical Certificate is also offered.

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 of Natural Sciences offers courses satisfying the General Education Requirements in Natural Sciences, required courses for various majors, courses that satisfy the Cultural Diversity Requirements, and elective courses. For a complete listing of all Natural Science courses, please check the following pages:

- Biochemistry
- Biology
- Kinesiology
- Natural Sciences
- Physics

## Bachelor of Science in Biochemistry

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, pharmacological, or other biomedical areas of specialization. Premedical, pre-dental and pre-pharmacy students will also find that the Biochemistry major provides a good preparation for those professional schools.

## Learning Outcomes

At the completion of a Bachelor of Science degree in Biochemistry, a graduate will have:

- Developed the ability to communicate effectively through oral and written formats
- Acquired an appreciation of the impact of science on society
- Identified, explored, and developed a career and continuing education plan
- Developed critical thinking skills and laboratory techniques so as to be capable of designing, carrying out and interpreting scientific experiments
- Developed a thorough understanding of the function of biological molecules through the study of their molecular structure
- Developed a thorough understanding of the chemical and regulatory interrelationship between major cellular synthetic and catabolic pathways

## Degree Requirements

In addition to major requirements, students must meet General Education requirements and General Degree requirements.

| <b>Prerequisites</b> |  | <b>Units</b> |
|----------------------|--|--------------|
| BIO1101/1101L        | General Biology I with Lab (3/1)         | 4            |
| BIO1103/1103L        | General Biology II with Lab (3/1)        | 4            |
| CHE1202/1202L        | General Chemistry I with Lab (3/1)       | 4            |
| CHE1204/1204L        | General Chemistry II with Lab (3/1)      | 4            |
| MTH1320              | Calculus I                               | 4            |
| MTH1321              | Calculus II (recommended) (4)            |              |
| MTH2502              | Statistics                               | 3            |
| PHY1304/1304L        | Physics for Scientists I with Lab (3/1)  | 4            |
| PHY1306/1306L        | Physics for Scientists II with Lab (3/1) | 4            |

**Total Prerequisites** **31**

| <b>Major Requirements</b>  |  | <b>Units</b> |
|--|--|--------------|
| BIO2252/2252L  | Cellular and Molecular Biology with Lab (3/1)                | 4            |
| BIO2275/2275L  | General Microbiology with Lab (3/2)                          | 5            |
| CHE2203/2203L  | Organic Chemistry I with Lab (3/1)                           | 4            |
| CHE2205/2205L  | Organic Chemistry II with Lab (3/1)                          | 4            |
| CHE2210/2210L  | Chemical Analysis<br>and Instrumental Methods with Lab (3/2) | 5            |
| CHE2370/2370L  | Biochemistry I with Lab (3/1)                                | 4            |
| CHE2375/2375L  | Biochemistry II with Lab (3/1)                               | 4            |
| CHE2884  | Research**   | 3            |
| Upper-division elective in Biology, Chemistry,<br>or Physics approved by the advisor |  | 4            |

**Total Major Requirements** **37**

**Additional course work strongly recommended for students planning graduate study:**

|                             |   |  |
|-----------------------------|---|--|
| MTH1321                     | Calculus II (4)                                     |  |
| MTH1330                     | Calculus III (4)                                    |  |
| CHE2312/2312L               | Physical Chemistry for Life Sciences with Lab (3/1) |  |
| Courses in Computer Science |   |  |

Other Degree Requirements\* and General Electives **56**

\*Other degree requirements include General Education Requirements and General Degree Requirements (e.g., U.S. History).

**Total Unit Requirement** **124**

\*\*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 in Biochemistry

| Required Courses                                  | Units     |
|---|-----------|
| BIO1101/1101L General Biology I with Lab (3/1)    | 4         |
| BIO1103/1103L General Biology II with Lab (3/1)   | 4         |
| CHE1202/1202L General Chemistry I with Lab (3/1)  | 4         |
| CHE1204/1204L General Chemistry II with Lab (3/1) | 4         |
| CHE2203/2203L Organic Chemistry I with Lab (3/1)  | 4         |
| CHE2205/2205L Organic Chemistry II with Lab (3/1) | 4         |
| CHE2370/2370L Biochemistry I with Lab (3/1)       | 4         |
| CHE2375/2375L Biochemistry II with Lab (3/1)      | 4         |
| <b>Total Unit Requirement</b>                     | <b>32</b> |

## Minor in Chemistry

| Required Courses   | Units        |
|--|--------------|
| CHE1202/1202L General Chemistry I with Lab (3/1)   | 4            |
| CHE1204/1204L General Chemistry II with Lab (3/1)  | 4            |
| CHE2203/2203L Organic Chemistry I with Lab (3/1)   | 4            |
| CHE2205/2205L Organic Chemistry II with Lab (3/1)  | 4            |
| Four to 5 upper-division units in Chemistry from the following with the approval of the Program Advisor: | 4-5          |
| CHE2210/2210L Chemical Analysis and Instrumental Methods with Lab (3/2)                                  |              |
| CHE2312/2312L Physical Chemistry for Life Sciences with Lab (3/1)  |              |
| CHE2886 Special Topics (3-4)   |              |
| <b>Total Unit Requirement</b>  | <b>20–21</b> |

## Bachelor of Science in Biology

The Biology 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, Organismal Biology, Forensic Science, and Environmental Science.

## Learning Outcomes

At the completion of a Bachelor of Science degree in Biology, a graduate will have:

- Developed the ability to communicate effectively through oral and written formats
- Acquired an appreciation of the impact of science on society
- Identified, explored, and developed a career and continuing education plan
- Developed critical thinking skills and laboratory techniques so as to be capable of designing, carrying out, and interpreting scientific experiments
- Developed a thorough understanding of and been able to describe the relationship between structure and function at the molecular, cellular, and organismal level

## Degree Requirements

In addition to major requirements, students must meet General Education requirements and General Degree requirements. Students anticipating graduate study should consult the individual schools to which they intend to apply for specific undergraduate course requirements.

| Prerequisites  |  | Units |
|--|--|-------|
| BIO1101/1101L  | General Biology I with Lab (3/1)         | 4     |
| BIO1103/1103L  | General Biology II with Lab (3/1)        | 4     |
| CHE1202/1202L  | General Chemistry I with Lab (3/1)       | 4     |
| CHE1204/1204L  | General Chemistry II with Lab (3/1)      | 4     |
| CHE2203/2203L  | Organic Chemistry I with Lab (3/1)       | 4     |
| CHE2205/2205L  | Organic Chemistry II with Lab (3/1)      | 4     |
| MTH1216  | Precalculus with Trigonometry            | 4     |
| One Mathematics course from the following:   |  | 3–4   |
| MTH1320  | Calculus I (4)**                         |       |
| MTH1322  | Applied Calculus (4)                     |       |
| MTH2502  | Statistics                               |       |
| Two semesters of College Physics or two semesters of Physics for Scientists with Labs: |  | 8     |
| PHY1203/1203L  | College Physics I with Lab (4)           |       |
| PHY1205/1205L  | College Physics II with Lab (4)          |       |
| PHY1304/1304L  | Physics for Scientists I with Lab** (4)  |       |
| PHY1306/1306L  | Physics for Scientists II with Lab** (4) |       |

\*\*Highly recommended for future medical, dental, veterinary medicine, or graduate students.

|                            |              |
|----------------------------|--------------|
| <b>Total Prerequisites</b> | <b>39-40</b> |
|----------------------------|--------------|

| Major Requirements                     |                                      | Units |
|--|--------------------------------------|-------|
| BIO2200/2200L                          | Developmental Biology with Lab (3/1) | 4     |
| BIO2210/2210L                          | Human Physiology with Lab (3/2)      | 5     |
| BIO2215/2215L                          | Genetics with Lab (3/1)              | 4     |
| BIO2275/2275L                          | General Microbiology with Lab (3/2)  | 5     |
| One course and Lab from the following: |                                      | 4     |
| BIO2277/2277L                          | Immunology with Lab (3/1)            |       |
| CHE2370/2370L                          | Biochemistry I with Lab (3/1)        |       |



|   |           |
|---|-----------|
| Upper-division electives in Biology, approved by the advisor***   | 8         |
| <b>Total Major Requirements</b>   | <b>30</b> |
| Other Degree Requirements* and General Electives  | 57        |
| *Other degree requirements include General Education Requirements and General Degree Requirements (e.g., U.S. History). |           |

|                               |            |
|-------------------------------|------------|
| <b>Total Unit Requirement</b> | <b>124</b> |
|-------------------------------|------------|

### Biology Elective Courses

|               |  |
|---------------|--|
| 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)                             |
| BIO2205/2205L | Human Anatomy (3/1)                                  |
| BIO2252/2252L | Cellular and Molecular Biology (3/1)                 |
| BIO2354       | Molecular Biology for Computer Scientists            |
| BIO2465       | Natural Sciences Seminar (1)                         |
| 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                            |
| PHY2000/2000L | Science in Action (CE) (3/1)                         |

### Minor in Biology

| Required Courses  | Units                               |
|---|-------------------------------------|
| BIO1101/1101L   | General Biology I with Lab (3/1)    |
| BIO1103/1103L   | General Biology II with Lab (3/1)   |
| One of the following Chemistry options:                       | 3-8                                 |
| CHE1101   | Introductory Chemistry              |
| One year of General Chemistry with Labs                       |                                     |
| CHE1202/1202L   | General Chemistry I with Lab (3/1)  |
| CHE1204/1204L   | General Chemistry II with Lab (3/1) |
| Upper-division units in Biology, approved by Department Chair | 12                                  |
| <b>Total Unit Requirement</b>                                 | <b>31</b>                           |

## Minor in Environmental Justice

The Department of Natural Science offers a minor in Environmental Justice. Environmental Justice is concerned with the process through which inequalities arise from social, political, and environmental decision-making, actions, and policies. At the local, regional, national and international levels, environmental justice is interested in the mechanisms that give rise to class, gender and racial disparities.

This interdisciplinary minor integrates community-based learning, laboratory/fieldwork, and GIS (Geographical Information Systems) into required courses.

| Requirements   |   | Units |
|--|---|-------|
| BIO 2108/2108L   | Contemporary Environmental Issues with Lab (3/1)        | 4     |
| HST 2440   | Environmental History/Environmental Justice             | 4     |
| NSC 2880   | Environmental Justice Capstone                          | 4     |
| Plus two courses from the following:   |   | 6 – 8 |
| BUS 2104   | Economics of Environment                                |       |
| BUS 2116   | Economic Development in Less Developed Countries (CDiv) |       |
| NSC 2001   | Science/Technology in Developing Countries (CDiv)       |       |
| NSC 2018   | Nutrition/Health in Developing Countries (CDiv)         |       |
| PHL 2220   | Philosophy and the Environment                          |       |
| REL 2620   | Way of the Earth (CDiv)                                 |       |
| SOC 2625   | Animals, People, and the Environment (4)                |       |
| SOC 2692   | Animals, People, and the Environment – Field (1)        |       |
| Other elective courses may be used as electives at the discretion of the advisor (3-4) |   |       |

|                               |              |
|-------------------------------|--------------|
| <b>Total Unit Requirement</b> | <b>18-20</b> |
|-------------------------------|--------------|

## Bachelor of Science in Kinesiology

Dr. Mandi Dupain  
Director  
mdupain@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 onto graduate school.

The Bachelor of Science in Kinesiology is offered by the Natural Sciences Department in cooperation with several other departments within the College of Arts and Sciences.

## Learning Outcomes

At the completion of a Bachelor of Science degree in Kinesiology, a graduate will have:

- Developed the ability to communicate effectively through oral and written formats
- Acquired the ability to examine and analyze physical activity as it relates to the physiological responses/adaptations to exercise
- Identified, explored, and developed a career and continuing education plan
- Developed the skills to critically analyze scientific information, especially as it relates to the science of movement
- Developed a thorough understanding of how to minimize motor skill decline and injury and optimized effective and efficient movement

## Degree Requirements

In addition to major requirements, students must meet General Education Requirements and General Degree Requirements.

| Prerequisites                            |                                       | Units |
|--|---------------------------------------|-------|
| BIO1101/1101L                            | General Biology I with Lab (3/1)      | 4     |
| BIO1103/1103L                            | General Biology II with Lab (3/1)     | 4     |
| One Chemistry course from the following: |                                       | 3-4   |
| CHE1101                                  | Introductory Chemistry                |       |
| CHE1202/1202L                            | General Chemistry I with Lab** (3/1)  |       |
| CHE1204/1204L                            | General Chemistry II with Lab** (3/1) |       |
| MTH2502                                  | Statistics                            | 3     |
| PSY1001                                  | Introduction to Psychology            | 3     |

\*\*Recommended for students interested in graduate Physical Therapy and Kinesiology programs.

**Total Prerequisites** **17-18**

| Major Requirements            |  | Units |
|-------------------------------|--|-------|
| BIO2205/2205L                 | Human Anatomy with Lab (3/1)                                     | 4     |
| BIO2210/2210L                 | Human Physiology with Lab (3/2)                                  | 5     |
| 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     |
| PSY2133                       | Social Psychology  | 3     |
| One of the following courses: |  | 3-4   |
| PSY2141                       | Developmental Psychology   |       |
| PSY2149                       | Developmental Psychology in the Classroom and Community (CE) (4) |       |
| PSY2150                       | Lifespan Development   |       |

**Total Major Requirements** **30-31**

**Additional courses recommended for students interested in teaching physical education and/or coaching:**

|         |  |
|---------|--|
| EDU2003 | Physical Education in the Elementary School      |
| EDU2006 | Introduction to Education: Practicum in Teaching |
| KIN2110 | Wellness and Stress Management                   |

Other Degree Requirements\* and General Electives

75-77

\*Other degree requirements include General Education Requirements and General Degree Requirements (e.g., U.S. History).

**Total Unit Requirement**

**124**

## **Postbaccalaureate Premedical Program**

Dr. Lisa Bjerknes

Director

(650) 508-3491

lbjerknes@ndnu.edu

The Department of Natural Sciences offers a Postbaccalaureate Premedical program. This program is a flexible program that enables the taking or re-taking of courses as well as a formal certificate 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 Certificate Program takes approximately two years, and the course work 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. Most of the program consists of day classes and students may work part-time while completing the program. Upon completion of 16 units with a GPA of 3.0 or higher in the curriculum listed below, a Postbaccalaureate Premedical Certificate is awarded. Individual assistance with the application process for specific professional schools is provided.

### **Curriculum**

Courses in the following subject areas are selected to meet individual needs. (All prerequisites for these courses must be met.)

- General Chemistry
- Organic Chemistry
- Biochemistry
- Physics
- Calculus or Statistics
- Precalculus/Trigonometry
- General Biology
- Developmental Biology
- Human Anatomy

- Human Physiology
- Immunology
- Cellular and Molecular Biology
- Genetics
- Microbiology
- Additional Natural Sciences or Mathematics Courses

## Admission Requirements

1. A four-year bachelor's degree from an accredited institution
2. Interview with the Program Director upon Director's request
3. A cumulative grade point average of 2.5 or better, preferably 3.0

## Pre-Nursing

Lisa Bjerknes, M. D.  
 Director  
 (650) 508-3491  
 bjerknes@ndnu.edu

The Pre-Nursing Program in partnership with Samuel Merritt University (SMU) in Oakland, CA, provides students the opportunity to complete a two-year liberal arts and science curriculum at NDNU. Students who complete this curriculum with a minimum cumulative GPA of 3.0 and meet other SMU transfer requirements will then be eligible to apply for acceptance to SMU to complete the remaining two years of nursing and clinical courses required to earn a BS in Nursing degree at SMU.

For specific SMU transfer eligibility policies and requirements, please consult with the Program Director.

| General Education and General Degree Requirements |   | Units |
|---|---|-------|
| IDS1200   | Freshman Year Seminar                         | 3     |
| ENG1030   | Freshman Composition                          | 3     |
| ENG1040   | Classics of World Literature I                | 3     |
| HST2410   | Modern Times                                  | 3     |
| PSY1001   | Introduction to Psychology                    | 3     |
| REL2250   | Religions of the World                        | 3     |
| One Art History course from the following:        |   | 3     |
| ART1201   | Art through Time: An Art History Survey       |       |
| ART2201   | Art History: Modern Art                       |       |
| ART2205   | Art History: Art of the Americas              |       |
| ART2210   | Art History: Art in Business and Industry     |       |
| ART2215   | Art History: Contemporary Art since 1945      |       |
| ART2220   | Art History: Postmodern World in Art          |       |
| ART2225   | Art History: Medieval                         |       |
| ART2230   | Art History: Art and Religion of the Far East |       |

|   |              |
|---|--------------|
| One Communication-based course from the following:                            | 3            |
| HSP2203                      Communication Skills                             |              |
| SOC2417                      Interpersonal and Intercultural Communication    |              |
| One Cultural Diversity course from the following:                             | 3            |
| CUL2232                      Latino and Hispanic Experience in the USA        |              |
| HSP2248                      Managing Cultural Diversity                      |              |
| HST2340                      America's Ethnic History                         |              |
| SOC2401                      Race and Ethnicity in Cross Cultural Perspective |              |
| SOC2433                      Cross-Cultures and Subcultures                   |              |
| One Philosophy course from the following:                                     | 3            |
| PHL1001                      Introduction to Philosophy                       |              |
| PHL2230                      Ethics and Professional Responsibility           |              |
| PHL2235                      Bioethics  |              |
| One Sociology course from the following:                                      | 3            |
| SOC1001                      Introduction to Sociology                        |              |
| SOC1009                      Cultural Anthropology                            |              |
| One United States History course from the following:                          | 3            |
| HST1020                      United States History                            |              |
| HST2300                      American History, 1607 – 1877                    |              |
| HST2310                      American History, 1877 – Present                 |              |
| <b>Total General Education Requirements</b>                                   | <b>36</b>    |
| <b>Prerequisites</b>  | <b>Units</b> |
| BIO1101/1101L              General Biology I with Lab (3/1)                   | 4            |
| BIO1103/1103L              General Biology II with Lab (3/1)                  | 4            |
| CHE1202/1202L              General Chemistry I with Lab (3/1)                 | 4            |
| <b>Total Prerequisites</b>  | <b>12</b>    |
| <b>Major Requirements</b>   | <b>Units</b> |
| BIO2205/2205L              Human Anatomy with Lab (3/1)                       | 4            |
| BIO2210/2210L              Human Physiology with Lab (3/2)                    | 5            |
| BIO2275/2275L              General Microbiology with Lab (3/2)                | 5            |
| MTH2502                      Statistics                                       | 3            |
| PSY2150                      Lifespan Development                             | 3            |
| NSC2012                      Introduction to Nutrition                        | 3            |
| <b>Total Major Requirements</b>   | <b>23</b>    |
| <b>Total Unit Requirement</b>   | <b>71</b>    |

## Preprofessional Preparation for the Medical and Allied Health Fields

Lisa Bjerknes, M.D.  
Director  
(650) 508-3491  
lbjerknes@ndnu.edu

This concentration provides the student the greatest flexibility in selecting classes and creating a preprofessional experience that best suits his/her needs. It is most appropriate for those students interested in becoming a medical professional who have already completed some of their preprofessional preparation or those interested in preparing for an allied health program.

Advising support is a highly valued component of the program. Students receive assistance designing, prioritizing, and obtaining extracurricular experiences that will enhance their education, preparation for professional work, and school application.

### Medical Professions

Students within this concentration will select classes that meet professional school prerequisites, prepare for entrance exam(s), and/or prepare for the rigor of their graduate program. Students planning to submit a postgraduate application to medical, osteopathic, chiropractic, podiatric, dental, pharmacy, veterinary, or any other graduate program 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 with Lab (3/1)          | 4     |
| BIO1103/1103L                          | General Biology II with Lab (3/1)         | 4     |
| CHE1202/1202L                          | General Chemistry I with Lab (3/1)        | 4     |
| CHE1204/1204L                          | General Chemistry II with Lab (3/1)       | 4     |
| CHE2203/2203L                          | Organic Chemistry I with Lab (3/1)        | 4     |
| CHE2205/2205L                          | Organic Chemistry II with Lab (3/1)       | 4     |
| One writing course from the following: |   | 3     |
| ENG2108                                | Advanced Writing                          |       |
| NSC2432                                | Writing for the Sciences                  |       |
| MTH----                                | Statistics and Calculus (consult advisor) | 8     |
| PHY1203/1203L                          | College Physics I with Lab (3/1)          | 4     |
| PHY1205/1205L                          | College Physics II with Lab (3/1)         | 4     |

**Additional Courses**

|               |                                      |   |
|---------------|--------------------------------------|---|
| BIO2200/2200L | Developmental Biology with Lab (3/1) | 4 |
| BIO2210/2210L | Human Physiology with Lab (3/2)      | 5 |
| BIO2215/2215L | Genetics with Lab (3/1)              | 4 |
| BIO2275/2275L | General Microbiology with Lab (3/1)  | 4 |
| CHE2370/2270L | Biochemistry I with Lab (3/1)        | 4 |
| CHE2375/2275L | Biochemistry II with Lab (3/1)       | 4 |

Admissions committees of medical-related schools look for persons of high ability in science as demonstrated in course work 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 may consist of the following courses:

| <b>Courses</b> |                                     | <b>Units</b> |
|----------------|-------------------------------------|--------------|
| BIO2205/2205L  | Human Anatomy with Lab (3/1)        | 4            |
| BIO2210/2210L  | Human Physiology with Lab (3/2)     | 5            |
| BIO2275/2275L  | General Microbiology with Lab (3/1) | 4            |
| CHE1202/1202L  | General Chemistry I with Lab (3/1)  | 4            |
| MTH2502        | Statistics                          | 3            |
| NSC2012        | Introduction to Nutrition           | 3            |

Preparation may additionally include the following courses:

|               |                                     |   |
|---------------|-------------------------------------|---|
| BIO1101/1101L | General Biology I with Lab (3/1)    | 4 |
| BIO1103/1103L | General Biology II with Lab (3/1)   | 4 |
| CHE1204/1204L | General Chemistry II with Lab (3/1) | 4 |
| PHY1203/1203L | College Physics I with Lab (3/1)    | 4 |
| PHY1205/1205L | College Physics II with Lab (3/1)   | 4 |

Certain allied health professions may require preparation closely resembling the requirements for premedical programs. Students are advised to consult at an early date the schools to which they intend to apply to be certain of requirements.



# Philosophy

Dr. Marianne Delaporte  
Chair  
(650) 508-4181  
mdelaporte@ndnu.edu

The Department of Philosophy and Religious Studies offers Bachelor of Arts degrees in Philosophy and in Religious Studies, minors in Philosophy and in Religious Studies, and the opportunity to create an interdisciplinary major or interdisciplinary minor.

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. Completing a major in philosophy is excellent preparation for graduate study and for careers in law, social services, and education.

## Learning Outcomes

Through their studies in Philosophy at NDNU, students will be able to:

- Understand and critically analyze complex philosophical texts
- Construct and present sound and well-developed arguments and case-studies, orally and in writing
- Show a solid grounding in the history of philosophy and make illuminating comparisons between the approaches of different thinkers and traditions with respect to basic ethical, epistemological, and metaphysical questions
- Apply critical thinking and the principles of ethical action to important social questions and show an understanding of the connections of philosophy to justice and power
- Articulate a well-reasoned personal stance on fundamental questions of meaning, reality, and value

## Bachelor of Arts in Philosophy

In addition to major requirements, students must meet General Education Requirements and General Degree Requirements.

| Prerequisites                   |                             | Units        |
|---------------------------------|-----------------------------|--------------|
| Two courses from the following: |                             | 6            |
| PHL1001                         | Introduction to Philosophy  |              |
| PHL1200/2200                    | Moral Problems              |              |
| PHL1300                         | Logic and Critical Thinking |              |
| <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          |
| PHL2997   | Senior Thesis                 | 3          |
| Upper-division electives in Philosophy  |                               | 15         |
| <b>Total Major Requirements</b>   |                               | <b>27</b>  |
| Other Degree Requirements* and General Electives  |                               | 91         |
| *Other degree requirements include General Education Requirements and General Degree Requirements (e.g., Career Development, U.S. History). |                               |            |
| <b>Total Unit Requirement</b>   |                               | <b>124</b> |

## Minor in Philosophy

| Required Courses   | Units     |
|--|-----------|
| Fifteen units, 3 lower-division and 12 upper-division, distributed as follows: |           |
| One course from the following:   | 3         |
| PHL1001 Introduction to Philosophy   |           |
| PHL1200/2200 Moral Problems  |           |
| PHL2100 Ancient Philosophy   | 3         |
| PHL2105 Modern Philosophy  | 3         |
| PHL2110 Nineteenth Century Philosophy  | 3         |
| Upper-division elective in Philosophy  | 3         |
| <b>Total Unit Requirement</b>  | <b>15</b> |

## Physical Education

Josh Doody  
Athletic Director  
(650) 508-3638  
jdoody@ndnu.edu

Courses in physical education help students develop basic physical skills through sports and offer opportunities for exercise and physical development in a way that benefits the individual participant and promotes a community spirit at the University. These courses are complemented by intercollegiate competition. The recreational aspect of the courses aims to increase the capacity of students to enjoy and share life. The team experience is intended to help students function in a competitive society while being a productive member of the larger community. For a complete listing of Physical Education courses, please refer to the Course Descriptions section of this Catalog.

# Political Science

Dr. Stephen Cole  
Chair  
(650) 508-3548  
scole@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.

## Learning Outcomes

Students who graduate from NDNU with a Bachelor of Arts in Political Science will be able to:

- Demonstrate knowledge and understanding of American governmental institutions and processes that enable them to be active and effective citizens
- Acquire familiarity with and understand the variety of political systems in the world at large, their social and historical contexts, and their relation to the global political order
- Identify and critically examine the major political theories and ideologies
- Employ historical perspectives to evaluate contemporary conflicts and issues, both domestic and international
- Analyze political and policy problems and formulate policy options
- Use the tools of social science research – statistical and qualitative – in formulating a research topic, collecting and analyzing data, and presenting results

## Bachelor of Arts in Political Science

In addition to major requirements, students must meet General Education Requirements and Degree Requirements.

| Prerequisites       |   | Units |
|---------------------|---|-------|
| HST1000             | World History I                         | 3     |
| HST1010             | World History II                        | 3     |
| Total Prerequisites |   | 6     |
| Major Requirements  |   | Units |
| HST2110             | History of Political and Social Thought | 3     |
| PSC1000             | Introduction to American Government     | 3     |
| PSC1100             | Introduction to Comparative Governments | 3     |

|   |   |   |
|---|---|---|
| PSC2110                                       | International Relations                             | 3 |
| PSC2301                                       | State and Local Government                          | 4 |
| PSC2310                                       | Parties, Politics, and Campaigning                  | 3 |
| PSC2400                                       | Methods and Methodology                             | 3 |
| PSC2400L                                      | Statistical Software in Behavioral Science Research | 1 |
| PSC2880                                       | Capstone  | 4 |
| Upper-division Electives in Political Science |   | 6 |

**Total Major Requirements** **33**

Other Degree Requirements\* and General Electives **85**

\*Other degree requirements include General Education Requirements and General Degree Requirements (e.g., U.S. History).

**Total Unit Requirement** **124**

Because of the large number of elective units available, the Department usually recommends a double major.

## Minor in Political Science

| Required Courses  | Units |
|---|-------|
| 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 Political Science, approved by Department Chair | 9     |

**Total Unit Requirement** **21**

## Pre-Law Minor

Dr. Stephen Cole  
Chair  
(650) 508-3548  
scole@ndnu.edu

The Pre-Law Minor at Notre Dame de Namur University is an interdisciplinary program that helps students 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 U.S. 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            |
| PHL1330/2330         | Formal Logic/Critical Thinking      | 3            |
| PSC1000              | Introduction to American Government | 3            |

**Total Prerequisite Units** **9**

These courses may be used to fulfill other requirements, including General Degree Requirements.

| <b>Required Courses</b> |                  | <b>Units</b> |
|-------------------------|------------------|--------------|
| ENG2108                 | Advanced Writing | 3            |
| PSC2320                 | The Constitution | 3            |
| PSC2340                 | Legal Reasoning* | 3            |

\*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.

**Elective – 6 units from any of the following:** **6**

|         |   |
|---------|---|
| ENG1041 | Classics of World Literature II   |
| ENG2200 | Survey of American Literature I   |
| ENG2201 | Survey of American Literature II  |
| ENG2400 | British Literature: Myth, Epic, and Romance                                   |
| ENG2403 | British Literature: The Age of Elizabeth                                      |
| ENG2408 | British Literature: Enlightenment and Revolution                              |
| ENG2412 | British Literature: Modernism and Postmodern                                  |
| HST2110 | History of Political and Social Thought                                       |
| HST2120 | Modern Western Thought  |
| HST2330 | History and Politics of the Civil Rights Movement in the United States (CDiv) |
| HST2440 | Environmental History/Environmental Justice (CE) (4)                          |
| PHL2100 | Ancient Philosophy  |
| PHL2200 | Moral Problems  |
| PHL2205 | Law, Morality, and Society  |
| PHL2210 | Political and Social Philosophy   |
| PHL2235 | Bioethics   |
| PHL2410 | Women and Philosophy (CDiv)   |
| PSC2110 | International Relations   |
| PSC2301 | State and Local Government (CE) (4)   |

|         |  |
|---------|--|
| PSC2330 | Gender and the Law                                   |
| SOC2309 | Criminology  |
| SOC2317 | Deviant Behavior                                     |
| SOC2345 | The Color of Crime: Race and Criminal Justice (CDiv) |
| SOC2349 | Youth, Crime and Society                             |
| SOC2527 | Urban Sociology (CDiv) (4)                           |
| SOC2725 | Social Problems (CDiv) (4)                           |

Note: Students must take these 6 elective units from courses other than their majors.

### **Total Unit Requirement**

**24**

## **Psychology**

Dr. Gretchen Wehrle  
Chair  
(650) 508-3659  
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.

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 General Education consists of basic course work spanning the different subfields of psychology from the clinical to the social and the experimental.

Special emphasis is placed on helping the psychology student develop analytic skills and interdisciplinary perspectives through lively classroom work, individual research, and study in the major areas of psychology. Community-based learning has become a focus of the program, giving students an opportunity to immerse themselves in diverse communities and participate in multiple community organizations. 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 graduate work.

### **Learning Outcomes**

Students completing a bachelor's degree in Psychology will be able to:

- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in the areas of psychology
- Understand and apply basic research methods in psychology, including research design, review of professional literature, data analysis, and interpretation

- Demonstrate and/or apply critical thinking and, when possible, the scientific approach to solve psychological problems while understanding the limitations of the scientific approach
- Understand the role and value of community engagement and demonstrate the skills of assessing community need, working with diverse communities, and becoming a change agent
- Demonstrate empathy, tolerance of ambiguity, and ethical behavior, and apply effective strategies for psychological growth

Undergraduate Psychology majors who are interested in NDNU's Art Therapy graduate program are encouraged to also minor in Art.

## Bachelor of Arts in Psychology

In addition to major requirements, students must meet General Education Requirements and General Degree Requirements.

| Prerequisites   |  | Units        |
|---|--|--------------|
| MTH2502   | Statistics (or other approved statistics course)                 | 3            |
| PSY1001   | Introduction to Psychology                                       | 3            |
| <b>Total Prerequisites</b>  |  | <b>6</b>     |
| Major Requirements  |  | Units        |
| PSY2101   | Personality Theory   | 3            |
| PSY2109W  | Research Methods (Writing Intensive)                             | 4            |
| PSY2117   | Psychobiology  | 3            |
| PSY2125   | Cognitive Psychology   | 3            |
| PSY2133   | Social Psychology  | 3            |
| One of the following courses:   |  | 3-4          |
| PSY2141   | Developmental Psychology   | 3-4          |
| PSY2149   | Developmental Psychology in the Classroom and Community (CE) (4) |              |
| PSY2150   | Lifespan Development   |              |
| One of the following courses:   |  | 3-4          |
| PSY2157   | Abnormal Psychology  | 3-4          |
| PSY2157W  | Abnormal Psychology (Writing Intensive) (4)                      |              |
| One of the following courses:   |  | 3-4          |
| PSY2180   | History and Systems of Psychology (Capstone)                     | 3            |
| PSY2180W  | History and Systems of Psychology (Capstone/Writing Intensive)   | 4            |
| Upper-division Psychology (or other approved) elective courses  |  | 9            |
| <b>Total Major Requirements</b>   |  | <b>34-37</b> |
| Other Degree Requirements* and General Electives  |  | 80-83        |
| *Other degree requirements include General Education Requirements and General Degree Requirements (e.g., U.S. History). |  |              |

|                               |            |
|-------------------------------|------------|
| <b>Total Unit Requirement</b> | <b>124</b> |
| <b>Minor in Psychology</b>    |            |

| Required Courses  | Units |
|---|-------|
| PSY1001 Introduction to Psychology  | 3     |
| Upper-division units in Psychology<br>(PSY2101 Personality Theory is recommended) | 12    |

|                               |           |
|-------------------------------|-----------|
| <b>Total Unit Requirement</b> | <b>15</b> |
|-------------------------------|-----------|

**Psychology Elective Courses**

|         |   |
|---------|---|
| PSY2201 | Counseling and Psychotherapy                    |
| PSY2209 | Psychological Assessment                        |
| PSY2217 | Conflict Resolution                             |
| PSY2233 | Jungian Psychology                              |
| PSY2309 | Community Psychology (CE) (4)                   |
| PSY2409 | Building Community through Diversity (CDiv) (1) |
| PSY2701 | Human Sexuality                                 |
| PSY2717 | Women, Shakespeare, and Psychoanalysis (CDiv)   |
| PSY2725 | Death and Dying                                 |
| PSY2778 | Introduction to Clinical Art Therapy I (1)      |
| PSY2779 | Introduction to Clinical Art Therapy II (2)     |

Courses listed below can also be used as electives for the Psychology major:

|           |   |
|-----------|---|
| BIO2124   | Forensic Science (4)  |
| PHL2405   | Philosophy of Mind  |
| PSC2410   | Political Psychology  |
| SOC2201   | Social Change through Social Service I (CE)                   |
| SOC2205   | Social Change through Social Service II (CE)                  |
| SOC2301   | The Family (CDiv)   |
| SOC2309   | Criminology   |
| SOC2317   | Deviant Behavior  |
| SOC2333   | Social Issues in the Community                                |
| SOC2341   | Crime in American Society                                     |
| SOC2349   | Youth, Crime, and Society                                     |
| SOC2401/W | Race and Ethnicity in Cross-Cultural Perspective (CDiv) (3-4) |
| SOC2417   | Interpersonal/Intercultural Communication (CDiv)              |
| SOC2425   | Cultures, Communities, and Criminality (CDiv)                 |
| SOC2502   | Exploring the Inner World of the Inner City (CDiv) (CE) (4)   |
| SOC2504   | The Promise of the Inner City (CDiv) (CE) (4)                 |
| SOC2512   | Sports, Service, and Society (1)                              |
| SOC2601   | Animals in Society (1)  |
| SOC2609   | The Animal-Human Bond   |
| SOC2617   | Teaching, Learning, and Healing through Animals               |



# Religious Studies

Dr. Marianne Delaporte  
Chair  
(650) 508-4181  
mdelaporte@ndnu.edu

The Department of Philosophy and Religious Studies offers Bachelor of Arts degrees in Philosophy and in Religious Studies, minors in Philosophy and in Religious Studies, and the opportunity to create an interdisciplinary major or interdisciplinary minor.

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, particularly the special concern for justice, compassion, and community common to them all. Completing a major in Religious Studies is excellent preparation for graduate studies and for careers in Catholic education, nonprofit work, or ministry.

## Learning Outcomes

Through their education in Religious Studies, students will be able to:

- Understand and be able to critically analyze complex theological, biblical, and historical texts
- Investigate and understand how religious and theological traditions can work effectively for social justice and for the good of humanity and the environment
- Show a solid grounding in the history of Christianity with special emphases on the Catholic tradition, particularly that stemming from liberation and feminist theologies
- Make illuminating comparisons between the approaches of different thinkers and traditions with respect to basic ethical, theological, and historical questions
- Use critically and thoughtfully the methods of modern critical biblical scholarship

## Bachelor of Arts in Religious Studies

In addition to major requirements, students must meet General Education Requirements and General Degree Requirements.

| Prerequisites |                                   | Units |
|---------------|-----------------------------------|-------|
| REL1000       | Introduction to the Old Testament | 3     |
| REL1005       | Introduction to the New Testament | 3     |

|                            |          |
|----------------------------|----------|
| <b>Total Prerequisites</b> | <b>6</b> |
|----------------------------|----------|

| Major Requirements |                                   | Units |
|--------------------|-----------------------------------|-------|
| REL1250            | Religions of the World            | 3     |
| REL2100            | Jesus of History, Christ of Faith | 3     |
| REL2425            | Liberation Theologies             | 3     |

|   |                      |            |
|---|----------------------|------------|
| REL2605   | Women's Spirituality | 3          |
| REL2997   | Senior Thesis        | 3          |
| Upper-division Electives in Religious Studies   |                      | 12         |
| <b>Total Major Requirements</b>   |                      | <b>27</b>  |
| Other Degree Requirements* and General Electives  |                      | 91         |
| *Other degree requirements include General Education Requirements and General Degree Requirements (e.g., U.S. History). |                      |            |
| <b>Total Unit Requirement</b>   |                      | <b>124</b> |

## Minor in Religious Studies

| Minor Requirements                  |  | Units     |
|-------------------------------------|--|-----------|
| Fifteen units suggested as follows: |  |           |
| REL1250                             | Religions of the World                           | 3         |
| REL1300                             | Church and Sacraments                            | 3         |
| One course from the following:      |  | 3         |
| REL1400                             | Challenged by Christian Ethics                   | 3         |
| REL1405                             | The Christian in Society                         |           |
| REL2145                             | Mystical Experience in the Religions of the Book |           |
| REL2255                             | Social Justice in the World Religions            |           |
| REL2620                             | Way of the Earth                                 |           |
| Electives in Religious Studies      |  | 6         |
| <b>Total Minor Requirements</b>     |  | <b>15</b> |

## 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.

# Sociology

Dr. Gretchen Wehrle  
Chair  
(650) 508-3659  
gwehrle@ndnu.edu

The Psychology and Sociology Department offers a Bachelor of Arts in Sociology, a minor in Sociology, and a certificate in Inner City Studies. Sociology majors may choose one of two paths to their degree.

- General Sociology
- Community and Criminal Justice concentration

Sociology begins with the premise that human beings are social animals whose individual behaviors are shaped by the interaction that takes place in the groups to which they 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 curriculum.

Students who major in Sociology at NDNU are prepared with the background to work with diverse populations in a variety of environments, including nonprofits, business, government, criminal justice, education, law, international relations, and arenas that foster the human-animal bond. A degree in Sociology also can lead directly to graduate study in numerous disciplines and professions.

## Learning Outcomes

Through their studies in the NDNU Sociology department, students will be able to:

- Understand and utilize the network of relationships that produce values, beliefs, and actions
- Identify and create connections between the individual (private issues), global events (public issues), and social justice
- Utilize a systemic approach to analyze contemporary social problems and issues
- Critique the functions of social services, social systems, and social institutions
- Demonstrate the ability to question the obvious, to remove the blinders of the familiar, and to examine personal experiences and observations critically
- Identify social needs and responses in the local communities. Students will identify the historical, economic, political, and cultural contexts in which these needs and responses arose.

## Sociology/MPA Articulated Program

The Sociology/Community and Criminal Justice concentration articulates with NDNU's graduate program in 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 6 units in selected graduate courses that fulfill undergraduate major requirements while also counting toward the master's degree.

## Bachelor of Arts in Sociology

In addition to major requirements, students must meet General Education Requirements and General Degree Requirements.

| Prerequisites |                            | Units |
|---------------|----------------------------|-------|
| PSY1001       | Introduction to Psychology | (3)   |
| SOC1001       | Introduction to Sociology  | 3     |
| SOC1009       | Cultural Anthropology      | 3     |

|                               |                                      |              |
|-------------------------------|--------------------------------------|--------------|
| <b>Total Prerequisites</b>    |                                      | <b>6-9</b>   |
| <b>Major Requirements</b>     |                                      | <b>Units</b> |
| PSY2133                       | Social Psychology                    | 3            |
| One of the following courses: |                                      | 3            |
| SOC2101                       | Classical Sociological Theory        |              |
| SOC2105                       | Contemporary Sociological Theory     |              |
| SOC2117                       | Analyzing Social Settings (Capstone) | 4            |

### Community Engagement Option 1 or 2 6-8

Option 1 – two courses:

- SOC2201 Social Change through Social Service I (CE)
- SOC2205 Social Change through Social Service II (CE)

Option 2 – two courses from the following:

- SOC2502 Exploring the Inner World of the Inner City (CDiv) (CE) (4)
- SOC2504 The Promise of the Inner City (CDiv) (CE) (4)
- SOC2519 Streetwise Sociology (CDiv) (CE) (4)
- SOC2527 Urban Sociology (CDiv) (4)

Other approved community engagement courses in sociology.

|  |              |
|--|--------------|
| <b>Total Major Core Course Requirements Units</b>                    | <b>16-18</b> |
| <b>Total Concentration Units (depending on concentration chosen)</b> | <b>15-18</b> |
| <b>Total Major Requirements</b>                                      | <b>31-36</b> |

Other Degree Requirements\* and General Electives 88-93

\*Other degree requirements include General Education Requirements and General Degree Requirements (e.g., U.S. History).

|                               |            |
|-------------------------------|------------|
| <b>Total Unit Requirement</b> | <b>124</b> |
|-------------------------------|------------|

## Areas of Concentration

Students will select one cluster of courses as their concentration:

- General Sociology (GEN)
- Community and Criminal Justice (CCJ)

### General Sociology (GEN)

In addition to the Prerequisites and Major Requirements, students must take the following:

| Requirements  | Units |
|---|-------|
| SOC2317 Deviant Behavior                                      | 3     |
| SOC2401/W Race and Ethnicity in Cross-cultural Perspective    | 3-4   |
| SOC2741 Social Class and Social Inequality (Stratification)   | 3     |
| A minimum of six upper-division electives from the following: | 6-8   |
| Any SOC course(s)   |       |
| PSY2217 Conflict Resolution                                   |       |
| PSY2309 Community Psychology (CE) (4)                         |       |
| PSY2409 Building Community through Diversity (CDiv) (1)       |       |

**Total Concentration Units** 15-18

### Community and Criminal Justice (CCJ)

In addition to the Prerequisites and Major Core Requirements, students must take the following:

| Requirements   | Units |
|--|-------|
| SOC2309 Criminology  | 3     |
| SOC2317 Deviant Behavior   | 3     |
| SOC2349 Youth, Crime, and Society                                | 3     |
| SOC2345 The Color of Crime: Race and Criminal Justice            | 3     |
| A minimum of 3 upper-division elective units from the following: | 3-4   |
| BIO2124 Forensic Science (4)                                     |       |
| PSC2320 The Constitution   |       |
| SOC2333 Social Issues in the Community                           |       |
| SOC2357 Careers in Community and Criminal Justice (0.5)          |       |
| SOC2425 Cultures, Communities, and Criminality (CDiv)            |       |
| SOC2725 Social Problems (CDiv) (4)                               |       |

Note: 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.

**Total Units** 15-16

### Minor in Sociology

| Minor Requirements   | Units |
|--|-------|
| SOC1001 Introduction to Sociology                                | 3     |
| SOC2317 Deviant Behavior   | 3     |
| SOC2401/W Race and Ethnicity in Cross-cultural Perspective       | 3-4   |
| SOC2741 Social Class and Social Inequality (Stratification)      | 3     |
| A minimum of 3 upper-division elective units from the following: | 3-4   |
| Any SOC course(s)  |       |
| PSY2133 Social Psychology  |       |
| PSY2217 Conflict Resolution                                      |       |

|         |   |
|---------|---|
| PSY2309 | Community Psychology (CE) (4)                   |
| PSY2409 | Building Community through Diversity (CDiv) (1) |

**Total Minor Units** **15-17**

## Minor in Community and Criminal Justice

| Minor Requirements   |   | Units |
|--|---|-------|
| SOC1001  | Introduction to Sociology                       | 3     |
| SOC2309  | Criminology                                     | 3     |
| SOC2317  | Deviant Behavior                                | 3     |
| SOC2345  | The Color of Crime: Race and Criminal Justice   | 3     |
| SOC2349  | Youth, Crime, and Society                       | 3     |
| A minimum of 3 upper-division elective units from the following: |   | 3-4   |
| BIO2124  | Forensic Science (4)                            |       |
| PSC2320  | The Constitution                                |       |
| SOC2333  | Social Issues in the Community                  |       |
| SOC2357  | Careers in Community and Criminal Justice (0.5) |       |
| SOC2425  | Cultures, Communities, and Criminality (CDiv)   |       |
| SOC2725  | Social Problems (CDiv) (4)                      |       |

Note: With the approval of the advisor, Community Engagement or Internship sociology courses, SOC2886, Special Topics in CCJ, or SOC2999 Independent Study (specific to the concentration) may be selected as CCJ electives.

**Total Minor Units** **18-19**

## Certificate in Inner City Studies

The Sociology major offers a Certificate in Inner City Studies. The required classes include Tenderloin residents as regularly enrolled students and utilize inner city resources and the expertise of community leaders.

Students wishing to earn this recognition are required to take a 16-unit course of study to include:

|   |   |   |
|---|---|---|
| SOC2502   | Exploring the Inner World of the Inner City | 4 |
| SOC2504   | Promise of the Inner City                   | 4 |
| Plus 8 elective units from the following or other inner city community-based courses, approved by the Inner City Program Advisor: |   | 8 |
| PSY2309   | Community Psychology (CE) (4)               |   |
| SOC2117   | Analyzing Social Settings (CE)(4)           |   |
| SOC2519   | Streetwise Sociology (CDiv) (CE) (4)        |   |
| SOC2527   | Urban Sociology (CDiv) (4)                  |   |
| SOC2725   | Social Problems (CDiv) (4)                  |   |

**Total Certificate Units** **16**

# Theatre and Dance

Michael Elkins  
Chair  
(650) 508-3575  
melkins@ndnu.edu

NDNU Department of Theatre and Dance encourages students' artistic curiosity, helping them become courageous and successful theatre and dance artists throughout their lives. Through extensive professional training and production performance work, NDNU students acquire essential theatrical skills, knowledge, experience, and confidence.

## Hallmarks of the Program

*Professional and Personal Responsibility and Integrity*  
*Collaboration and Compassion/Courage and Creativity*

## Learning Outcomes

### Production

- Students will demonstrate growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular performance and production experiences throughout the degree program.
- Students will demonstrate technical skills requisite for artistic self-expression in acting, dancing, design/technical, directing and playwriting.
- Students will acquire an overview understanding of the major aspects, techniques, and directions in areas of concentration.

### Repertoire

- Students will demonstrate familiarity with Theatre literature of various historical periods, cultural sources, and modes of presentation.
- Theoretical and Historical Studies
- Students will demonstrate the ability to analyze plays, evaluate them critically, and place works of theatre in historical and stylistic contexts.

### Technology

- Students will demonstrate a working knowledge of technologies, craftsmanship, and equipment applicable to their area(s) of specialization.

### Synthesis

- Students will demonstrate the ability to think conceptually and critically about text, performance, and production.
- Students will be able to work independently on a variety of professional problems, combining, appropriate to the issue, their capabilities in performance, repertory, theory, history, and technology.

## **NDNU Theatre and Dance Ensemble**

Students in the NDNU Department of Theatre and Dance recognize Theatre as a thoroughly collaborative art. As such, it is understood that the accomplishments of the individual are more profound when combined with and complemented by the accomplishments of all members of the creative ensemble.

## **NDNU Theatre and Dance Education and Training Philosophy**

Guided by the Theatre and Dance faculty, each student is responsible for identifying personal developmental goals each semester. NDNU Theatre and Dance students work with a variety of professional artists who are actively engaged in a wide variety of professional venues and projects each year. The motto of NDNU Department of Theatre and Dance is “You Will Perform.” As such, the Department of Theatre and Dance makes student performance the highest priority. All students in the Department of Theatre and Dance learn skills, knowledge, and experience essential to all successful Theatre and Dance artists. NDNU Department of Theatre and Dance encourages and supports all students’ efforts to create original works as performers, designers, technicians, choreographers, writers, producers, and directors.

Students in the NDNU Department of Theatre and Dance participate in a curriculum that is equally balanced between performance, design and technical craft, and dramatic literature and theory. This course of study in NDNU Theatre and Dance is tied to an expectation of student participation in several Department of Theatre and Dance performance and production activities each semester.

Theatre and Dance majors and minors benefit from the intensive training and guidance in seminar style class settings, performance activities and continuous practical application of acquired skills and knowledge in both large and small theatre productions in public presentations.

The Department of Theatre and Dance places synthesis as the highest priority in students’ education. To that end, Theatre and Dance are required to be actively engaged in performance and production activities throughout their careers at NDNU. Synthesis is also accommodated through the process of selection of plays chosen each year. This process allows faculty to tailor the performance and production opportunities to the needs and abilities of students in the program. The process of synthesis is further served in the curricular tie-ins as the plays being produced are used as teaching materials in design, history, directing, management, and production classes as often as possible.

NDNU Department of Theatre and Dance encourages and supports all students’ efforts to create original works as performers, designers, technicians, choreographers, writers, producers, and directors.

This course of study in NDNU Theatre and Dance is tied to an expectation of student participation in several Department of Theatre and Dance performance and production activities each semester.



### **NDNU Theatre and Dance Performance Opportunities and Expectations**

While all Theatre and Dance majors and minors are expected to participate in the Theatre and Dance productions, students who receive Emerging Artist Scholarships are required to participate in all department productions in performance or production roles as assigned by department faculty.

### **NDNU Theatre and Dance and Kennedy Center American College Theatre Festival**

NDNU Department of Theatre and Dance participates in the Kennedy Center American College Theatre Festival each year, sending an average of 10 students a year to compete in the Irene Ryan Acting competition. NDNU Theatre and Dance students attend a weeklong KCACTF Regional conference each year, accompanied by NDNU Theatre and Dance faculty and staff.

NDNU Theatre and Dance has also had several productions nominated to perform scenes at the Western Regional festival and performed a full production of a two-act, original play written and directed by an NDNU Theatre major.

### **NDNU Theatre and Dance in the Community**

As stated in the NDNU Mission statement, “. . . community engagement and the values of social justice and global peace are integral to the learning experience.” In service to NDNU Mission and Hallmarks, NDNU Theatre and Dance students participate in a variety of Community Service and Community Engagement events each year.

Community Engagement events organized and conducted by the Department of Theatre and Dance include:

- Hosting Senior citizens at NDNU Theatre and Dance Performances and visits to local senior residence facilities
- Presentation of the annual GIFT – *A Christmas Carol the Musical* production and its toy and food drive. NDNU Theatre and Dance students also participate in an annual presentation of *A Christmas Carol* and the GIFT in the San Francisco Tenderloin District.
- Conducting workshops and classes in Bay Area elementary and middle schools as part of the NDNU Theatre and Dance in the Schools Project

### **Bachelor of Arts in Theatre Arts**

The Department of Theatre and Dance offers a Bachelor of Arts Degree that allows students to emphasize either Theatre Performance or Production 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, a minor in Dance, and an Interdisciplinary Major in Dance/Theatre. Majors and minors are for students interested in pursuing theatre as a vocation or avocation.

The major in the Department of Theatre and Dance provides intensive study and performance in an ensemble style in all aspects of theatre production: acting, directing, production planning, design, 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.

In addition to major requirements, students must meet General Education Requirements and General Degree Requirements.

|   |              |
|---|--------------|
| <b>Prerequisites</b>                                      | <b>Units</b> |
| Course work from the following:                           | 1            |
| DAN1045 Dance Technique I                                 |              |
| DAN1050 Dance Technique II                                |              |
| DAN2045 Dance Technique I                                 |              |
| DAN2050 Dance Technique II                                |              |
| THE1000 Introduction to the Theatre                       | 3            |
| THE1005 Introduction to Oral Interpretation of Literature | 3            |
| THE1015 Beginning Acting                                  | 3            |
| THE1020 Makeup  | 1            |
| Course work from the following:                           | 3            |
| THE1025 Theatre Production and Stagecraft I               |              |
| THE1030 Theatre Production and Stagecraft II              |              |
| THE2025 Theatre Production and Stagecraft I               |              |
| THE2030 Theatre Production and Stagecraft II              |              |
| Course work from the following:                           | 1            |
| THE1076L Theatre Production: Stagecraft Laboratory*       |              |
| THE2176L Theatre Production: Stagecraft Laboratory*       |              |
| *must be taken with THE1055 or THE2055                    |              |
| <b>Total Prerequisites</b>                                | <b>15</b>    |
| <b>Major Requirements</b>                                 | <b>Units</b> |
| Course work from the following:                           | 1            |
| THE1077 Assistant Stage Manager                           |              |
| THE2177 Assistant Stage Manager                           |              |
| Course work from the following:                           | 1            |
| THE1078 Stage Manager                                     |              |
| THE2178 Stage Manager                                     |              |
| Course work from the following:                           | 1            |
| THE1079 Assistant Director                                |              |
| THE2179 Assistant Director                                |              |
| THE2135W Development of Drama and Theatre to 1600         | 4            |
| THE2140W Development of Drama and Theatre from 1600-1800  | 4            |
| THE2145W Development of Drama and Theatre 1800 to Present | 4            |
| THE2150 Directing   | 3            |
| THE2883 Directing Practicum                               | 2            |
| THE2990 Theatre Internship                                | 2            |
| Production or Performance courses (below)                 | 9-10         |
| <b>Total Major Requirements</b>                           | <b>31-32</b> |
| Other Degree Requirements* and General Electives          | 79-80        |

\*Other degree requirements include General Education Requirements and General Degree Requirements (e.g., U.S. History).

**Total Unit Requirement** **124**

**Performance Courses** **10**

Course work from the following: 1

THE1075L Rehearsal and Performance

THE2175L Rehearsal and Performance

One course from the following: 3

THE1055 Scenic Design and Model Building

THE2155 Scenic Design and Model Building

THE2120 Stage Lighting and Electrics

THE2123 Costume Development and Design

THE2100 Intermediate Acting 3

THE2115 Advanced Acting 3

**Production Courses** **9**

Course work from the following: 3

THE1055 Scenic Design and Model Building

THE2155 Scenic Design and Model Building

THE2120 Stage Lighting and Electrics 3

THE2123 Costume Development and Design 3

## **Minor in Dance**

The NDNU 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 15 units of dance; a minimum of 12 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.

## Minor in Theatre Arts

| Requirements                             |                                   | Units     |
|--|-----------------------------------|-----------|
| THE1000                                  | Introduction to the Theatre       | 3         |
| THE1015                                  | Beginning Acting                  | 3         |
| THE1025                                  | Theatre Production and Stagecraft | 3         |
| THE1075L                                 | 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> |

## Interdisciplinary Dance/Theatre Major

At NDNU, students may design an Interdisciplinary major that combines existing Theatre and Dance courses with courses selected from other NDNU programs, including Kinesiology, Nutrition, Biology, and Psychology.

# SCHOOL OF BUSINESS AND MANAGEMENT

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 competencies 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 mirror the fast pace and global reach of today's business environment with courses that address innovations in the fields of business, communication, 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.

## Accounting: Traditional Day

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

The Bachelor of Science in Accounting program for traditional day students provides students with a strong foundation in accounting and business. The major in accounting prepares students to take the Professional Certified Public Accountants Examination leading to licensure as a Certified Public Accountant (CPA). CPAs are licensed by state governments to practice public accountancy in accordance with established professional standards and to provide a variety of tax and financial services to individuals and business organizations. According to the Bureau of Labor Statistics, accountants and auditors are expected to experience much faster than average employment growth from 2008-18.

## Learning Outcomes:

- Students will learn the tools and methods to be able to evaluate business and organizational performance from both internal and external perspectives.
- Students will learn to be ethical leaders in a business and will understand and learn how to adhere to ethical codes of conduct for accountants.
- Students will be able to demonstrate written and oral communication competencies that support effectiveness of business operations.
- Students will be able to evaluate the effective use of accounting technology in an organization to drive the functional and organizational performance.
- Students will be able to develop comprehensive solutions to business problems by synthesizing and evaluating information using qualitative and quantitative analytical reasoning.

Undergraduate Accounting 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 6 units of selected graduate courses that count toward undergraduate units while also counting toward the master's degree.

## **Bachelor of Science in Accounting**

In addition to major requirements, students must meet General Education Requirements and General Degree Requirements.

| <b>Prerequisites:</b> |   | <b>Units</b> |
|-----------------------|---|--------------|
| BUS1000               | Foundations of Business                                 | 3            |
| BUS1008               | Building Business Values                                | 3            |
| BUS1100               | Macroeconomics  | 3            |
| BUS1108               | Microeconomics  | 3            |
| BUS1220               | Introduction to Financial Accounting                    | 3            |
| BUS1232               | Managerial Accounting                                   | 3            |
| BUS1300               | Community-Based Research and Statistical Analysis* (CE) | 3            |

\*MTH 1225, Statistics for Business, is the prerequisite for BUS1300 and can also be used to fulfill the General Education Mathematics requirement.

**Total Prerequisites:** **21**

| <b>Major Requirements</b> |   | <b>Units</b> |
|---------------------------|---|--------------|
| BUS2000                   | Management Principles and Organizational Behavior | 3            |
| BUS2008                   | Legal Environment of Business                     | 3            |
| BUS2201                   | Commercial Law                                    | 3            |
| BUS2202                   | Intermediate Accounting I                         | 3            |
| BUS2204                   | Intermediate Accounting II                        | 3            |
| BUS2206                   | Intermediate Accounting III                       | 3            |
| BUS2210                   | Federal Income Taxation                           | 3            |
| BUS2212                   | Cost Accounting                                   | 3            |
| BUS2214                   | Advanced Accounting                               | 3            |
| BUS2218                   | Auditing  | 3            |
| BUS2222                   | International Accounting                          | 3            |
| BUS2224                   | Corporate Finance                                 | 3            |
| BUS2600                   | Operations and IT Systems                         | 3            |
| BUS2980/W                 | Business Policy (Capstone)                        | 3            |
| BUS2990                   | Internship (CE)                                   | 3            |

**Total Major Requirements** **45**

Other Degree Requirements\* and General Electives 59

\*Other degree requirements include General Education Requirements and General Degree Requirements (e.g., U.S. History).

**Total Unit Requirement** **124**

## Minor in Accounting

Course work 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.

### Minor Requirements

Units

Students may choose any six electives from among the following:

18

|         |                             |
|---------|-----------------------------|
| BUS2202 | Intermediate Accounting I   |
| BUS2204 | Intermediate Accounting II  |
| BUS2206 | Intermediate Accounting III |
| BUS2210 | Federal Income Taxation     |
| BUS2212 | Cost Accounting             |
| BUS2214 | Advanced Accounting         |
| BUS2218 | Auditing                    |
| BUS2222 | International Accounting    |

## Business Administration: Professional Studies Program (Evening)

Lillian Barden, Ph.D.  
Program Director  
(650) 508-3683  
lbarden@ndnu.edu

Completing your Bachelor of Science degree in Business Administration is made possible by offering seven-week upper-division accelerated courses that meet in the evening and on weekends. The program is open to adult students who are 25 years of age or older, have three years of full-time work or volunteer experience, and have a minimum of 45 transferable semester units. Students work closely with their academic advisors to use both NDNU and other resources to minimize cost and time to completion.

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. Course work incorporates hands-on projects and practical knowledge applicable to contemporary work challenges. Degree completion program students have access to all of our outstanding student support services, including tutoring, career development services, and more.

### Learning Outcomes:

- Students will acquire and demonstrate **analytical and problem-solving skills** within various disciplines of business—accounting, economics, finance, management, and marketing.
- Students will learn to describe, discuss, and analyze **current events in**

**American business** with attention to the global, social, and ethical dimensions of events.

- Students will acquire the **communication, research, and technological skills** needed to analyze a business situation (problem and/or opportunity) and prepare and present a management report.
- Students will develop **critical thinking abilities** and a foundation of **ethical principles** that allows them to work effectively, respectfully, ethically, and professionally with people of diverse ethnic, cultural, gender, and other backgrounds.

## Articulation Agreement

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 6 units of selected graduate courses that count toward undergraduate units while also counting toward the master's degree.

## Bachelor of Science in Business Administration (Evening)

| <b>Prerequisites:</b> |                      | <b>Units</b> |
|-----------------------|----------------------|--------------|
| BUS1100               | Macroeconomics       | 3            |
| BUS1108               | Microeconomics       | 3            |
| BUS1224               | Financial Accounting | 3            |
| MTH2502               | Statistics           | 3            |

**Total Prerequisites:** **12**

| <b>Major Requirements:</b>            |   | <b>Units</b> |
|---------------------------------------|---|--------------|
| BUS2000                               | Management Principles and Organizational Behavior | 3            |
| BUS2006                               | Contemporary Professional Writing                 | 3            |
| BUS2008                               | Legal Environment of Business                     | 3            |
| BUS2010                               | Professional Ethics and Social Responsibility     | 3            |
| BUS2224                               | Corporate Finance                                 | 3            |
| BUS2300                               | Marketing Principles                              | 3            |
| BUS2335                               | International Business (CDiv)                     | 3            |
| BUS2600                               | Operations and Information Technology Systems     | 3            |
| BUS2980                               | Business Policy (Capstone)                        | 3            |
| Upper-division electives in the major |   | 9            |

**Total Major Requirements** **36**

Other Degree Requirements\* and Electives 76

\*Other degree requirements include General Education Requirements and General Degree Requirements (e.g., U.S. History).

**Total Unit Requirement** **124**



**Areas of Concentration**

Students may select one specialized area of courses as their concentration, or they may take any 9 discrete units of Business Electives for a General degree.

Concentration(s) available for selection are:

**Accounting:**

|         |                                       |
|---------|---------------------------------------|
| BUS2202 | Intermediate Accounting I (15-week)   |
| BUS2204 | Intermediate Accounting II (15-week)  |
| BUS2206 | Intermediate Accounting III (15-week) |
| BUS2208 | Accounting for Managers               |
| BUS2210 | Federal Income Tax                    |
| BUS2214 | Advanced Accounting                   |

**Entrepreneurship:**

|         |  |
|---------|--|
| BUS2012 | Business Leadership                              |
| BUS2048 | Human Resource Management                        |
| BUS2208 | Accounting for Managers                          |
| BUS2340 | Entrepreneurial Management and Marketing         |
| BUS2348 | Finance and Marketing for a New Business Venture |
| BUS2616 | Project Management                               |

**Management:**

|         |  |
|---------|--|
| BUS2012 | Business Leadership  |
| BUS2016 | Change and Conflict Management: Theory and Practice (CDiv) |
| BUS2040 | Women in Management (CDiv)                                 |
| BUS2048 | Human Resource Management                                  |
| BUS2340 | Entrepreneurial Management and Marketing                   |
| BUS2616 | Project Management   |
| HSP2239 | Human Relations in Organizations                           |
| HSP2248 | Managing Cultural Diversity (CDiv)                         |
| HSP2254 | Stress in the Workplace                                    |

**Marketing:**

|         |  |
|---------|--|
| BUS2316 | Consumer Behavior                                |
| BUS2340 | Entrepreneurial Management and Marketing         |
| BUS2348 | Finance and Marketing for a New Business Venture |
| BUS2364 | Advertising                                      |
| HSP2227 | Marketing for Nonprofits                         |

# **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. Within the Business Administration major, specialized concentrations are offered in: Accounting, Economics, Entrepreneurship, International Business, Management, and Marketing. We also offer a minor in Business Administration and a minor in Accounting.

## **Learning Outcomes:**

- Students will acquire and demonstrate analytical and problem-solving skills within various disciplines of business—accounting, economics, finance, management, and marketing.
- Students will learn to describe, discuss and analyze current events in American business with attention to the global, social, and ethical dimensions of events.
- Students will acquire the communication, research, and technological skills needed to analyze a business situation (problem and/or opportunity) and prepare and present a management report.
- Students will engage in at least one internship or service learning experience to demonstrate relevancy of foundational and theoretical knowledge of their academic major and to gain career related experiences.
- Students will develop critical thinking abilities and a foundation of ethical principles that allows them to work effectively, respectfully, ethically, and professionally with people of diverse ethnic, cultural, gender, and other backgrounds.

## **Articulation Agreement**

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 6 units of selected graduate courses that count toward undergraduate units while also counting toward the master's degree.

## **Bachelor of Science in Business Administration**

In addition to major requirements, students must meet General Education Requirements and General Degree Requirements.

| <b>Prerequisites:</b> |   | <b>Units</b> |
|-----------------------|---|--------------|
| BUS1000               | Foundations of Business                                 | 3            |
| BUS1008               | Building Business Values                                | 3            |
| BUS1100               | Macroeconomics  | 3            |
| BUS1108               | Microeconomics  | 3            |
| BUS1220               | Introduction to Financial Accounting                    | 3            |
| BUS1232               | Managerial Accounting                                   | 3            |
| BUS1300               | Community-Based Research and Statistical Analysis (CE)* | 3            |

\*MTH 1225, Statistics for Business, is the prerequisite for BUS1300 and can also be used to fulfill the General Education Mathematics requirement.

**Total Prerequisites:** **21**

| <b>Major Requirements</b>             |   | <b>Units</b> |
|---------------------------------------|---|--------------|
| BUS2000                               | Management Principles and Organizational Behavior | 3            |
| BUS2008                               | Legal Environment of Business                     | 3            |
| BUS2216                               | Business Analysis Using Spreadsheets              | 3            |
| BUS2224                               | Corporate Finance                                 | 3            |
| BUS2300                               | Marketing Principles                              | 3            |
| BUS2335                               | International Business (CDiv)                     | 3            |
| BUS2600                               | Operations and IT Systems                         | 3            |
| BUS2980/W                             | Business Policy (Capstone)                        | 3            |
| BUS2990                               | Internship (CE)                                   | 3            |
| Upper-division electives in the major |   | 12           |

**Total Major Requirements** **39**

Other Degree Requirements\* and General Electives 64

\*Other degree requirements include General Education Requirements and General Degree Requirements (e.g., U.S. History).

**Total Unit Requirement** **124**

## **Areas of Concentration**

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

**Accounting**

|         |                             |
|---------|-----------------------------|
| BUS2202 | Intermediate Accounting I   |
| BUS2204 | Intermediate Accounting II  |
| BUS2206 | Intermediate Accounting III |
| BUS2210 | Federal Income Taxation     |
| BUS2212 | Cost Accounting             |
| BUS2214 | Advanced Accounting         |
| BUS2218 | Auditing                    |
| BUS2222 | International Accounting    |

**Economics**

|          |   |
|----------|---|
| BUS2104  | Environmental Economics                                 |
| BUS2108  | Comparative Capitalist Systems                          |
| BUS2116W | Economic Development of Less Developed Countries (CDiv) |
| BUS2124  | International Economics                                 |
| BUS2240  | Money, Markets, and Financial Institutions              |
| BUS2248  | International Finance                                   |

**Entrepreneurship**

|         |  |
|---------|--|
| BUS2012 | Business Leadership                              |
| BUS2048 | Human Resource Management                        |
| BUS2304 | Marketing Analysis and Research                  |
| BUS2336 | Market Mapping Management                        |
| BUS2340 | Entrepreneurial Management and Marketing         |
| BUS2348 | Finance and Marketing for a New Business Venture |

**International Business**

|         |   |
|---------|---|
| BUS2024 | Comparative International Management (CDiv)             |
| BUS2116 | Economic Development of Less Developed Countries (CDiv) |
| BUS2124 | International Economics                                 |
| BUS2248 | International Finance                                   |
| BUS2332 | International Marketing (CDiv)                          |
| CUL2135 | Business Culture of France vs. USA (CL)                 |
| CUL2140 | Business French II (CDiv)                               |

**Management**

|         |  |
|---------|--|
| BUS2012 | Business Leadership  |
| BUS2016 | Change and Conflict Management: Theory and Practice (CDiv) |
| BUS2024 | Comparative International Management (CDiv)                |
| BUS2032 | Managerial Planning and Decision-Making                    |
| BUS2040 | Women In Management (CDiv)                                 |
| BUS2048 | Human Resource Management                                  |
| BUS2056 | Management of Human Relations                              |
| BUS2336 | Market Mapping Management                                  |
| BUS2340 | Entrepreneurial Management and Marketing                   |
| BUS2616 | Project Management   |
| THE2159 | Introduction to Arts Management (CE)                       |

**Marketing**

|         |  |
|---------|--|
| BUS2304 | Marketing Analysis and Research          |
| BUS2316 | Consumer Behavior                        |
| BUS2324 | Channel Marketing                        |
| BUS2328 | Service Marketing                        |
| BUS2332 | International Marketing (CDiv)           |
| BUS2336 | Market Mapping Management                |
| BUS2340 | Entrepreneurial Management and Marketing |
| BUS2356 | Sales and Sales Management               |
| BUS2364 | Advertising                              |

**Minor in 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.

| Minor Requirements |   | Units |
|--------------------|---|-------|
| BUS1000            | Foundations of Business                           | 3     |
| BUS1100            | Macroeconomics                                    | 3     |
| BUS1220            | Introduction to Financial Accounting              | 3     |
| BUS2000            | Management Principles and Organizational Behavior | 3     |
| BUS2300            | Marketing Principles                              | 3     |
| Total Minor Units  |   | 15    |

## 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. See course descriptions section for a listing of Career Development (CAR) courses.

# Communication

Dr. Judy Buller  
Program Director  
(650) 508-3734  
jbuller@ndnu.edu

The Bachelor of Arts in Communication program provides students with hands-on experiences in journalism and communication as well as 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 can earn a general degree in Communication or choose a concentration in Public Relations or Media Studies. Students in other majors are also able to obtain a minor in Communication.

## Learning Outcomes:

- Students will develop the ability to understand and demonstrate adherence to *ethical* principles and recognize the role diversity plays in all communication.
- Students will develop the ability to critically evaluate the role of *mass media's* effect on culture and its role in a democracy.
- Students will develop their abilities in *speech* to inform or persuade using research and critical thinking skills.
- Students will master the use of emerging *technologies* in all communication.
- Students will develop the ability to *write* effectively in a clear, concise, and informative manner.

## Bachelor of Arts in Communication

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

| Major Requirements |                               | Units |
|--------------------|-------------------------------|-------|
| COM1000            | Introduction to Communication | 3     |
| COM1008            | Oral Communication            | 3     |
| COM1456L/2456L     | Media Production Lab          | 3     |
| COM2440            | Writing for the Media         | 3     |
| COM2445            | Social Media                  | 3     |
| COM2981            | Communication Seminar         | 3     |
| COM2990            | Internship (CE)*              | 6     |

\*At least 3 units must be completed in the nonprofit sector.

|   |    |
|---|----|
| One three-unit elective from the following or from other approved topics: | 3  |
| COM2416            Holocaust  |    |
| COM2986            Special Topics approved by the advisor                 |    |
| 21 elective units of upper-division course work in the major              | 21 |

|                                 |           |
|---------------------------------|-----------|
| <b>Total Major Requirements</b> | <b>48</b> |
|---------------------------------|-----------|

|  |    |
|--|----|
| Other Degree Requirements* and Electives | 76 |
|--|----|

\*Other degree requirements include General Education Requirements and General Degree Requirements (e.g., U.S. History).

|                               |            |
|-------------------------------|------------|
| <b>Total Unit Requirement</b> | <b>124</b> |
|-------------------------------|------------|

### Areas of Concentration

Students may select one specialized area of courses as their concentration.

Concentration(s) available for selection are:

|                      |              |
|----------------------|--------------|
| <b>Media Studies</b> | <b>Units</b> |
|----------------------|--------------|

|                                |   |
|--------------------------------|---|
| One course from the following: | 3 |
|--------------------------------|---|

|   |   |
|---|---|
| ART2401            Media Graphics: Graphic Design                   |   |
| ART2625            Photography                                      |   |
| COM2408            Media, Politics, and Society                     | 3 |
| COM2428            Desktop Publishing                               | 3 |
| COM2449            Digital Communication I                          | 3 |
| COM2450            Digital Communication II                         | 3 |
| SOC2417            Interpersonal/Intercultural Communication (CDiv) | 3 |

|   |   |
|---|---|
| One elective in English or Political Science from the following | 3 |
|---|---|

|   |  |
|---|--|
| ENG2008            The Bohemian                       |  |
| ENG2010            Writing in the Disciplines         |  |
| ENG2108            Advanced Writing                   |  |
| ENG2142            Creative Writing                   |  |
| ENG2144            Creative Writing: Poetry           |  |
| ENG2148            Creative Writing: Fiction          |  |
| ENG2152            Creative Writing: Playwriting      |  |
| ENG2156            Creative Writing: Screenwriting    |  |
| PSC2110            International Relations            |  |
| PSC2301            State and Local Government (CE)    |  |
| PSC2310            Parties, Politics, and Campaigning |  |
| PSC2320            The Constitution                   |  |
| PSC2330            Gender and the Law                 |  |

|                         |              |
|-------------------------|--------------|
| <b>Public Relations</b> | <b>Units</b> |
|-------------------------|--------------|

|                                |   |
|--------------------------------|---|
| One course from the following: | 3 |
|--------------------------------|---|

|   |  |
|---|--|
| BUS1000            Foundations of Business      |  |
| BUS2304            Market Analysis and Research |  |

|  |   |   |
|--|---|---|
| BUS2300  | Marketing Principles                          | 3 |
| BUS2364  | Advertising                                   | 3 |
| COM1001/2001                                       | Public Relations Principles                   | 3 |
| COM2502  | Public Relations Writing                      | 3 |
| COM2510  | Public Relations Cases and Campaigns          | 3 |
| One approved Business elective from the following: |   | 3 |
| BUS2010  | Professional Ethics and Social Responsibility |   |
| BUS2016  | Change and Conflict Management                |   |
| BUS2324  | Channel Marketing                             |   |
| BUS2328  | Service Marketing                             |   |

## Minor in 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  |                               | Units     |
|---|-------------------------------|-----------|
| COM1000   | Introduction to Communication | 3         |
| COM1008   | Oral Communication            | 3         |
| A minimum of 9 units chosen from the Communication Department, of which 6 units must be upper-division. |                               | 9         |
| <b>Total Minor Requirements</b>   |                               | <b>15</b> |

## Human Services

Therese Madden, Ed.D.  
Program Chair  
(650) 508-3601  
tmadden@ndnu.edu

Students drawn to a degree in Human Services recognize the importance of people working with them, serving them, and meeting their needs in business, nonprofit, and government work. Our students come from a variety of different backgrounds and seek an undergraduate degree that builds upon their past experience to prepare them for future careers in a variety of changing fields, including business, government, counseling and social work, health care, gerontology, community advocacy, law enforcement, and employee relations.

Human Services providers look to demographic and public policy trends and see emerging challenges and opportunities for those committed to helping others. Students learn about providing needed services in various fields and learn to see themselves as leaders who address prevention and educational awareness of social issues and concerns. This understanding and leadership skills make Human Services



graduates valuable contributors in nonprofit organizations, government agencies, and corporations, where the broad needs of talented people inspire appropriate investment in human capital.

The undergraduate Human Services degree offers special articulated programs with the Graduate MPA and MBA programs. Articulated programs allow students in their last semester of undergraduate work to study for a Master's while completing their Bachelor's degree. Undergraduate students in articulated programs are allowed to enroll in six units of selected graduate classes that fulfill both undergraduate major requirements while also counting toward the Master's.

## **NDNU's Accelerated Human Services Degree**

Most Human Services classes are offered in a one-night-a-week, seven-week format, allowing students to complete their upper-division classes at an accelerated pace. Students may transfer a maximum of 78 lower-division units from a variety of sources, including, but not limited to, community colleges, universities, advanced placement credit, police academy, and military duty. These lower-division units can fulfill NDNU's General Education requirements and major prerequisites or be transferred in as electives.

NDNU accepts unlimited upper-division units from work previously completed at other colleges and universities. These upper-division units can fulfill General Education requirements and major requirements or be transferred in as electives. NDNU has a residency requirement of 30 units.

## **Learning Outcomes**

Through their studies in Human Services at NDNU

- Students will acquire and demonstrate analytical and problem-solving skills throughout their courses within the Human Services curriculum, most specifically in the Financial Management and Social Research courses.
- Students will learn to describe, discuss, and analyze current events in American business with attention to the global, social, and ethical dimensions of events in their courses within the Human Services curriculum, most specifically in courses such as Human Services, Managing Cultural Diversity, Professional Ethics and Social Responsibility, and Conflict Management.
- Students will acquire the communication, research, and technological skills needed to analyze a business situation or a social research situation (problem and/or opportunity) and prepare and present a management report in, for example, the Social Research and Communication skills course.
- Students will engage in at least one service learning experience (i.e., Senior Seminar) to demonstrate relevancy of foundational and theoretical knowledge of their academic major and to gain career related experiences as well as affording them an opportunity to engage in community outreach.
- Students will develop critical thinking abilities and a foundation of ethical principles that allows them to work effectively, respectfully, ethically, and professionally with people of diverse ethnic, cultural, gender, and other backgrounds in such courses as Professional Ethics and Social Responsibility.

## Bachelor of Science in Human Services

In addition to major requirements, students must meet General Education Requirements and General Degree Requirements.

| Prerequisites                       | Units |
|-------------------------------------|-------|
| PSY1001 Introduction to Psychology* | 3     |
| SOC1001 Introduction to Sociology*  | 3     |

\*Credit may be earned from accredited colleges or through CLEP tests. In community colleges, these courses are often titled General Psychology and General Sociology.

|                            |          |
|----------------------------|----------|
| <b>Total Prerequisites</b> | <b>6</b> |
|----------------------------|----------|

| Major Requirements                                    | Units |
|---|-------|
| BUS2010 Professional Ethics and Social Responsibility | 3     |
| HSP2201 Community Leadership Practicum*               | 0.5   |
| HSP2203 Communication Skills                          | 3     |
| One of the following upper-division writing courses:  | 3     |
| BUS2006 Contemporary Professional Writing             |       |
| ENG2108 Advanced Writing                              |       |
| HSP2206 Professional Writing                          |       |
| HSP2233 Grant Writing***                              |       |
| HSP2209 Human Services                                | 3     |
| HSP2212 Financial Management                          | 3     |
| HSP2218 Social Research Methods                       | 3     |
| HSP2221 Human Services Senior Seminar                 | 3     |
| HSP2224 Professional Development**                    | 0.5   |

\*Taken at the beginning of Major Study

\*\*Taken at the end of Major Study

\*\*\*HSP2233 may be applied to either the Human Services major or to the Counseling Concentration, but not both.

|                            |   |
|----------------------------|---|
| Concentration Requirements | 9 |
|----------------------------|---|

|                                 |           |
|---------------------------------|-----------|
| <b>Total Major Requirements</b> | <b>31</b> |
|---------------------------------|-----------|

|  |    |
|--|----|
| Other Degree Requirements* and General Electives | 87 |
|--|----|

\*Other degree requirements include General Education Requirements and General Degree Requirements (e.g., U.S. History).

|                               |            |
|-------------------------------|------------|
| <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.

## Areas of Concentration

Students will select one specialized area of courses as their concentration. Additional concentrations can be obtained by completing 9 discrete upper-division units of electives from courses in the major. Concentration(s) available for selection are:

### Human Services Administration

**Units**

Three courses chosen from the following:

9

|         |  |
|---------|--|
| BUS2000 | Management Principles and Organizational Behavior          |
| BUS2016 | Change and Conflict Management: Theory and Practice (CDiv) |
| BUS2040 | Women in Management (CDiv)                                 |
| BUS2300 | Marketing Principles                                       |
| HSP2227 | Marketing for Nonprofit Organizations                      |
| HSP2230 | Personal Financial Planning                                |
| HSP2236 | Creativity and Work  |
| HSP2239 | Human Relations in Organizations                           |
| HSP2248 | Managing Cultural Diversity (CDiv)                         |
| HSP2251 | Managing Employee Assistance Programs                      |
| HSP2254 | Stress in the Workplace                                    |
| HSP2257 | Women's Health Issues                                      |
| HSP2290 | Internship (3-6)   |

### Human Services Counseling

**Units**

Three courses chosen from the following:

9

|         |                                       |
|---------|---------------------------------------|
| HSP2230 | Personal Financial Planning           |
| HSP2233 | Grant Writing***                      |
| HSP2242 | Human Services Counseling Skills      |
| HSP2248 | Managing Cultural Diversity (CDiv)    |
| HSP2251 | Managing Employee Assistance Programs |
| HSP2254 | Stress in the Workplace               |
| HSP2257 | Women's Health Issues                 |
| HSP2263 | Development across the Lifespan       |
| HSP2290 | Internship (3-6)                      |

\*\*\*HSP2233 may be applied to either the Human Services major or to the Counseling Concentration, but not both.

### Human Services Gerontology

**Units**

Three courses chosen from the following:

9

|         |                                    |
|---------|------------------------------------|
| HSP2242 | Human Services Counseling Skills   |
| HSP2248 | Managing Cultural Diversity (CDiv) |
| HSP2257 | Women's Health Issues              |
| HSP2260 | Introduction to Gerontology        |
| HSP2263 | Development across the Lifespan    |
| HSP2283 | Gerontology Practicum              |

## Minor in Human Services

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.

### Minor Requirements

|                                      | Units                                 |           |
|--------------------------------------|---------------------------------------|-----------|
| HSP2209                              | Human Services                        | 3         |
| HSP2218                              | Social Research Methods               | 3         |
| Plus two courses from the following: |                                       | 6         |
| HSP2227                              | Marketing for Nonprofit Organizations |           |
| HSP2230                              | Personal Financial Planning           |           |
| HSP2233                              | Grant Writing                         |           |
| HSP2236                              | Creativity and Work                   |           |
| HSP2239                              | Human Relations in Organizations      |           |
| HSP2242                              | Human Services Counseling Skills      |           |
| HSP2248                              | Managing Cultural Diversity (CDiv)    |           |
| HSP2251                              | Managing Employee Assistance Programs |           |
| HSP2254                              | Stress in the Workplace               |           |
| HSP2257                              | Women's Health Issues                 |           |
| HSP2260                              | Introduction to Gerontology           |           |
| HSP2263                              | Development across the Lifespan       |           |
| HSP2283                              | Gerontology Practicum                 |           |
| HSP2290                              | Internship (3-6)                      |           |
| <b>Total Minor Requirements</b>      |                                       | <b>12</b> |

## Master of Business Administration

Jordan Holtzman  
 Program Director  
 (650) 508-3637  
 (510) 375-1348  
 jholtzman@ndnu.edu

The Master of Business Administration (MBA) degree program at NDNU offers students a scholarly environment focused on fostering innovation, superior management, and leadership competencies through the practice of analytical decision-making. Our MBA program is structured to encourage the development of professional skills recognized as essential in today's business environment, including strategic thinking, interpersonal communication, critical decision-making, global business management, leadership, leveraging technological advances, serving global markets, systems thinking, problem-solving, ethics, and corporate social responsibility. The program combines theory with practice in order to explore the evolving nature of managerial practices in an increasingly technology-driven, globalizing business environment. Students also develop a thorough understanding of social and political factors that enhances their study of management.

## Learning Outcomes

- Students will be able to understand, analyze, and communicate global, economic, legal, and ethical aspects of business.
- Students will be able to demonstrate effective leadership and collaboration skills needed to make business-critical decisions and accomplish functional, organizational, and professional goals.
- Students will be able to demonstrate written and oral communication and information literacy competencies that support the effectiveness of strategic planning, marketing, and operational activities.
- Students will be able to evaluate and apply the effective use of technology to optimize business performance.
- Students will be able to develop comprehensive solutions to business problems by synthesizing and evaluating information using qualitative and quantitative methods of reasoning and analysis.
- Students will be able to apply the NDNU Hallmarks (community engagement and social justice) to course curriculum.

## Admission Information

Fully admitted students will need to meet the following requirements:

1. A four-year bachelor's degree from an accredited institution
2. A cumulative grade point average of 2.5 or better
3. Two academic and/or professional recommendations
4. Work experience is preferred.
5. A personal interview with the Program Director may be required.
6. The satisfactory completion of undergraduate course work 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

## Foundational Knowledge

Students in the MBA program are required to have a foundational knowledge that will facilitate learning advanced concepts. Foundation courses may have been taken in an undergraduate degree program or subsequent to the completion of the bachelor's degree and must be completed with a grade of C or better. If the courses have not been completed prior to admission, students can still be admitted conditionally but must complete the undergraduate equivalent of these requirements early in their program of study. The following are the required MBA foundation courses:

- Financial Accounting
- Macroeconomics
- Microeconomics
- Statistics

### **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 Major</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>Total Core Units</b> |   | <b>24</b>    |

### **Areas of Concentration**

In addition to Core courses, all MBA students are required to take an additional 12 graduate units. Students concentrating in Finance, Human Resource Management, or Marketing, must take at least 9 units from the approved course list for the chosen concentration. The remaining 3 units may be satisfied by any BUS graduate elective approved by the graduate program advisor. Students concentrating in Media and Promotion must take all 12 units from the approved course list for that concentration. (Please note that acceptance into the Media and Promotion concentration requires satisfaction of additional criteria.\*\*\*) Students desiring a broader study can elect to pursue a general degree and select any 12 units of electives approved by the graduate program advisor.

#### **Finance**

|          |                                 |
|----------|---------------------------------|
| BUS4124  | Government, Budget, and Finance |
| BUS4132  | Investments                     |
| BUS4140  | Derivatives and Risk Management |
| BUS4148  | International Finance           |
| BUS----- | Elective                        |

#### **Human Resource Management**

BUS4508 Human Resource Management\*

Plus 9 units from the following:

|          |  |
|----------|--|
| BUS4516  | Managing Diversity                     |
| BUS4524  | Labor Management Relations             |
| BUS4532  | Conflict Management                    |
| BUS4540  | Recruitment, Training, and Development |
| BUS----- | Elective                               |

\*BUS4508 is required for this concentration.

### **Marketing**

|          |                                   |
|----------|-----------------------------------|
| BUS4008  | Entrepreneurship                  |
| BUS4404  | Consumer Behavior                 |
| BUS4408  | Marketing Research                |
| BUS4420  | Digital Marketing                 |
| BUS4424  | Advertising and Promotion         |
| BUS4432  | International Marketing           |
| BUS4440  | Spatial Analysis for Policymakers |
| BUS4456  | Public Relations                  |
| BUS----- | Elective                          |

### **Media and Promotion \*\***

One of the following courses:

|         |                    |
|---------|--------------------|
| BUS4404 | Consumer Behavior  |
| BUS4408 | Marketing Research |

Three of the following courses:

|         |                           |
|---------|---------------------------|
| BUS4420 | Digital Marketing         |
| BUS4424 | Advertising and Promotion |
| BUS4448 | Copywriting               |
| BUS4456 | Public Relations          |

\*\*Students wishing to pursue this concentration must satisfactorily complete a copywriting aptitude test and show evidence of satisfactory academic performance. See graduate advisor for details.

*\*\*The following are required by the Program Director from students applying to this concentration:*

- *Statement of purpose*
- *Copywriting Aptitude Test*
- *Evidence of academic ability based on undergraduate achievement and on performance to date at NDNU*

## **Master of Public Administration**

Jordan Holtzman  
Program Director  
(650) 508-3637  
(510) 375-1348  
jholtzman@ndnu.edu

The Master of Public Administration (MPA) prepares students to meet modern-day demands for accountability and effectiveness in public and nonprofit organizations. The MPA curriculum develops theoretical and practical foundations for the practice of effective public management in a wide range of public service functional areas. Students gain relevant knowledge and skills in public policy, administration, program evaluation, and decision-making in order to be effective advocates for change. This degree program emphasizes close

involvement with leaders from a wide variety of public sector organizations, enabling graduates to make contributions to various levels and functions of administration.

## **Learning Outcomes**

- Students will develop competencies for dealing with individual differences in skills and behavior and the basics of personality development as it relates to management and the behavior of people in community organizations.
- Students will develop communication and information literacy skills necessary for gathering and analyzing data, writing reports, explaining issues and policies, persuasively presenting initiatives, and corresponding with colleagues and public contingents.
- Students gain experiential knowledge about the challenges and model practices of contemporary public sector administration needed to effectively assess public sector organizations, community partners, and delivery of services.
- Students will be able to quantitatively assess public policy programs from program formulation through evaluation.
- Students will develop knowledge of economic, political, legal, and social institutions and learn to problem-solve within the cultural and operational contexts of these macro-environmental institutions.
- Students apply the NDNU Hallmarks (community engagement and social justice) to course curriculum.

## **Admission Information**

Fully admitted students will need to meet the following requirements:

1. A four-year bachelor's degree from an accredited institution
2. A cumulative grade point average of 2.5 or better
3. Two academic and/or professional recommendations
4. Work experience is preferred.
5. A personal interview with the Program Director may be required.
6. The satisfactory completion of undergraduate course work in political science, psychology, sociology and statistics.

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

### **Foundational Knowledge**

Students in the MPA program are required to have foundational knowledge that will facilitate learning advanced concepts. Foundation courses may have been taken in an undergraduate degree program or subsequent to the completion of the bachelor's degree. Foundation courses must be completed with a grade of C or better. If the courses have not been completed prior to admission, students can still be admitted conditionally but must



complete the undergraduate equivalent of these requirements early in their program of study. The following are the required MPA foundation courses:

- Introduction to Political Science
- Introduction to Psychology
- Introduction to Sociology
- Introductory Statistics

### **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.

| <b>Core Courses</b>     |   | <b>Units</b> |
|-------------------------|---|--------------|
| 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>Total Core Units</b> |   | <b>24</b>    |

### **Areas of Concentration**

In addition to Core courses, all MPA students are required to take an additional 12 graduate units. Students concentrating in Human Resource Management or Public Affairs Administration must take at least 9 units from the approved course list for the chosen concentration. The remaining 3 units may be satisfied by any BUS graduate elective approved by the graduate program advisor. Students desiring a broader study can elect to pursue a general degree and select any 12 units of electives approved by the graduate program advisor.

#### **Human Resource Management**

|          |  |
|----------|--|
| BUS4516  | Managing Diversity                     |
| BUS4524  | Labor Management Relations             |
| BUS4532  | Conflict Management                    |
| BUS4540  | Recruitment, Training, and Development |
| BUS----- | Elective                               |

#### **Public Affairs Administration**

|          |                                       |
|----------|---------------------------------------|
| BUS4016  | Contemporary Issues in Administration |
| BUS4048  | Administrative Law                    |
| BUS4516  | Managing Diversity                    |
| BUS4456  | Public Relations                      |
| BUS----- | Elective                              |

# Master of Science in Systems Management

Jordan Holtzman  
Program Director  
(650) 508-3637  
(510) 375-1348  
jholtzman@ndnu.edu

The Master of Science in Systems Management (MSSM) curriculum provides students with a broad understanding of the role and use of managerial analysis models and technologies in the various functional areas of modern organizations. Students focus on the management and evaluation of technology within organizations and in the development and use of information in decision-making and control. To become effective organizational agents of change, students gain problem-solving skills necessary to translate business needs into system specifications and propose solutions that add bottom-line value to the organization.

The MSSM offers an articulated agreement with NDNU's undergraduate Business Administration program. Qualified undergraduate students are able to apply in advance of their last semester to enroll in up to 6 units of selected MSSM graduate courses that fulfill undergraduate major requirements and count toward the master's degree.

## Learning Outcomes

- Students will develop abilities to analyze the creation of value through the integrated production and distribution of goods, services, and information.
- Students will learn the stages of group development, communicate the role systems serve in an organization, and use systematic problem-solving to efficiently and effectively achieve the goals of the organization.
- Students will learn essential issues of sustainability, systems theory, and organizational behavior to make decisions that achieve organizational efficiency and promote social responsibility.
- Students will be able to utilize digital media to research management issues, communicate management decisions, collaborate across the organization, and manage workflow.
- Students will be able to present management leadership concepts and techniques with reference to general management and management specialties clearly, concisely, and professionally through written, oral, and visual means.
- Students will develop information literacy and technological competencies by utilizing electronic media to research management issues, communicate management decisions, and optimally manage workflow.
- Students apply the NDNU Hallmarks (community engagement and social justice) to course curriculum.

## Admission Information

Fully admitted students will need to meet the following requirements:

1. A four-year bachelor's degree from an accredited institution
  2. A cumulative grade point average of 2.5 or better
  3. Two academic and/or professional recommendations
  4. Work experience is preferred.
  5. A personal interview with the Program Director may be required.
  6. The satisfactory completion of undergraduate course work in introductory statistics
- International students should also refer to the general graduate admission requirements.

## Program Requirements

The MSSM program requires 36 semester units of graduate course credit:

- Core — 24 units
- Concentration — 12 units
- Foundation — no credit

### Foundational Knowledge

Students in the MSSM program are required to have a foundational knowledge that will facilitate learning advanced concepts. The Statistics foundation course may have been taken in an undergraduate degree program or subsequent to the completion of the bachelor's degree and must be completed with a grade of C or better. If the course has not been completed prior to admission, students can still be admitted conditionally but must complete the undergraduate equivalent of this requirement early in their program of study.

The following is the only foundation course required for MSSM:

- Introductory Statistics

### MSSM Core Courses

These courses are designed to prepare students to manage business using a modern-day systems-based approach. 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     |
| Total Core Units |  | 24    |

**General Electives**

In addition to Core courses, all MSSM students are required to take an additional 12 graduate units to complete their degree program. This allows students the opportunity to choose electives among several specialty areas or specific fields of study in order to distinguish themselves academically. As a result, MSSM students will have maximum flexibility in choosing courses to enhance professional development.

# SCHOOL OF EDUCATION AND LEADERSHIP

Joanne Rossi, Ed.D  
Dean  
(650) 508-3613  
jrossi@ndnu.edu

For 50 years, Notre Dame de Namur University has maintained a reputation for excellence in teacher education. The objective of the School of Education and Leadership is to prepare competent teachers, specialists, administrators, and community leaders through professional programs that reflect current trends. Personalized attention and individualized counseling for students, field orientation of programs, and successful placement of credential graduates have characterized the program since its inception in 1953. All credential programs were reaccruited in 2010.

The School of Education and Leadership offers students the possibility of enrolling concurrently in some master's and credential programs. The School has several integrated programs designed to support each student as he or she prepares to be a professional educator or a community leader. Integrated programs articulate some degree of coursework between the credential and the graduate degree, significantly reducing the time and financial resources required to earn a degree.

Education courses are taught by faculty representing diverse academic and practical expertise. Courses are available during both Summer sessions as well as the Fall and Spring semesters. Courses are offered late in the afternoons/evening and on weekends in order to accommodate work commitments.

## **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:

1. A bachelor's degree in any field from an accredited institution
2. Undergraduate cumulative grade point average of 2.5 or better
3. Two letters of recommendation
4. 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.

# Administrative Services

## Master of Arts in School Administration and Preliminary Administrative Services Credential

TBD

Program Director

(650) 508-3710

TBD

The Master of Arts in School Administration is offered in conjunction with the Preliminary Administrative Services Credential program. The Master of Arts (MA) in School Administration prepares students to serve as an administrator (superintendent, deputy superintendent, associate superintendent, assistant superintendent, principal, assistant principal, supervisor, consultant, coordinator, or an equivalent intermediate-level administrative position) in public and private schools and districts. A paid administrative internship may be arranged on an as-needed basis in coordination with needs of the student's school district.

The program includes courses that address the critical juncture between theory and practice in instructional leadership. Eleven units of the course work is taken in leadership, management, finance, and a specially designed human resource development course addressing the specific needs of educational leaders. Twelve additional units are taken within four courses that include field-based practicum assignments. To ensure instructional leadership, 6 units in curriculum design and implementation and assessment and evaluation are included in the required courses. A 1-unit capstone course will be offered during the candidate's final year in the program.

Degree candidates are supported by University instructors as well as field-based partners in schools and districts during the program. The usual time between a student's first and last courses is a two-calendar-year period. Courses are offered at convenient late afternoon-evening times and Saturdays.

### Program-Specific Admission Requirements

In addition to the basic requirements, applicants to the Master of Arts and Credential in Administrative Services must meet the following requirements:

1. Proof of a bachelor's degree
2. Valid Preliminary or Clear Multiple Subject or Single Subject Teaching Credential

3. Evidence (by transcript) of introductory courses in Psychology and Sociology or complete such courses by mid-program
4. Interview with Administrative Services Program Director
5. A minimum of one-year of classroom teaching experience (a minimum of three years is required before the Administrative Services Credential can be awarded)

The following summarizes the requirements for the Preliminary Administrative Services Credential recommendation and Master of Arts in School Administration through NDNU:

1. Successfully complete required courses (includes any required prerequisites)
2. Possess a valid teaching or services credential
3. Complete three full years of teaching or services experience with a valid credential
4. Once employment as an administrator in a California public school district, nonpublic school or agency, or county office of education is validated, the State of California will issue an Administrative Services Credential. If the credential candidate does not have an offer of employment as an administrator, a Certificate of Eligibility will be applied for and issued.

| Required Courses                |  | Units     |
|---------------------------------|--|-----------|
| <b>Core Courses:</b>            |  |           |
| EDU4600                         | Financial Management                                       | 3         |
| EDU4604                         | Human Resource Management in the School/District           | 2         |
| EDU4606                         | Leadership Concepts  | 3         |
| EDU4609                         | Organization and Management                                | 3         |
| EDU4700                         | Trends in Curriculum Development                           | 3         |
| EDU4703                         | Educational Assessment and Evaluation                      | 3         |
| <b>Practicum-based Courses:</b> |  |           |
| EDU4621                         | School/Parent/Community Relations                          | 3         |
| EDU4624                         | School Law, Governance, and Politics                       | 3         |
| EDU4627                         | Program Initiation and Implementation                      | 3         |
| EDU4718                         | Contemporary Topics in Technology Leadership               | 3         |
| EDU4881                         | Capstone Course in Administrative Services, Tier 1 Program | 1         |
| <b>Total Unit Requirement</b>   |  | <b>30</b> |

## Clear Administrative Services Credential Level II

TBD

Program Director

(650) 508-3710

TBD

Notre Dame de Namur University offers an excellent program designed to facilitate the induction and professional development of beginning administrators and to fulfill the California Teacher Credentialing Commission requirements for the completion of the Professional Clear Administrative Services Credential – Level II. The program is a collaborative endeavor among the candidate, employing district, and NDNU, offering a choice of learning opportunities based on candidate and school district assessed needs.

This induction, mentoring, university course work, and advanced fieldwork program are based on an assessment of the candidate's skills and knowledge and are individualized to fit the specific needs of each candidate and school. During the program, the candidate will work in a personalized mentoring and coaching relationship, engage in reflection, and receive guidance and support while undertaking a new leadership role. Each semester course will also require Level II class time to reflect on the planning, implementation, and evaluative activities. All Level II candidates will complete and present a Professional Portfolio at the end of the program.

| Required Courses |   | Units     |
|------------------|---|-----------|
| EDU4000          | Advanced Administrative Leadership Concepts                       | 3         |
| EDU4001          | Clinical Field Leadership Activities and Applications             | 3         |
| EDU4002          | Balanced School/District Leadership in Instruction and Management | 3         |
| EDU4003          | Clinical Field Applications to Ensure Student Success             | 3         |
| <b>Total</b>     |   | <b>12</b> |



# Liberal Studies

## Learning Outcomes

Upon completion of a bachelor's degree in Liberal Studies

- Students will develop a philosophy of education using theories of learning and teaching including showing respect for diversity, justice and peace.
- Students will apply the California K-8 content standards, the Common Core Standards and subject matter knowledge in all program coursework.
- Students will communicate effectively in oral and written forms with clarity, correctness and conviction.
- Students will model sensitivity to the historic, cultural, religious, linguistic and diverse learning abilities of all students.
- Students will articulate in oral and written forms understanding of a variety of teaching strategies to effectively teach all learners.

## Bachelor of Arts in Liberal Studies – Traditional Day

Stephanie Demaree, Ed.D.  
Program Director and Advisor  
(650) 508-3738  
sdemaree@ndnu.edu

The Bachelor of Arts degree in Liberal Studies is interdisciplinary in nature, involving course work from the humanities, the arts, and the sciences. It is for students intending a career in elementary education with coursework designed to include practical fieldwork experiences in the elementary classroom. Required course work 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. The major is constructed so that students who satisfy all of the requirements for the major also satisfy most NDNU General Education Requirements.

Students are encouraged and supported to pursue graduate study at NDNU, although earning a BA degree in Liberal Studies does not guarantee admission into NDNU's teacher preparation programs. Students who seek an elementary teaching credential must apply to Graduate Admissions and, as with all applicants, undergo screening for admission.

### Area Requirements

### Units

#### Language Studies

9

ENG2108 Advanced Writing

ENG2164 Linguistics

Plus one of the following courses:

COM1008 Oral Communication

THE1005/2105 Introduction to Oral Interpretation of Literature

|   |             |
|---|-------------|
| <b>Mathematics</b>  | <b>6</b>    |
| MTH2606 Mathematics for Elementary Teachers I   |             |
| MTH2607 Mathematics for Elementary Teachers II  |             |
| <b>Natural Science and Technology</b>   | <b>7.5</b>  |
| BIO1009/1109L Introduction to Biology with Lab (3.5)  |             |
| PHY2000 Science in Action   |             |
| <b>Social Science</b>   | <b>6</b>    |
| PSC1000 Introduction to American Government   |             |
| PSC2120 World Geography   |             |
| <b>History</b>  | <b>6</b>    |
| HST2300 American History, 1607-1877   |             |
| HST2350 California History  |             |
| <b>Humanities</b>   | <b>6</b>    |
| ENG2624 Children's Literature   |             |
| REL2250 Religions of the World  |             |
| <b>The Arts</b>   | <b>3</b>    |
| One of the following courses:   |             |
| ART2605 Art Education Concepts  |             |
| THE2151 Children's Theatre  |             |
| <b>Human Development</b>  | <b>15</b>   |
| EDU2006 Introduction to Education: Practicum in Teaching  |             |
| EDU2080 Senior Seminar in Liberal Studies   |             |
| PSY1001 Introduction to Psychology  |             |
| PSY2141 Developmental Psychology: Child and Adolescent  |             |
| EDU2003 Physical Education in the Elementary School   |             |
| <b>Total Major Requirements</b>   | <b>58.5</b> |
| Other Degree Requirements* and General Electives  | <b>65.5</b> |
| *Other degree requirements include General Education Requirements and General Degree Requirements (e.g., U.S. History). |             |
| <b>Total Unit Requirement</b>   | <b>124</b>  |

## Liberal Studies: Foundations for Teaching (Evening)

Dr. Hélène Laroche-Davis

Program Director

(650) 508-3558

hdavis@ndnu.edu

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 General Education 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     |

**Total Prerequisites** **12**

| Major Requirements                                       | Units |
|--|-------|
| ART2605 Art Education Concepts                           | 3     |
| EDU2006 Introduction to Education: Practicum in Teaching | 3     |
| EDU2080 Senior Seminar in Liberal Studies                | 3     |
| ENG2164 Linguistics                                      | 3     |
| HST2020 World History                                    | 3     |
| PSY2141 Developmental Psychology                         | 3     |
| REL2250 Religions of the World                           | 3     |
| One upper-division writing course:                       | 3     |
| BUS2006 Contemporary Professional Writing                |       |
| ENG2108 Advanced Writing                                 |       |
| HSP2233 Grant Writing                                    |       |
| One of the following courses:                            | 3     |
| BIO2108 Contemporary Environmental Issues                |       |
| PHL2400 Philosophy of Science                            |       |

|   |            |
|---|------------|
| Electives from the following or as approved by advisor:   | 9          |
| ENG2624 Children's Literature   |            |
| HST2350 California History  |            |
| MTH2606 Mathematics for Elementary Teachers I   |            |
| PSC2120 World Geography (CDiv)  |            |
| <b>Total Major Requirements</b>   | <b>36</b>  |
| Other Degree Requirements* and General Electives  | 76         |
| *Other degree requirements include General Education Requirements and General Degree Requirements (e.g., U.S. History). |            |
| <b>Total Unit Requirement</b>   | <b>124</b> |

Note: Accelerated Liberal Studies students may use PHL2230 to satisfy the Philosophy and Values General Education Requirement, BUS2006, ENG2108, or HSP2233 to satisfy the Upper-Division Writing General Education Requirement, and REL2250 toward the Religion and Spirituality General Education 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.

## Master of Arts in Education

Dr. Kim Tolley  
Program Director  
(650) 508-3464  
ktolley@ndnu.edu

The Master of Arts in Education Program is designed to serve educators, administrators, and community leaders working with and on behalf of schools. There are three possible areas of concentration in the Master of Arts Education program:

- Curriculum and Instruction
- Technology
- Disciplinary Studies

Each concentration includes a specific set of three or four courses. Additionally, students can select four education electives based on their particular professional interests and needs.

Students who recently received the preliminary Multiple Subject or Single Subject credential at NDNU may articulate up to 12 units of credential coursework toward these education electives. Students who completed their credential coursework elsewhere and students who

do not possess a preliminary credential will consult with the Program Director to develop an appropriate set of elective courses to fulfill the requirement.

A master's thesis is required to complete the degree program. The thesis project integrates research, practice, and personal reflection, allowing students to demonstrate scholarly knowledge, skills and habits of inquiry in the context of a particular research question. The required courses EDU4721 and EDU4724 are designed to support students in completing this requirement.

## **Program-Specific Admission Requirements**

In addition to the basic requirements, applicants to the Master of Arts and Credential in Administrative Services must meet the following requirements:

For students applying solely to the Master of Arts in Education Program

- Valid preliminary teaching credential, with cumulative GPA of 3.0 or better in coursework
- *or*
- significant teaching experience in a public or private school, a cumulative undergraduate GPA of 3.0, and passing scores on the California Basic Education Skills Test (CBEST)
- International students whose first language is not English are required to submit TOEFL scores of 550 or higher or IELTS composite scores of 6.5 or higher

For students applying jointly to the M.A. and Credential Programs

- California Basic Education Skills Test (CBEST), California Subject Examinations for Teachers (CSET), and any other tests required for the Credential Program (must submit passing scores before enrolling in master's coursework)
- A personal interview with both the Credential and MA Program Directors

## **Learning Outcomes**

- Students will be able to develop, implement, integrate, and assess curriculum
- Students will be able to analyze and evaluate the different categories and uses of assessment
- Students will be able to use a wide range of library and academic online databases and internet resources to research educational problems and apply a range of internet software programs to analyze and report quantitative and qualitative data.
- Students will be able to evaluate practices and systems that support the success of under-represented minority groups
- Students will be able to apply critical thinking skills, analytical reading skills, analytical writing skills, and oral communication skills in the evaluation of educational problems
- Students will be able to plan, conduct, evaluate, publish, and present a thesis research project based on a socially-relevant research question

## Curriculum and Instruction Concentration

The goal of this concentration 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, and action research. The program culminates in a master's thesis, allowing students the opportunity to investigate a particular area of curriculum and instruction in depth.

| Required Courses  | Units |
|---|-------|
| EDU4700 Trends in Curriculum Development                          | 3     |
| One of the following courses:                                     | 3     |
| EDU4703 Educational Assessment and Evaluation                     |       |
| EDU4715 Media, Medium, and Method                                 |       |
| 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: | 3     |
| EDU4207 Technology - Special Education                            |       |
| EDU4709 Learning, Technology, and Curriculum                      |       |
| EDU4715 Media, Medium, and Method                                 |       |
| EDU4718 Contemporary Topics in Leadership and Technology          |       |
| Twelve semester units articulated with the preliminary credential | 12    |
| from the following courses:*                                      |       |
| EDU4100 Psychological and Developmental Foundations               |       |
| EDU4104 Sociological and Multicultural Foundations                |       |
| EDU4107 Foundations for Teaching English Learners                 |       |
| EDU4110 Special Education for the Classroom Teacher (2)           |       |
| EDU4119 Assessment in the Classroom (2)                           |       |
| EDU4330 Elementary Reading/Language Arts: Primary Grades          |       |
| EDU4333 Elementary Reading/Language Arts: Upper Grades            |       |
| EDU4410 Language and Literacy in the Content Areas                |       |

### Total Unit Requirement 30

\*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.

## Disciplinary Studies Concentration

The 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 this concentration area if he/she is interested in developing subject-matter knowledge for the elementary classroom or preparing 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 course work from the following programs: Art, Business, English, or Music.

Students who recently completed the preliminary credential at NDNU can count up to 12 units of credential coursework toward the degree.

| <b>Required Courses</b>   |  | <b>Units</b> |
|---|--|--------------|
| EDU4721   | Introduction to Educational Research             | 3            |
| EDU4724   | Educational Research                             | 3            |
| Twelve semester units articulated with the preliminary credential from the following courses:*  |  | 12           |
| EDU4100   | Psychological and Developmental Foundations      |              |
| EDU4104   | Sociological and Multicultural Foundations       |              |
| EDU4107   | Foundations for Teaching English Learners        |              |
| EDU4110   | Special Education for the Classroom Teacher (2)  |              |
| EDU4119   | Assessment in the Classroom (2)                  |              |
| EDU4330   | Elementary Reading/Language Arts: Primary Grades |              |
| EDU4333   | Elementary Reading/Language Arts: Upper Grades   |              |
| EDU4410   | Language and Literacy in the Content Areas       |              |
| Twelve semester units of graduate electives from the discipline of Concentration, to be selected in collaboration with the Program Director |  | 12           |

### **Total Unit Requirement 30**

\*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.

### **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.

| <b>Required Courses</b>  |  | <b>Units</b> |
|--|--|--------------|
| 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            |
| Twelve semester units articulated with the preliminary credential from the following courses:* |  | 12           |
| EDU4100  | Psychological and Developmental Foundations      |              |
| EDU4104  | Sociological and Multicultural Foundations       |              |

|         |  |
|---------|--|
| EDU4107 | Foundations for Teaching English Learners        |
| EDU4110 | Special Education for the Classroom Teacher (2)  |
| EDU4119 | Assessment in the Classroom (2)                  |
| 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 Unit Requirement**

**30**

## **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 postbaccalaureate 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 course work and two student teaching experiences within a calendar year. NDNU students enrolled in the credential program may articulate up to 12 units toward the Master of Arts in Education degree.

### **Learning Outcomes**

Upon completion of a Preliminary Multiple Subject Credential

- Candidates will be able to engage and support all students in learning.
- Candidates will be able to create and maintain effective environments for student learning.
- Candidates will be able to understand and organize subject matter for student learning.
- Candidates will be able to plan instruction and design learning experiences for all students.
- Candidates will be able to assess student learning.
- Candidates will be able to develop as professional educators.



Multiple Subject Credential (elementary) candidates spend one semester of student teaching at the primary level and one semester at the upper elementary 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, provided that 120 hours of subject specific course work has been completed. Subject to Program Director approval, students may complete student teaching at a WASC-accredited private school.

Transfer students must complete a minimum of 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.

The following summarizes the requirements for the preliminary Multiple Subject Teaching Credential recommendation through NDNU. Asterisked items are required for advancement to student teaching or internship eligibility:

1. \*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.
2. Successfully complete student teaching and required courses
3. Pass the Performance Assessment for California Teachers (PACT), including a full Teaching Event in math and three content area tasks in literacy, science, and history-social science (CAT)
4. \*Passage of Basic Skills Requirement (e.g., CBEST or for more options, see <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>)
5. \*Verification of Subject Matter Competence (e.g., CSET in Multiple Subjects)
6. \*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>.
7. \*Copy of negative TB test result from within two years
8. \*Signed NDNU Release of Liability Form
9. Verification of meeting the U.S. Constitution requirement by exam, course work, or CSU degree
10. 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.
11. Pass the Reading Instruction Competence Assessment (RICA) by the end of your program.

| Required Courses |   | Units |
|------------------|---|-------|
| EDU4100          | Psychological and Developmental Foundations | 3     |
| EDU4104          | Sociological and Multicultural Foundations  | 3     |
| EDU4107          | Foundations for Teaching English Learners   | 3     |
| EDU4110          | Special Education for the Classroom Teacher | 2     |

|         |   |   |
|---------|---|---|
| EDU4113 | Technology Applications in Education              | 1 |
| EDU4116 | Health Education                                  | 1 |
| EDU4119 | Assessment in the Classroom*                      | 2 |
| 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 – 1st semester    | 4 |
| EDU4345 | Student/Intern Teaching/Seminar – 2nd semester    | 4 |

**Total Unit Requirement 33**

\*These courses involve working directly with students in an approved classroom setting. Therefore, concurrent enrollment in either EDU4342 or EDU4345 is required.

**Articulation with the Master of Arts in Education**

NDNU students enrolled in its credential programs may articulate up to 12 units toward a master's degree. Interested candidates should contact the Program Director of Master of Arts in Education for more information.

**Obtaining the Professional Clear Teaching Credential**

Teachers who have taken graduate coursework elsewhere as part of their induction program for the Professional Clear Credential may transfer up to 6 semester units of recent coursework toward the Master of Arts in Education. Consult with the Director of the Master of Arts in Education Program for information regarding approved induction courses.

## 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 schools and high schools. NDNU's Single Subject Credential program is postbaccalaureate 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 course work and two student teaching experiences within a calendar year. NDNU students enrolled in the credential program may articulate up to 12 units toward the Master of Arts in Education degree.

## Learning Outcomes

Upon completion of a Preliminary Single Subject Credential

- Candidates will be able to engage and support all students in learning.
- Candidates will be able to create and maintain effective environments for student learning.
- Candidates will be able to understand and organize subject matter for student learning.
- Candidates will be able to plan instruction and design learning experiences for all students.
- Candidates will be able to assess student learning.
- Candidates will be able to develop as professional educators.

Single Subject Credential candidates typically spend one semester of student teaching at the middle or junior high school level and one semester at the high school level. These student teaching experiences are intended to take place in culturally diverse schools with students from a variety of socioeconomic backgrounds. Students work at two of the many public school districts with which we have contracts.

School districts occasionally offer qualified Single Subject Credential candidates the opportunity for a paid internship in lieu of student teaching, provided that 120 hours of specified course work has been completed and the student has applied for and been issued by the CTC, a university internship credential.

Transfer students must complete a minimum of 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 eligible to be recommended for a teaching credential.

The following summarizes the requirements for the preliminary Single Subject Teaching Credential recommendation through NDNU. Asterisked items are required for advancement to student teaching or internship eligibility:

1. \*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.
2. Successfully complete student teaching and required courses.
3. Pass the Performance Assessment for California Teachers (PACT)
4. \*Passage of Basic Skills Requirement (e.g., CBEST or for more options, see <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>).
5. \*Verification of Subject Matter Competence (e.g., CSET in appropriate teaching area or an approved subject matter waiver from an accredited college or university.)
6. \*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>).
7. \*Copy of negative TB test result from within two years.
8. \*Signed NDNU Release of Liability Form.
9. Verification meeting the U.S. Constitution requirement by exam, course work, or

CSU degree.

10. 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 and Multicultural Foundations  | 3         |
| EDU4107                       | Foundations for Teaching English Learners   | 3         |
| EDU4110                       | Special Education for the Classroom Teacher | 2         |
| EDU4113                       | Technology Applications in Education        | 1         |
| EDU4116                       | Health Education                            | 1         |
| EDU4119                       | Assessment in the Classroom                 | 2         |
| EDU4400                       | Orientation to Teaching                     | 1         |
| EDU4404                       | Teaching and Pedagogy                       | 2         |
| EDU4407                       | Secondary Curriculum                        | 2         |
| EDU4410                       | Language and Literacy in the Content Areas  | 3         |
| EDU4442                       | Student/Intern Teaching/Seminar             | 4         |
| EDU4445                       | Student/Intern Teaching/Seminar             | 4         |
| <b>Total Unit Requirement</b> |   | <b>31</b> |

### Articulation with the Master of Arts in Education

NDNU students enrolled in its credential programs may articulate up to 12 units of designated coursework toward the Master of Arts in Education degree. See [Master of Arts in Education](#) for further information.

### Obtaining the Professional Clear Teaching Credential

Teachers who have taken graduate coursework as part of their induction program for the Professional Clear Credential may transfer up to 6 semester units of recent coursework toward the Master of Arts in Education. Consult with the Director of the [Master of Arts in Education](#) Program for information regarding approved induction courses.

## Special Education

Dr. Judith Doktor  
Program Director  
(650) 508-3627  
[jdoktor@ndnu.edu](mailto:jdoktor@ndnu.edu)

### Preliminary Education Specialist Credential

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. Candidates may be hired by school districts to serve as paid interns while earning the credential.

The Preliminary Education Specialist Credential is integrated with the Master of Arts Degree in Special Education. All of the credential courses count towards the master's degree.

## Learning Outcomes

Upon completion of a Preliminary Education Specialist Credential

- Candidates will be able to develop a shared vision of learning.
- Candidates will be able to promote a culture of teaching and learning.
- Candidates will be able to effectively manage a school in the service of teaching and learning.
- Candidates will be able to work effectively with diverse families and communities.
- Candidates will be able to demonstrate personal ethics and leadership capacity.
- Candidates will be able to demonstrate political, social, economic, legal, and cultural understanding of education.

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/she meets with the Program Director.

Transfer students must complete a minimum of 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.

The following summarizes the requirements for the Preliminary Level I Education Specialist Instruction Credential recommendation through NDNU. Asterisked items are required for student teaching or internship eligibility:

1. \*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.
2. Successfully complete student teaching or internship and required courses (includes courses that allow authorization to teach English Learners).
3. \*Passage of Basic Skills Requirement (e.g., CBEST or for more options, see <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>).
4. \*Verification of Subject Matter Competence (e.g., CSET in Multiple Subjects)
5. \*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>.

6. \*Copy of negative TB test result from within two years.
7. \*Signed NDNU Release of Liability Form.
8. Verification of meeting the U.S. Constitution requirement by exam, course work, or CSU degree.
9. Pass the Reading Instruction Competence Assessment (RICA) by the end of your program.
10. Verification of employment as an Education Specialist in a CA public school district, nonpublic 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            |
| EDU4203   | Clinical Assessment                                      | 4            |
| EDU4207   | Technology - Special Education                           | 3            |
| EDU4209   | Counseling - Special Education                           | 3            |
| EDU4230   | Student/Intern Teaching and Seminar in Special Education | 8            |
| One Curriculum and Instruction Adaptations course from the following: |  | 3            |
| EDU4234   | Curriculum and Instruction Adaptations (Mild/Moderate)   |              |
| EDU4237   | Curriculum and Instruction Adaptations (Moderate/Severe) |              |
| EDU4330   | Elementary Reading/Language Arts: Primary Grades*        | 3            |

**Total Unit Requirement** **30**

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 |

**Total Unit Requirement** **43**

\*Foundation course in Multiple or Single Subject Credential

Students may complete three units of capstone 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.

## **Autism Add-On Program Design and Course Work Sequence**

Notre Dame de Namur's Special Education credential programs are designed to reflect the standards established by the California Commission on Teacher Credentialing (CCTC) and to integrate the mission, framework, and standards of the University. All required components are congruent with the expectations set forth by the CCTC. Specific objectives and learning opportunities to meet the standards are

assigned to particular courses within the program. The CCTC has authorized the University to provide Autism add-on authorization.

The Autism Authorization can be added on to the Preliminary, Level I, Level II, or Clear Certificate special education credential. The Autism add-on is not a separate certificate; it merely is an add-on to a special education credential. Additionally, there may be general education teachers or related service personnel who may choose to enroll in this course sequence to better their understanding of ASD.

| <b>Program Layout</b> |  | <b>Units</b> |
|-----------------------|--|--------------|
| EDU4900               | Introduction to Autism Spectrum Disorders                                | 3            |
| EDU4901               | Advanced Strategies for Teaching Students with Autism Spectrum Disorders | 3            |
| EDU4902               | Behavior Management Techniques   | 3            |
| EDU4903               | Autism Mentoring and Capstone Seminar                                    | 3            |
| <b>Total</b>          |  | <b>12</b>    |

## **Master of Arts (MA) in Special Education**

Building upon the Education Specialist Credential, this program enables students to complete an additional 3-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 course work is required of students without a regular education credential.

In addition to course work, 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>Requirements</b>                         |                               | <b>Units</b> |
|---|-------------------------------|--------------|
| Education Specialist Credential Course Work |                               | 30           |
| EDU4880                                     | Educational Research Capstone | 3            |

**Total for credentialed students** **33**

### **For students without a prior credential:**

|  |  |    |
|--|--|----|
| Education Specialist Credential Course Work: |  | 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  |

**Total for students without a prior credential** **46**

# COURSE DESCRIPTIONS

Course listings are sorted alphabetically by prefix code. Please refer to the following list of academic departments to find the prefix code for courses offered by each department:

| <b>Department</b>                  | <b>Prefix Code</b> |
|------------------------------------|--------------------|
| Art                                | ART                |
| Art Therapy Psychology Masters     | GPY                |
| Art Therapy Psychology Ph.D.       | DAT                |
| Biology                            | BIO                |
| Business                           | BUS                |
| Career Development                 | CAR                |
| Chemistry                          | CHE                |
| Clinical Psychology                | CPY                |
| Communication                      | COM                |
| Computer Information Science       | CIS                |
| Culture and Language               | CUL                |
| Dance                              | DAN                |
| Education                          | EDU                |
| English for International Students | EIS                |
| English                            | ENG                |
| French                             | FRE                |
| Gerontology                        | GER                |
| History                            | HST                |
| Human Services                     | HSP                |
| Interdisciplinary Courses          | IDS                |
| Italian                            | ITA                |
| Kinesiology                        | KIN                |
| Latin                              | LAT                |
| Mathematics                        | MTH                |
| Music and Vocal Arts               | MUS                |
| Natural Sciences                   | NSC                |
| Philosophy                         | PHL                |
| Physical Education                 | PED                |
| Physics                            | PHY                |
| Political Science                  | PLS                |
| Psychology                         | PSY                |
| Religious Studies                  | REL                |
| Sociology                          | SOC                |
| Spanish                            | SPA                |
| Theatre Arts                       | THE                |



# Art

## **ART1001 Drawing I (3)**

Introduces drawing media and techniques used in sketching and rendering: pencil, charcoal, conte, cast drawing, perspective, and chiaroscuro. Students will learn to see and translate their visual experience into drawing. This course will focus on how to draw form and space through gesture, line, and value. Contemporary drawings and drawings from art history will be explored. Fulfills the General Education Visual and Performing Arts Requirement.

## **ART1002 Drawing II (3)**

**Prerequisite:** ART1001

Students experiment with varied and more personal drawing techniques in black and white and color: ink, pastel, and mixed media. Still life, architecture, and natural forms will also be explored for further developing drawing techniques.

## **ART1010 Drawing with Illustrator (3)**

This course introduces 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. Macintosh technology is used for this course. Fulfills the General Education Visual and Performing Arts Requirement.

## **ART1018 Life Drawing I (3)**

Students draw from the model. The class introduces beginning students with important aspects of life drawing. A variety of techniques will be taught using wet and dry media. Students are encouraged to try various approaches to drawing the figure. Experimentation will be encouraged. Formal concerns dealing with line, gesture, value, space, light, volume, and proportion will be taught. An understanding of the role of life drawing in the visual arts will be explored through contemporary and historical examples. Fulfills the General Education Visual and Performing 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)**

This course introduces and demonstrates fundamental principles of visual organization through practical work relevant to both Graphic Design and Fine Art. Flat pattern, balance, symmetry, space, and value are studied through hands-on projects. Fulfills the General Education Visual and Performing Arts Requirement.

**ART1109 Color Design (3)**

This course introduces the exploration of design concepts with emphasis on color as a natural phenomenon and as an expressive vehicle. Hands-on projects help students understand how color relationships are used to create the illusion of reality and the abstract in the context of water-based paint and collage techniques. Fulfills the General Education Visual and Performing Arts Requirement.

**ART1118 Three-Dimensional Design (3)**

This course introduces the use of three-dimensional space as it relates to design and sculpture. Students explore both formal and conceptual issues as well as technique. Varied media, including wood, plaster, clay, and found objects (sustainable materials and reuse), are used for hands-on projects. Fulfills the General Education Visual and Performing Arts Requirement.

**ART1127 Advanced Design (3)**

Students apply principles of visual organization and color relationships to problems of pictorial composition. Art movements and techniques in Modern Art are explored and used as the basis for project assignments in order to fully comprehend these styles. Projects also develop illustration techniques. Fulfills the General Education Visual and Performing Arts Requirement.

**ART1201 Art through Time: An Art History Survey (3)**

This is a chronological examination of selected monuments of painting, sculpture, and architecture throughout World History. Fulfills the General Education Visual and Performing Arts Requirement.

**ART1401 Beginning Calligraphy (1)**

This one unit class will provide students with an understanding and practice of Western calligraphy. It will give beginning students experience with using pen and nibs with ink for writing a variety of fonts. Students will learn typefaces, type design and aesthetics, the components of type e.g., serif, sans serif and italics and the way letterforms relate to each other on a page through spacing. Historical type styles will be discussed. This course is an excellent foundation for both Graphic Design and Art majors.

**ART2001 Advanced Life Drawing I (3)**

**Prerequisite:** ART1019

Focuses on figurative drawing from the model.

**ART2002 Advanced Life Drawing II (3)**

**Prerequisite:** ART2001

Continues figurative drawing using various media.

**ART2201 Art History: Modern Art (3)**

This course explores the history of painting, sculpture, and architecture in Europe from 1750 to 1950 through slide lectures and museum field trips. Fulfills the General Education Visual and Performing 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 General Education Visual and Performing 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 General Education Visual and Performing Arts Requirement.

**ART2215 Art History: Contemporary Art since 1945 (3)**

Slide lectures and gallery tours explore recent and current trends in painting and sculpture such as Abstract, Pop, Funk, and Photo-Realism. Fulfills the General Education Visual and Performing Arts Requirement.

**ART2220 Postmodern World in Art (3)**

Focuses on lectures and gallery tours concentrating on contemporary art of the past 20 years such as Conceptual and Community art. Fulfills the General Education Visual and Performing 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. May fulfill either the General Education Visual and Performing Arts Requirement or 3 units of the Religious Studies 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. May fulfill either the General Education Visual and Performing Arts Requirement or 3 units of the Religious Studies requirement.

**ART2278 Writing About Art (3)**

This upper-division course aims to strengthen the writing of students using various aspects of art as a focus. The course will reinforce the skills required to write well-developed essays organized in a specific rhetorical mode, to develop cogent analyses of visual art, and to write practical reports, statements, and letters of the kind that might be used by a professional in the art field. Fulfills the General Education Upper-Division Writing requirement.

**ART2301 Representational Painting (3)**

The class introduces students to basic methods and procedures in oil painting. Focuses on painting representational images from various sources such as the figure, still life, and interiors. A variety of approaches to painting will be explored. Formal concerns dealing with color, tone, value, light, space, and composition will be examined. The role of painting in relation to history and society will be addressed. Fulfills the General Education Visual and Performing Arts Requirement.

**ART2305 Projects in Painting (3)**

The class introduces students to basic methods and procedures in oil painting. Students develop and sustain a four-by-five-foot canvas for the duration of the semester. Process and experimentation will be emphasized. Students will develop their imagination and aesthetic sensitivity and will examine the role of painting in society. A variety of painting techniques will be explored. Formal concerns dealing with color, tone, value, light, space, and composition will be examined. Fulfills the General Education Visual and Performing Arts Requirement.

**ART2310 Outdoor Painting (3)**

Focuses on painting in the open from a wide variety of landscape motifs. The class will introduce students to methods, materials, and approaches to painting the landscape. Emphasis will be placed on direct observation. Formal concerns dealing with color, tone, value, light, space, and composition will be examined. Fulfills the General Education Visual and Performing 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 use fundamental elements of design, color, and typography to resolve specific visual communication projects. Cultural awareness through design is discussed. Typical projects include design and inking of letterforms, logos, symbols, pictograms, and banners. This course emphasizes visual concepts, design, and presentation. Fulfills the General Education Visual and Performing Arts Requirement.

**ART2405 Media Graphics: Layout and Typography (3)**

Students are introduced to the use of type in graphic design through the development of practical projects for print such as ads, fliers, direct mail postcards, and page and book design focusing type. A brief history of World typography and aesthetics in typography are discussed. There is an emphasis on current Macintosh technology for this course. Fulfills the General Education Visual and Performing Arts Requirement.

**ART2410 Media Graphics: Production Techniques (3)**

Students design a variety of projects for print publication using the most current Macintosh technology. Projects include ads, CD packages, and catalog design. Portfolio development and presentation are emphasized. Environmentally sustainable printing practices are emphasized. Fulfills the General Education Visual and Performing Arts Requirement.

**ART2413 Making Digital Films with Mobile Technology (3)**

This course makes use of inexpensive consumer technologies to introduce students to basic video production. Students will work with mobile devices such as cell phones, iSight cameras, and digital point-and-shoots to record images and soundtracks that will be assembled and edited in iMovie. Students will gain working knowledge of video editing through a hands-on, tools-based approach that will balance structured assignments with creative expression. The focus on consumer electronics overlaps with key contemporary concerns such as mobility, social media, and online distribution, and the class will survey work currently being done by artists in each of those fields.

**ART2415 Elements of Web Design: Photoshop (3)**

An introduction to 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. Fulfills the General Education Visual and Performing Arts Requirement.

**ART2416 Advanced Elements of Web Design: Photoshop (3)**

Working with Adobe CS5 Software applications (Photoshop, Illustrator, Fireworks, Dreamweaver) as design tools, students in this course will learn to design and construct advanced-level Web images and websites. Composition, color, and aesthetics will be discussed. The course will include development of websites using CSS and HTML codes, working with CS5 Dreamweaver software.

**ART2418 Elements of Web Design: Dreamweaver (3)**

Working with Adobe Creative Suite software applications as design tools, students in this course will learn to design and construct Web images and implement them in multiple-page websites. Composition, color, and aesthetics will be discussed. The course will include development of websites using CSS, XHTML, and javascript codes, using Adobe Creative Suite Dreamweaver software.

**ART2420 Advanced Drawing I (3)**

**Prerequisite:** ART1002

Students draw from the complex still life, natural forms, and the imagination.

**ART2425 Advanced Drawing II (3)**

**Prerequisite:** ART2420

Students continue ART2420, drawing more complex compositions.

**ART2426 Advanced Drawing with Illustrator (3)**

**Prerequisite:** ART1010

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. 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 to complete an advanced portfolio.

**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)**

This course introduces hands-on work in etching techniques, including plate-making methods, aquatint, proofing, and printing editions. The history of intaglio printing will be discussed with slide lectures and actual print examples. Fulfills the General Education Visual and Performing Arts Requirement.

**ART2505 Printmaking: Multimedia Workshop (3)**

This course is an introduction to monotype printing techniques in relation to painting, drawing, and collage. Specific techniques will be demonstrated such as chine collé, color registration with multiple drops, and mixed media with drawing and painting. Fulfills the General Education Visual and Performing 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 Painting (3)**

This course explores techniques and materials incidental to water-based painting such as watercolor, acrylic, and egg tempera. Students will learn to make their own paint. Fulfills the General Education Visual and Performing Arts Requirement.

**ART2605 Art Education Concepts (3)**

This course focuses on history and theory of art education in American schools with practical projects planned for specific developmental levels. Fulfills the General Education Visual and Performing Arts Requirement.

**ART2615 Sculpture I (3)**

This course introduces students to tools and techniques of the sculptor: clay, plaster, wood, and found materials. Also includes casting. Contemporary sculpture as well as sculpture in history is discussed. Fulfills the General Education Visual and Performing Arts Requirement.

**ART2620 Sculpture II (3)**

**Prerequisite:** ART2615

Continuation of ART2615 Sculpture I.

**ART2625 Photography I (3)**

This course introduces principles of black and white photography: camera, lighting, exposure, and composition. Course includes studio and field assignments and introduces darkroom techniques. Fulfills the General Education Visual and Performing 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) (CE)**

This course provides practical experience and a theoretical basis in the planning, design, and installation of art exhibitions. Curation, work placement, lighting, and signage will be addressed. Students will work directly with the gallery staff, exhibiting artist and curators at the Wiegand Gallery. Fulfills the General Education Visual and Performing Arts Requirement. Three units must be taken to satisfy the General Education Community Engagement requirement. May be repeated for credit.

**ART2880 Senior Graphic Design Portfolio (3)**

**Prerequisite:** Senior standing

Art and Graphic Design majors develop and prepare their senior graphic design portfolio in consultation with an Art faculty advisor for presentation for future employment in the Graphic Design field. This usually includes creating new design samples to include in the portfolio as well as a resume and business card. For majors only.

**ART2881 Senior Seminar (3)**

**Prerequisite:** Senior standing

Art majors prepare their senior portfolio in consultation with an Art faculty advisor of choice. This includes artwork done in several media that is photographed. This portfolio can be used for application for entrance into an MFA program. 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 site of their internship. Provides the opportunity to experience the design field firsthand 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.

# Biology

## **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, 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. Fulfills General Education Natural and Physical Science requirement.

## **BIO1009 Introduction to Biology (3)**

Three hours lecture. An introduction course for the biological sciences which covers the domain/kingdoms of living organisms, the basic principles of cell chemistry and metabolism, cell structure and function, Mendelian genetics, and the emerging impact of biotechnology on society. Laboratory introduces basic laboratory techniques and their application to the understanding of general biology concepts. Required for Liberal Studies majors. Fulfills General Education Natural and Physical Science requirement.

## **BIO1009L Introduction to Biology Lab (0.5)**

One hour and a half laboratory component of BIO1009.

## **BIO1101 General Biology I (3)**

**Prerequisite:** High School Biology

Three hours lecture. 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)**

Three hours laboratory component of BIO1101.

## **BIO1103 General Biology II (3)**

**Prerequisite:** Grade of C or higher in BIO1101

Three hours lecture. 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)**

Three hours laboratory component of BIO1103.

## **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 investigation, environmental hazards, and health services access.

**BIO2108 Contemporary Environmental Issues (3)**

**Prerequisite:** Math Placement Level 2 or permission of instructor

Three hours lecture. This course explores the interdependence of humans with the other plant and animal species on the planet. The impact of environmental degradation is explained through a biological and ecological systems approach. A variety of perspectives on environmental issues will be explored, including political, ethical, and social perspectives. The impact of environmental challenges on developing countries will also be analyzed. Fulfills General Education Natural and Physical Science requirement.

**BIO2108L Contemporary Environmental Issues Lab (1)**

Three hours laboratory component of BIO2108. Local environmental issues are explored through fieldwork and site visits while regional and international issues are explored using technology such as geographic information systems (GIS) as well as case studies.

**BIO2114 An Introduction to the Diverse World of Plants (3)**

**Prerequisites:** Grade of C or better in 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 Lab (1)**

Three hours laboratory component of BIO2114.

**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, and 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. Fulfills General Education Natural and Physical Science requirement.

**BIO2132 General Ecology (3)**

**Prerequisites:** Grade of C or better in BIO1103, BIO1103L or BIO1009, BIO1009L, Mathematics Placement Level 2 and grade of C or better in either CHE1202, CHE1202L or CHE1101 or permission of instructor

Three hours lecture. This course 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. It also investigates cycling of chemical elements in ecosystems and trophic relationships within ecosystems. Presents selected ecosystems exemplifying unifying concepts of ecology. The impact of human activity on ecosystems is discussed.

**BIO2132L General Ecology Lab (1)**

Three hours laboratory component of BIO2132. Laboratory concentrates on field study of concepts presented in lecture.

**BIO2138 Environmental Toxicology (3)**

**Prerequisites:** Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L, CHE1202, CHE1202L and BIO2132, BIO2132L or permission of instructor

Three hours lecture. This course focuses on the examination of toxins in the environment due to natural causes and human effects. Sampling and survey techniques, risk assessment, and legal regulations are covered. Fulfills General Education Natural and Physical Science requirement only when taken with BIO2138L.

**BIO2138L Environmental Toxicology Lab (1)**

Three hours laboratory component of BIO2138.

**BIO2143 Invertebrate Zoology (3)**

**Prerequisites:** Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L

Three hours lecture. 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)**

Three hours laboratory component of BIO2143.

**BIO2148 Vertebrate Zoology (3)**

**Prerequisites:** Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L recommended

Three hours lecture. This course emphasizes the unique structural and functional adaptations of vertebrates. There is a focus on the anatomy and physiology of representative vertebrates.

**BIO2148L Vertebrate Zoology Lab (1)**

Three hours laboratory component of BIO2148. Includes dissection of lamprey, dogfish shark, and cat as representative vertebrates.

**BIO2200 Developmental Biology (3)**

**Prerequisites:** Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L

Three hours lecture. This course 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.

**BIO2200L Developmental Biology Lab (1)**

Three hours laboratory component of BIO2200.

**BIO2205 Human Anatomy (3)**

**Prerequisites:** Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L

Three hours lecture. This course studies the structure, organization, and functional relationships of the systems of the human body.

**BIO2205L Human Anatomy Lab (1)**

Three hours laboratory component of BIO2205.

**BIO2210 Human Physiology (3)**

**Prerequisites:** Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L, CHE1202, CHE1202L

Three hours lecture. This course focuses on functional aspects of the human organism at the subcellular, cellular, and tissue levels, utilizing a systems approach with an emphasis on neural and endocrine control of physiological processes to maintain homeostasis.

**BIO2210L Human Physiology Lab (2)**

Three hours laboratory, one hour seminar component of BIO2210. Includes computerized measurements of cardiac, muscle, and respiratory function as well as biochemical assays. Results are discussed in seminar.

**BIO2215 Genetics (3)**

**Prerequisites:** Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L and CHE1202, CHE1202L

Three hours lecture. 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.

**BIO2215L Genetics Lab (1)**

Three hours laboratory component of BIO2215. It includes Mendelian and population genetics, cytogenetics, DNA analysis, electrophoresis, PCR, and mapping techniques.

**BIO2252 Cellular and Molecular Biology (3)**

**Prerequisites:** Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L and CHE2203, CHE2203L, CHE2205, CHE2205L and CHE2370, CHE2370L or BIO2215, BIO2215L or permission of instructor

Three hours lecture. This course focuses on the structural and biochemical basis of cellular function. Emphasis is placed on cell substructure, cell membranes, cell-surface phenomena, and the storage and transfer of biological information at the biochemical level.

**BIO2252L Cellular and Molecular Biology Lab (1)**

Three hours laboratory component of BIO2252. Methods of Biotechnology are presented.

**BIO2275 General Microbiology (3)**

**Prerequisites:** Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L, CHE1202, CHE1202L

Three hours lecture. This course comprises the study of microorganisms and viruses, including the structure, physiology, genetics, systematics, and evolution of bacteria, fungi, protista, and parasitic metazoans. Emphasis is placed on medical, veterinary, and agricultural microbiology along with microbial ecology and industrial microbiology.

**BIO2275L General Microbiology Lab (2)**

Six hours laboratory component of BIO2275. Basic techniques for isolation, culture, and staining of bacteria are introduced in this course. Experiments throughout the course are designed to investigate the nutritional requirements and biochemical activities of microorganisms. Emphasis is placed on both techniques as well as data interpretation.

**BIO2277 Immunology (3)**

**Prerequisites:** Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L, CHE1202, CHE1202L

Three hours lecture. This course covers the fundamentals of innate and cellular immunity. Both the development and effect or functions of B and T cells are explored with special emphasis on how B and T cells interact. Hypersensitivities, allergies, and autoimmune responses are also examined.

**BIO2277L Immunology Lab (1)**

Three hours laboratory component of BIO2277. Techniques that use immunological tools and are applicable to research or clinical applications are covered, including ELISA, Dot Blot, and Western Blot.

**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.

### **BIO2886 Special Topics (1-3)**

Courses in Biology that provide elective opportunities for Science majors and minors.

### **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 elective 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 for more information on Independent Study.

## **Business**

### **BUS1000 Foundations of Business (3)**

An introductory business course surveying the business environment and functional areas of business practice.

### **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 Management of Human Relations (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. Topics include national income accounting, monetary vs. fiscal policy, the banking system, and approaches to economic analysis. Fulfills the General Education Social and Behavioral Science requirement.

### **BUS1108 Microeconomics (3)**

Gives a detailed examination of a specific component of the national economic system (industry, firm, household) as each impacts the aggregate. Topics include

implications of the pricing process and contemporary issues. Fulfills the General Education Social and Behavioral Science requirement.

**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. Fulfills the General Education Social and Behavioral Science requirement.

**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.

**BUS1220 Introduction to Financial Accounting (3)**

This introduction to financial accounting will address the recording, classification, and reporting of business transactions, emphasizing double entry accounting systems consistent with Generally Accepted Accounting Principles. Detailed discussion will surround revenue recognition, cash, inventories, current liabilities, fixed assets and depreciation methods, bonds, and equity.

**BUS1224 Financial Accounting (3)**

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)**

**Prerequisite:** BUS1220

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, and activity-based and standard costing systems.

**BUS1300 Community-Based Research and Statistical Analysis (CE) (3)**

**Prerequisite:** MTH1225

This course offers hands-on application of basic and intermediate statistical concepts to business models and community-based projects. Analysis techniques include descriptive statistics, probability theory and distributions, sampling, survey design, hypothesis testing, nonparametric tests, analysis of variance, and correlation/regression. Students will conduct statistical analysis using SPSS and Excel software.

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

**Prerequisite:** BUS1000

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.

**BUS2006 Contemporary Professional Writing (3)**

Students will develop analytical skills and practice in writing and editing various documents common in contemporary organizations: letters, e-mails, reports, business plans, presentations, and websites. Social media applications and e-portfolios are explored. While attention is given to diction and syntax, students are expected to have mastered basic writing skills. Fulfills General Education Upper-Division Writing Requirement.

**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. The course evaluates the effectiveness of specific laws, including securities, consumer, employment, and environmental.

**BUS2010 Professional Ethics and Social Responsibility (3)**

Students learn the relationship between law and morality, develop individual core values, and study various business decision-making models. This course examines major ethical theories and explores the application of those theories to current organizational, economic, and social issues. Case studies and critical thinking are used to enable the student to apply concepts learned to moral issues raised by contemporary professional practices.

**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 and Conflict Management: Theory and Practice (3) (CDiv)**

**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 (3) (CDiv)**

**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. The course examines factors that influence perceptions, communication, behavior, and decision-making in various geographical spheres of international business.

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

**Prerequisite:** BUS2000

Studies planning and decision-making as rational processes. The course 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 (3) (CDiv)**

Studies contemporary issues and problems facing women in roles as organizational leaders and managers. The course uses recent research and cases to explore personal and organizational barriers and success factors. Appropriate for both women and men.

**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.

**BUS2056 Management of Human Relations (3)**

**Prerequisite:** BUS 2000

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. The work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**BUS2078 Facilitation: Skills for Successful Meeting Management (.5)**

This course will cover the basic tenets of skillful facilitation and meeting management strategies. Students will learn and understand the role, purpose, qualities, and characteristics of a successful facilitator in workplace meetings. Key tools and techniques, consensus building, and group process strategies will be introduced.

**BUS2079 Workplace Coaching Skills (.5)**

This course will teach key coaching skills applicable to a wide range of roles and workplace settings. Students will learn and understand qualities and characteristics of a successful coach and the distinction between coaching, mentoring, and counseling. Key coaching tools and techniques will be explored.

**BUS2104 Environmental Economics (3)**

**Prerequisite:** BUS1108

This introductory course in environmental economics emphasizes the use of basic tools of economics to study and analyze the sources of environmental problems and the implications of environmental policies. Topics include implications of the resource pricing process, sustainable development, and contemporary issues.

**BUS2108 Comparative Capitalist Systems (3)**

Gives an overview of the development, major theorists, and principles underlying the various economic systems. Specific topics include 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. The course examines the culture and institutions of various less developed countries, their policies, strategies, and values.

**BUS2116W Economic Development of Less Developed Countries (CDiv) (3)**

This course introduces the concept of measurement of development and some theories devised to explain it. The course examines the culture and institutions of various less developed countries, their policies, strategies, and values. Students will write a country paper on any developing country emphasizing various aspects of its economic development process including agricultural, international, financial, population, health, labor, and environmental issues. Fulfills 1 unit of General Education Upper-Division writing requirement.

**BUS2124 International Economics (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.

**BUS2200 Business Cycle Accounting Concepts (3)**

**Prerequisites:** BUS1232, MTH1114

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.

**BUS2201 Commercial Law (3)**

This course focuses on the legal theory and mechanisms designed to facilitate commercial transactions within our society. Areas covered in the course include those dealing with integral aspects of business transactions, business organizations, contract and sales law, commercial paper, and secured transactions.

**BUS2202 Intermediate Accounting I (3)**

**Prerequisite:** BUS1220

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; and 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.

**BUS2206 Intermediate Accounting III (3)****Prerequisite:** BUS2204

This course is the third in a series of three intermediate financial accounting courses. Topics studied will include: long-term liabilities, investments, stockholders' equity, earnings per share, derivatives, Income taxes, pension and post-retirement benefits, and share-based compensation.

**BUS2208 Accounting for Managers (3)****Prerequisite:** BUS1224

This course teaches students, as users of financial information, both financial and management accounting topics. It concentrates on financial statements interpretation and analysis, planning and control, cost-volume profit relationships, and investment decisions. Assists the student in understanding accounting's role in organizational governance, marketing, budgeting, and operating decisions.

**BUS2210 Federal Income Taxation I (3)****Prerequisite:** BUS1220

Introduces fundamentals of federal taxation as they apply to tax entities, including individuals, corporations, and partnerships. Primary emphasis of the course is 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.

**BUS2211 Federal Income Taxation II (3)****Prerequisite:** BUS2210

This is the second federal income tax course. This course enables students to acquire additional knowledge beyond the introductory course. Primary emphasis is on federal income tax treatment of business corporations and partnerships. Tax policy issues and planning implications for businesses and their owners are examined.

**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)****Prerequisite:** MTH1225 or MTH2502

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

Study of the principles and techniques of auditing. Topics include Generally Accepted Auditing Standards (GAAS), ethics, legal environment, internal control, fraud and evidence gathering, and statistical sampling.

### **BUS2222 International Accounting (3)**

**Prerequisite:** BUS2204

This course provides students with a basic understanding of International Financial Reporting Standards (IFRS) and its similarities and differences with U.S. GAAP. International accounting harmonization, transfer pricing, and foreign currency translation are covered.

### **BUS2224 Corporate Finance (3)**

**Prerequisites:** BUS1100, MTH1225 or MTH2502, BUS1220

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.

### **BUS2228 Financial Analysis/Modeling (3)**

**Prerequisite:** 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)**

**Prerequisite:** 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.

**BUS2250 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. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**BUS2286 Special Topics in Accounting (1-3)**

This course is devoted to current issues in Accounting.

**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 and Research (3)**

**Prerequisite:** 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)**

**Prerequisite:** BUS2300

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

**BUS2324 Channel Marketing (3)**

**Prerequisite:** 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)**

**Prerequisite:** 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)**

**Prerequisite:** BUS2300

Studies strategic issues in marketing products and services across national borders. Examines cultural, legal, ethical, and economic constraints.

**BUS2335 International Business (3) (CDiv)**

**Prerequisite:** BUS1108

Offers an overview of International Business. In this course, international finance and management, international trade, and international investments are considered within the framework of international economics and institutions.

**BUS2336 Market Mapping Management (3)**

**Prerequisite:** BUS2000

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. Topics include theories of entrepreneurship, startup and acquisition analysis, and financial, personnel, and marketing issues relevant to effective small business management.

**BUS2348 Finance and Marketing for a New Business 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 of a new business venture.

**BUS2356 Sales and Sales Management (3)**

**Prerequisite:** 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)**

**Prerequisite:** BUS2300

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

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

**Prerequisite:** 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.

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

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

**BUS2608 Telecommunications Management (3)**

**Prerequisite:** 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)**

**Prerequisite:** 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)**

**Prerequisite:** Completion of all major Core course work

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.

**BUS2980W Business Policy (BS Capstone) (3)**

**Prerequisite:** Completion of all major Core course work

Writing-intensive version of BUS2980 in which 1 of the 3 units may be applied to the Upper-Division Writing requirement.

**BUS2986 Special Topics (0.5-3)**

A course to be utilized for seminars and special lectures in topics that are not offered on a regular basis. The course will address a specific need, a 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 (CE) (3)**

**Prerequisite:** 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 during which students will acquire further industry knowledge and develop skills necessary for professional advancement (course may be repeated up to a maximum total of 6 units of credit).

**BUS2994 Teaching Assistant (1-3)**

**Prerequisites:** Consent of instructor and junior or senior status

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

**BUS2999 Independent Study (1-3)**

**Prerequisite:** 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.

**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 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 public sector administrative 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. Includes 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)**

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

**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 legal 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)**

**Prerequisite:** 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)**

**Prerequisite:** 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.

**BUS4124 Government Budget and Finance (3)**

This course focuses 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 public sector budgeting, finances, and reporting will be explored.

**BUS4132 Investments (3)**

**Prerequisite:** 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)**

**Prerequisite:** 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 analytical model, and binomial models. Concepts of real options are introduced to demonstrate how they can be used in corporate finance. Financial risk management techniques are emphasized throughout.

**BUS4148 International Finance (3)**

**Prerequisite:** 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)**

**Prerequisite:** BUS4000

Focuses on how the enterprise uses systems and technology to manage the strategic and operational decision-making for organizations in the private and public sectors. Topics include the role of management information systems in finance, research and development, marketing, production, sales, and the 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)**

**Prerequisite:** BUS4200

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 a real-time enterprise, using holistic practices aligned with business goals and strategy. Adaptive enterprise system process management and decision-making is emphasized. Course work includes business case analysis with a Balanced Scorecard performance measurement system.

**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 intracompany scenarios as well as intercompany teams in a value chain that forms a virtual enterprise is emphasized.

**BUS4300 Systems Management (3)**

**Prerequisite:** 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, the learning organization, strategic planning, organizational structure, systems dynamics, and socio-technical designs are considered.

**BUS4308 Business Systems Modeling (3)****Prerequisite:** 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)****Prerequisite:** BUS4000

Examines organizational conceptions of sustainability, strategic approaches to value creation, and the challenges of economic performance, social justice, and environmental quality. Sustainable development involves leading change; dealing with the environmental consequences of products, processes, and operations from cradle to grave; and improving every facet of the enterprise.

**BUS4324 Distribution and Supply Chain Management (3)****Prerequisite:** 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 modern-day manufacturing and service organizations as well as analysis of inventory control, distribution management, and multi-plant coordination.

**BUS4332 Decision Support: Forecasting and Optimization (3)****Prerequisite:** BUS4000

Focuses on how to enrich project decision-making through project forecasting and quantitative analysis. 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, promotional concerns, competition, and other factors.

**BUS4404 Consumer Behavior (3)****Prerequisite:** BUS4400

Explores the culture, psychology, motivation, and decision processes of consumers.

**BUS4408 Marketing Research (3)****Prerequisite:** BUS4400

Focuses on the management of the marketing research process. This course provides an in-depth understanding of the methods and procedures involved in marketing research and their role in the decision support system. Emphasis is placed on market research projects, student discussions, and research team presentations.

**BUS4420 Digital Marketing (3)**

**Prerequisite:** BUS4400

Social network applications are being used today to integrate and coordinate marketing communications, including advertising, PR personal selling, direct marketing, market research, and sales promotion. An exploration of this interplay will constitute the foundation of the class. We will explore the effect of social media on traditional marketing disciplines and how they work together.

**BUS4424 Advertising and Promotion (3)**

**Prerequisite:** BUS4400

Gives an in-depth analysis of advertising strategy and execution processes. The psychology of advertising, project planning strategies, effectiveness measurement, and promotional tactics are considered in detail. The course emphasizes the creation of a multi-media advertising campaign in which students fulfill both client and agency roles.

**BUS4432 International Marketing (3)**

**Prerequisite:** 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)**

**Prerequisite:** BUS4000

For future leaders who need spatial technology to inform business and public sector decision-making. Course work 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 used by organizations to support management analysis.

**BUS4448 Copywriting (3)**

**Prerequisite:** BUS4400

Students learn to write effective advertising and promotional copy in various modern-day media, including print, broadcast, and online/Web/social media. Media-relevant copywriting skills and messaging and execution strategies are considered.

**BUS4456 Public Relations (3)**

Students learn how organizations establish and maintain mutually beneficial relationships with the various publics it depends on to achieve its goals and mission. Professional practices, ethical responsibilities, communication theories, program planning, execution and evaluation as well as an in-depth study of the structure and function of various publics are examined.

**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. The course is organized as a laboratory for self-study of the individual as a leader and for development of personal leadership strategies.

**BUS4508 Human Resource Management (3)**

**Prerequisite:** BUS4000

Offers an overview of the 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)**

**Prerequisite:** 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)**

**Prerequisite:** BUS4000

The managerial perspective on 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.

**BUS4540 Recruitment, Training, and Development (3)**

**Prerequisite:** 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.

**BUS4548 Public Finance and Grant Writing (3)**

**Prerequisite:** BUS4124

Students learn about public finance alternatives, the fundraising process, and how to write effective grant proposals for funding social ventures. The grant-writing process, nonprofit governance, issues of fiduciary responsibility, and reporting are covered.

**BUS4900 Game Theory (3)**

This course draws upon techniques developed in the disciplines of mathematical game theory, behavioral economics and negotiation theory. The course develops these techniques as part of an integrated framework for strategic decision-making. In so doing, the course illuminates and repairs some of the flaws of current negotiation theory, explains why individuals and groups consistently fail to make intelligent decisions, and offers a systematic approach to overcoming barriers to efficient and rational decision making.

**BUS4980 Business Policy (MBA Capstone) (3)**

**Prerequisite:** Completion of all major Core course work

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)**

**Prerequisite:** Completion of all major Core course work

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 Project Systems Analysis (MSSM Capstone) (3)**

**Prerequisite:** Completion of all major Core course work

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)**

**Prerequisite:** Consent of advisor

A course to be utilized for seminars and special lectures in topics that are not offered on a regular basis. The course will address a specific need, a 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.

**BUS4990 Internship (3)**

**Prerequisite:** Satisfactory academic progress and permission of the Dean and/or Program Director

This course provides students with the opportunity to work in an industry to gain career-related experience. The internship will require 120 to 150 hours during which students will acquire further industry knowledge and develop skills necessary for professional advancement.

**BUS4999 Independent Study (1-3)**

Provides an opportunity for independent study or research under the direction of an instructor. Refer to the Graduate Policies and Procedures section of the Catalog to apply for Independent Study.

# Career Development

## **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 (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)**

**Prerequisite:** By permission of Program Director

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.

## **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 (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)**

**Prerequisite:** Senior status and permission of Program Director

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. The work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

### **CAR2999 Independent Study (1-3)**

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

## **Chemistry**

### **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. 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. Fulfills General Education Natural and Physical Science requirement.

### **CHE1202L General Chemistry I Lab (1)**

Three hours laboratory component of CHE1202.

### **CHE1204 General Chemistry II (3)**

**Prerequisites:** Math Placement Level 2, Grade of C or better in CHE1202

Three hours lecture. 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)**

Three hours laboratory component of CHE1204.

### **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:** Grade of C or better in CHE1202 and CHE1204

Three hours lecture. This is the first course of a two-semester sequence. It focuses on the study of organic compounds and their reactions: acyclic and cyclic aliphatic hydrocarbons, alkenes, alkynes, and alkyl halides. An emphasis is placed on hybridization, isomers,

conformational analysis, stereochemistry, optical activity, reaction mechanisms, and structure determination using IR and NMR spectroscopy.

### **CHE2203L Organic Chemistry I Lab (1)**

Three hours laboratory component of CHE2203. It includes techniques in isolation (extraction, recrystallization, distillation), separation (TLC, column chromatography), and synthesis using microscale techniques.

### **CHE2205 Organic Chemistry II (3)**

**Prerequisites:** Grade of C or better in CHE2203 and CHE2203L

Three hours lecture. 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. Additional methods of structure determination, including ultraviolet and mass spectroscopy, are introduced.

### **CHE2205L Organic Chemistry II Lab (1)**

Three hours laboratory component of CHE2205. It includes further techniques in isolation and synthesis as well as compound analysis by IR, UV-Visible, and GC techniques.

### **CHE2210 Chemical Analysis and Instrumental Methods (3)**

**Prerequisites:** Grade of C or better in CHE1202, CHE1204, CHE2203 and CHE2203L (MTH2502 recommended)

Three hours lecture. Introduces the study of methods of quantitative analysis, instrumental design, and applications. Topics include gravimetric, volumetric, chromatographic (HPLC and GC), spectroscopic, and potentiometric methods.

### **CHE2210L Chemical Analysis and Instrumental Methods Lab (2)**

Six hours laboratory component of CHE2210. The techniques emphasized include titrimetry, gravimetry, IR and UV-Vis Spectrophotometry, GC, and HPLC.

### **CHE2312 Physical Chemistry for Life Sciences (3)**

**Prerequisites:** Grade of C or better in CHE1202 and CHE1204 and in MTH1320 or MTH1322 or permission of instructor (PHY1304 and PHY1304L recommended)

Three hours lecture. This course introduces elements of physical chemistry most useful for students of life sciences: thermodynamics, heterogeneous equilibria, chemical kinetics, macromolecular solutions, and electrolytes.

### **CHE2312L Physical Chemistry for Life Sciences Lab (1)**

Three hours laboratory component of CHE2312. It includes centrifugation, electrophoresis, viscosity measurement, and spectroscopy.

### **CHE2370 Biochemistry I (3)**

**Prerequisites:** Grade of C or better in BIO1101, BIO1103, CHE2203/2203L, CHE2205/2205L

Three hours lecture. Students in this course examine the structure of proteins, lipids and carbohydrates. They study the relationship of these structures to cellular function through an



exploration of enzymes (kinetics, thermodynamics, regulation, and mechanisms), membrane structure, membrane channels and pumps, and signal transduction pathways. The integration of this knowledge through a study of the metabolism of carbohydrates (glycolysis, gluconeogenesis, citric acid cycle, and oxidative phosphorylation) is emphasized.

### **CHE2370L Biochemistry I Lab (1)**

Three and a half hours laboratory component of CHE2370. It includes buffer preparation, protein purification and analysis, enzyme assays, UV/Visible spectrometry, liquid column chromatography, centrifugation, gel electrophoresis, and Western blotting.

### **CHE2375 Biochemistry II (3)**

**Prerequisite:** Grade of C or higher in CHE2370

Three hours lecture. Students in this course study enzymes, chemical reactions, and regulatory strategies involved in the biosynthesis, degradation, and oxidation of lipids, proteins, and amino acids. They explore the interrelationships between the metabolic pathways studied this year. DNA replication and repair, RNA synthesis and splicing, protein synthesis, and the control of gene expression with emphasis on enzyme catalytic mechanisms, and the structure of and interactions between molecules involved are studied in detail.

### **CHE2375L Biochemistry II Lab (1)**

Three and a half hours laboratory component of CHE2375. It includes protein purification and analysis, enzyme assays, UV/Visible spectrometry, centrifugation, gel electrophoresis, and Western blotting.

### **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.

### **CHE2886 Special Topics (3-4)**

Courses in Chemistry or Biochemistry that provide elective opportunities for Science majors and minors.

### **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 for more information on Independent Study.

# Computer Information Science

## **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. Credit may be applied toward General Education Computational Sciences.

## **CIS1130L Programming Laboratory (1)**

**Prerequisite:** Permission of instructor

This course is highly recommended to be taken concurrently with CIS 1130 and 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 General Education 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.

## **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.

**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)

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 are also covered.

**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, and LAN technology. Processes, pipes, signals, multithreading, 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 are also covered.

**CIS2245 Software Engineering (3)**

**Prerequisite:** 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)**

**Prerequisite:** CIS1140 is 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)**

**Prerequisite:** 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)**

**Prerequisite:** 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 databases with Java and Database Connectivity (JDBC), handling e-mail, Struts framework, and security.

### **CIS2341 Quality Assurance and Testing (3)**

Describes the role of testing in quality engineering and identifies the common objectives, principles, and purposes of testing. Introduces structured, preplanned testing processes, techniques, and tools. Explains the characteristics, differences, and reasons for specification-based (black box), structure-based (white box), and experience-based tests. Students write test cases using equivalence partitioning, boundary value analysis, decision tables, and state transition diagrams, understanding the main purpose of each technique and what sufficiency of coverage is for each technique.

### **CIS2355 Mobile Device Programming (3)**

Introduction to programming the iPhone or iPod Touch. Review of object-oriented programming concepts. Introduction to Objective-C syntax, CocoaTouch Framework,

XCode IDE, Interface Builder, and the iPhone Software Development Kit to write original programs for the iPhone or iPod Touch using the available tools.

### **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, and object-oriented and/or other software development methods are included. May be repeated for credit. Credit may be applied toward General Education Computational Sciences.

### **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.

### **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 for more information on Independent Study.

### **CIS4210 Computation and Optimization Algorithms (3)**

This course focuses on new tools for software engineering that inform the systematic, disciplined, and quantifiable processes of developing, operating, and maintaining software. Students will study foundations for the successful integration of evolutionary computation into software engineering techniques ranging from genetic algorithms to swarm optimization theory to ant colony optimization, demonstrating their uses and capabilities. These techniques are applied to aspects of software engineering such as software testing, quality assessment, reliability assessment, and fault prediction models, among others, to provide researchers, scholars, and students with the knowledge needed to expand this burgeoning application.

### **CIS4233 Database Design, Implementation, Optimization, and Performance (3)**

This course covers basic database theory, including models, representations, views, relational calculus, SQL, normalizations, and indexing/ transactions/ concurrency/ recovery. The students will be introduced to the most recent advances in database technologies and concepts such as NoSQL, Hadoop, Object-oriented database, etc.

**CIS4240 Software Analysis and Requirements (3)**

Defining the requirements is the first, and most critical, step in software system development. Requirements engineering is one of the least understood and hardest phases in the development of software products, especially because requirements are often unclear in the minds of many or most stakeholders. This course deals with the identification of stakeholders, the elicitation and verification of requirements from them, and translation into detailed requirements for a new or to-be-extended software product. It deals further with the analysis and modeling of requirements, the first steps in the direction of software design. Also formal and innovative methods for requirements specification, including iterative and several Agile methodologies, are discussed

**CIS4245 Software Design and Architecture (3)**

The purpose of this course is to provide students with a solid foundation in most modern concepts and best practices in creating a software product. It is expected that students will learn how to analyze and design large-scale software applications and apply different architecture styles and patterns to software design. Case studies and projects are assigned as a practical component of the course.

**CIS4261 Advanced Object-oriented Technology (3)**

Students explore the concepts, fundamental syntax, and the thought processes behind true object-oriented technology. The concepts of architectural patterns and their application to software are practiced.

**CIS4275 XML Web Services and SOAP (3)**

Web services revolutionize the way businesses interact by enabling interoperability between applications on different hardware and software platforms. The Java APIs for XML Web Services (JAX-WS) deliver a set of powerful tools to develop a Service-Oriented Architecture (SOA). This hands-on course provides students with the skills to design and build Web services using Java. Students develop services and clients using the latest standards-based technologies and deploy secure Web services that integrate proven security strategies.

**CIS4278 Web Application Development (3)**

This course is a team-based, project-oriented overview of the development of Web-based applications. Topics include object-relational mapping, transactions, model view controller architectures, Web services, integration, sending e-mail, security, deployment, and Web presentation layer technologies. Students study the programming languages Groovy, Grails, HTML, CSS, JavaScript, and jQuery among others as well as agile development practices such as unit testing.

**CIS4341 Quality Assurance and Testing (3)**

This course covers the theory and application of the capability maturity model, including process assessment, modeling, and improvement techniques. Lifecycle issues related to development and maintenance, quality, safety, and security assurance, project management, and automated support environments are also reviewed. Students participate in group projects and case studies.

### **CIS4350 Client-side in Web Application Development UGCC**

#### **Prerequisite: CIS4278 or equivalent**

This course introduces students to client-side web programming (presentation layer) in a team-based, project-oriented environment. Emphasis is placed on HTML5, AJAX, JASON, JavaScript, JSP and CSS as well as quality development best practices such as unit testing in order to solve different levels of Web application development complexities. Students have the opportunity to gain hands-on experience creating low-fidelity visual representation of website's layout design (Prototype) through variety of Wireframing technics.

### **CIS4355 Mobile Device Programming (3)**

Students explore the effects of mobile computing on software design and development. The course uses current research projects in the field of mobile computing to highlight the key aspects that complicate software engineering. Emphasis is on these concerns in the context of application development.

### **CIS4365 Secure Software Engineering (3)**

This course covers best practices for designing secure systems with particular emphasis on software engineering. Various criteria for designing secure systems are reviewed and then applied to real systems. Students study techniques for analyzing system properties and for verifying program correctness and application for examining existing protocols. Other topics include the limits of techniques for software protection such as code obfuscation, tamper-proofing and water-marking, analysis of software-based attacks (and defenses), timing attacks and leakage of information, type safety, and capability systems.

### **CIS4375 Software Engineering for Cloud Computing (3)**

Students study the architecture, implementation and evolution methodologies for Cloud Computing. Topics covered include infrastructure-as-a-service (IaaS) such as Amazon Web Services, or AWS; platform-as-a-service (PaaS), including Google App Engine or Azure; software-as-a-service (SaaS) (e.g., salesforce.com); or in frameworks that enable the above like Apache Hadoop or Microsoft's Dryad.

### **CIS4385 Software Project Management (3)**

Students learn how to plan and control the development activities and tasks of a project, including schedule and cost estimation, development of a master program plan, defining task interrelationships, and tracking and measuring the progress of a project.

### **CIS4388 Professional, Ethical and Legal Issues for Software Engineers (3)**

Students explore professional, legal, and ethical issues pertaining to software engineering, including a professional codes of ethics, social justice issues and their impact, intellectual property laws, computer privacy, and human-computer interaction. The course also includes a review of relevant regulatory documents and their applications in analyzing case studies.

### **CIS4880 Capstone Software Project I (3)**

### **CIS4881 Capstone Software Project II (3)**

In this two-term project sequence, students explore and use specific software engineering phases, software management and development tools, and quality assurance procedures in order to develop a complex software project.

# Communication

## **COM1000 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.

## **COM1001 Public Relations Principles (3)**

Study of public relations as a profession and as a management function. Focuses on principles and methods of creating public relations programs using both traditional and new media with applications in business, nonprofit organizations, education, and public policy.

## **COM1008 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. Students advance critical thinking skills by conducting extensive analyses of outside speeches.

## **COM1456L Media Production Lab (1-3)**

Produces the campus newspaper, *The Argonaut*, and its website, <http://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.

## **COM2001 Public Relations Principles (3)**

Study of public relations as a profession and as a management function. Focuses on principles and methods of creating public relations programs using both traditional and new media with applications in business, nonprofit organizations, education, and public policy. The work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

## **COM2408 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.

## **COM2416 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.



**COM2428 Desktop Publishing (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.

**COM2440 Writing for the Media (3)**

This course covers the mechanics of effective writing for various media, including broadcast, public relations, and marketing as well as traditional media, as they meld onto the Internet. Fulfills General Education Upper-Division Writing requirement.

**COM2445 Social Media (3)**

Focuses on learning the craft of working with social media and will include experience with some or all of the following: twitter, Wordpress/blogging, social media websites, e-mail, newsletters. Also covers ethics, law, and etiquette.

**COM2449 Digital Communication I (3)**

Students learn audio, script production, podcasting, and interviewing using digital media. Also covers ethics and law.

**COM2450 Digital Communication II (3)**

Students learn photography, video shooting, and pairing images with sound, advanced interviewing, and digital editing. Also covers ethics and law.

**COM2456L Media Production Lab (1-3)**

Produces the campus newspaper, *The Argonaut*, and its website, <http://theargonaut.net>, which provides 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. The work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. May be repeated for credit. Three units Fulfills General Education Upper Division Writing requirement.

**COM2502 Public Relations Writing (3)**

Focuses on writing as a tool for developing effective messages tailored to multiple audiences through news releases, media kits, opinion pieces, public service announcements, newsletters, flyers, and others.

**COM2510 Public Relations Cases and Campaigns (3)**

**Prerequisite:** COM1001/2001 or permission of the instructor

Analyses and application of public relations strategy in recent cases and campaigns drawn from business and nonprofit sectors, including public issues campaigns and crisis communications. Students form teams to plan a public campaign.

**COM2981 Communication Seminar (BA Capstone) (3)**

**Prerequisite:** completion of all Major Core course work

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

**COM2986 Special Topics (3)**

A course to be utilized for seminars and special lectures in topics that are not offered on a regular basis. This course will address a specific need or current interest and/or 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 teaching the course.

**COM2990 Internship (CE) (3)**

**Prerequisite:** senior status or by permission of program director

Provides students with the opportunity to work in a nonprofit or for-profit industry to gain career-related experience. The internship will require 100 hours during which the student will acquire further industry knowledge and develop skills necessary for professional advancement. (Course may be repeated up to a maximum total of 9 units of credit).

## Clinical Psychology

**CPY4200 Group Psychotherapy (1) (MSCP/MFT)**

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)

**CPY4203 Group Counseling Theories and Techniques (2) (MSCP/MFT/LPCC) (tag course)**

This course includes principles of group dynamics, group process components, group developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group psychotherapy methods, and evaluation of effectiveness. This 2-unit course augments the 1-unit CPY 4200 course and combined with that course meets the new LPCC dual licensure MFT/LPCC requirements of SB33 and BBS4999.33

**CPY4205 Neurophysiology and Psychopharmacology I (2) (MSCP/MFT)**

**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. Emphasizes understanding of how to collaborate and communicate effectively with health care providers and family members, including evidence-based and best practices to work with consumers with co-occurring disorders. BBS 4980.81

**CPY4207 Neurophysiology and Psychopharmacology II (1) (MSCP/MFT/LPCC)**

**Prerequisites:** PSY1001, PSY2101, and PSY2157

This course augments the 2-unit course in the MFT degree program, providing the additional 1 unit of training required for the SB33 and BBS 4999.33 dual licensure requirements toward MFT and LPCC. Additional research and interventions regarding the neurophysiology of the brain and the impact of psychopharmacological substances as well as

other substances are discussed. Special emphasis will be placed on the new requirements regarding basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medical evaluations and so that the side effects of those medications can be identified.

### **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 latest edition of the Diagnostic and Statistical Manual of Mental Disorders. The major paradigms of mental distress are thoroughly reviewed, and students are trained in the use of Mental Status Exams, multi-axial diagnostic criteria, and differential diagnoses. Recovery-oriented care, evidence-based practices, and how to work with peer counselors and health care providers to improve the social, scholastic, and occupational functioning of the consumer will be emphasized. Co-occurring disorders and the appropriate treatment will be reviewed. 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 latest Diagnostic and Statistical Manual of Mental Disorders. The major paradigms of mental distress are thoroughly reviewed and students are trained in the use of Mental Status Exams, multi-axial diagnostic criteria, and differential diagnoses. Working with the severely mentally ill from a diverse culture and population, collaborative treatment, recovery-oriented care, and case management will be emphasized. BBS 4980.37 (a-1)

### **CPY4220 Cross-cultural Issues (2)**

Explores the effects of ethnicity on the therapeutic 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 Marriage and Family Therapy, focusing on salient theories, problems, and critical issues from all major psychotherapeutic orientations, including family systems therapy and behavioral-cognitive therapy. Emphasizes understanding the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in marital, couple, and family 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 geropsychology. Includes 10 hours of course work 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) (MSCP/MFT)****Prerequisites:** PSY1001, PSY2101, PSY2157, and CPY4225

Provides a clinical survey of theoretical and empirical psychodynamic psychotherapy approaches and topics, including evidence-based practice. Approaches include Freudian, Jungian, Ego Psychology, Object Relations, Self Psychology, Developmental, and Relational perspectives. Specific topics surveyed may include the psychotherapeutic relationship; development of student/clinician qualities; developmental issues, relationships, and transitions and their impact on health; trauma and its treatment; and clinical practice issues for individuals with a range of diagnoses (including severe mental illness) such as assessment, diagnosis, treatment planning, interventions, and collaborative treatment practices. 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 and implications. While covering legal and ethical issues requisite for licensure, it also emphasizes personal and professional development, the development of student qualities, and the impact

of personal values as an integral part of cultivating an ethical attitude within the field of psychology. The course emphasizes the relationship between the development of personal qualities, sense of self, values, professional behavior, ethics, and clinical practice. Specific topics include child and elder abuse assessment and reporting; scope of practice; legal patterns and trends; privilege/confidentiality; treatment of minors; professional writing; evidence-based practice; collaborative treatment; case management; and community resources. BBS 4980.81 (a, 1-5)

**CPY4252 Clinical Assessment and Treatment (3) (Effective Fall 2012)****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 basic objective and projective assessment tools and provides initial experience in psychological testing with children. 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. Appropriate treatment plan and collaborative treatment with health care providers and family members will be emphasized.

BBS 4980.40 (4), 4980.81 (B, F);BBS 4999.33

*Note: Effective Fall 2012, CPY4250 Clinical Child Assessment and CPY4255 Clinical Adult Assessment will be replaced with the single course name and number of CPY4252 Clinical Assessment and Treatment.*

**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 and covers elder abuse, as mandated by BBS.

**CPY4265 Diagnosis and Treatment of Addictions I (1) (MSCP/MFT)**

**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)

**CPY4267 Diagnosis and Treatment of Addictions II (2) (MSCP/MFT/LPCC)**

**Prerequisite:** CPY4205

This 2-unit course augments the 1-unit course in the MFT degree program to include additional theories and psychotherapeutic interventions regarding substance abuse and co-occurring disorders. It meets the SB33 mandate and BBS 4999.33 requirements for dual licensure for MFT and LPCC. The course includes substance abuse; co-occurring disorders and addiction; major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction; legal and medical aspects of substance abuse; populations at risk; the role of the support systems; and community resources.

**CPY4270 Psychotherapeutic Techniques of Brief Therapy (2)**

**Prerequisites:** PSY1001, PSY2141, and PSY2157

Describes a non-normative 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) (MSCP/MFT)**

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 and dialectic behavioral interventions that have proven 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, CPY4252 or CPY4255, CPY4260, CPY4265, CPY4270, CPY4275, and CPY4310

This two-semester sequence of supervised practicum in the field provides an average of 20 hours weekly (250 hours per semester) of supervised training and face-to-face counseling experience with children, adolescents, adults, couples, and families in community agencies, schools, detention centers, and hospitals throughout the Bay Area. A practicum packet must be completed and signed by all parties to ensure that the site, student, and faculty are in agreement of the BBS and departmental requirements. 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. Integrated strength-based recovery model, evidence-based and best practices, case management, working with co-occurring disorders, and collaborative treatment will be emphasized. Understanding of the impact of socioeconomic position and culture will also be emphasized. BBS 4980.40 (b,1,2, B, f, g), 4980.42 4980.43

*Please note timeline restrictions (earliest start date is August 15 for training at field site).*

### **CPY4422 Clinical Practicum II (3)**

**Prerequisites:** MTH1111, CPY4200, CPY4205, CPY4210, CPY4215, CPY4220, CPY4225, CPY4230, CPY4235, CPY4240, CPY4245, CPY4250, CPY4252 or CPY4255, CPY4260, CPY4265, CPY4270, CPY4275, CPY4310, and CPY4420

This two-semester sequence of supervised practicum in the field provides an average of 20 hours weekly (250 hours per semester) of supervised training and face-to-face counseling experience with children, adolescents, adults, couples, and families in community agencies, schools, detention centers, and hospitals throughout the Bay Area. A practicum packet must be completed and signed by all parties to ensure that the site, student, and faculty are in agreement of the BBS and departmental requirements. 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. Integrated strength-based recovery model, evidence-based and best practices, case management, working with co-occurring disorders, and collaborative treatment will be emphasized. Understanding of the impact of socioeconomic position and culture will also be emphasized. BBS 4980.40 (b,1,2, B, f, g), 4980.42 4980.43

**Note:** Students who wish to graduate in May must complete all supervised training site hours by the May 15<sup>th</sup> deadline. Failure to do so may result in a delay of degree posting and graduation date and will require summer enrollment in the CPY6992 Field Supervision course. Students must ensure that their Practicum site is aware of these restrictions. NDNU will not be liable for any students at a site, inclusive of earned credit hours toward BBS requirements, postgraduation and post-May 15, nor will we certify any hours earned after May 15 if the student has not been enrolled in 3 units of Supervised Field Experience in Summer Session I. There is no supervised field experience offered in Summer Session II. Students are responsible for ensuring that their training site and supervisor are aware of these restrictions prior to signing a contract and committing to a site. A field site may opt to assume liability for the graduating student beyond the May 15 deadline, and this has typically been the case

in the past. Nevertheless, we want to ensure that students are aware of the August 15 – May 15 timeline for Practicum I (CPY4420) and II (CPY4422) courses.

**Nongraduating students must adhere to the guidelines regarding enrollment in CPY6992 Field Supervision.**

### **CPY4430 Clinical Case Seminar I (3)**

**Corequisite:** CPY4420

This two-semester sequence accompanies CPY4420 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; develop a better sense of the relationship between the development of personal qualities, their sense of self, values, professional behavior, and ethics; learn to integrate theory with evidence-based practice; benefit from feedback from their colleagues and instructor; learn how to construct and present case analyses; develop professional writing skills; become acquainted with community resources and methods of collaborative treatment; develop psychotherapy, intervention, assessment, and case management skills, including methods for specialized issues; and explore this opportunity for profound professional growth. This class augments and supports what students are learning academically and experientially, concurrently, in CPY4420. BBS 4980.42, 4980.43, 4980.40, 4980.37 (a,1-7,b), 4980.81 (a-5)

### **CPY4432 Clinical Case Seminar II (3)**

**Prerequisite:** CPY4420/CPY4430

**Corequisite:** CPY4422

This two-semester sequence accompanies CPY4422 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; develop a better sense of the relationship between the development of personal qualities, their sense of self, values, professional behavior, and ethics; learn to integrate theory with evidence-based practice; benefit from feedback from their colleagues and instructor; learn how to construct and present case analyses and develop professional writing skills; become acquainted with community resources and methods of collaborative treatment; develop psychotherapy, intervention, assessment, and case management skills, including methods for specialized issues; and explore this opportunity for profound professional growth. This class augments and supports what students are learning academically and experientially, concurrently, in CPY4422. BBS 4980.42, 4980.43, 4980.40, 4980.37 (a,1-7,b), 4980.81 (a-5)

### **CPY4550 Crisis, Trauma and Recovery I (2) (MSCP/MFT)**

This course meets the BBS mandate: “crisis or trauma counseling, including crisis theory; multidisciplinary responses to crises, emergencies, or disasters; cognitive, affective, behavioral, and neurological effects associated with trauma; brief, intermediate and long-term approaches; and assessment strategies for clients in crisis and principles of intervention for individuals with mental or emotional disorders during times of crisis, emergency, or disaster.” This course focuses on evidence-based practice and community-based methods of learning and emphasizes relational and complex trauma. It enables students to meet with consumers of mental health services and learn about patient advocacy, collaborative care,

referrals, and community resources. It promotes mental health wellness and recovery-oriented care that utilizes a strength-based approach. Meets SB33; BBS4999.33.

*Effective Spring 2012, this course will replace the current 2-unit course CPY4540 Advanced Clinical Seminar. All students currently in the program who have not yet taken the CPY4540 course will be able to substitute this course to meet their MSCP/MFT degree requirements. Effective Fall 2012, an additional unit may be tagged to this course as a supplemental unit to meet the requirements of the BBS for the LPCC track.*

### **CPY4555 Crisis, Trauma, and Recovery II (1 unit) (MSCP/MFT/LPCC)**

This 1-unit course augments the 2-unit MFT course in Crisis, Trauma, and Recovery, enabling returning students who are exploring the LPCC option the opportunity to meet the 3-unit requirement by SB33 and BBS for LPCC licensure. The course augments the 2-unit course focus on evidence-based and community-based methods of learning, patient advocacy, collaborative care, community resources, and recovery-oriented care. Additional theory on crisis care and management, trauma assessment, and treatment are also incorporated into this 1-unit course. Meets SB33; BBS4999.32.

### **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 conceptually understand the principles of psychological research. Topics include Observation and Measurement, Study Design and Implementation, and Descriptive and Inferential Statistics. Course grades are determined by midterm and final exams and 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 at NDNU.

### **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 CPY4884. Writing assignments facilitate students' completion of their proposals in a timely fashion. Permission from NDNU's Institutional Review Board (IRB) must first be obtained via written application. Students also incorporate a second reader in collaboration with the Thesis Advisor. Students are expected to finish their research proposals by the end of the semester, inclusive of comprehensive literature review, methodology, pilot data, analyses, and discussion. Note that all three thesis courses must be completed in residence at NDNU.

### **CPY4997 Research: Completion (3)**

**Prerequisite:** CPY4996

This course enables the student to complete the final data collection, analyses, discussion, and conclusion sections of the thesis in reference to the hypothesis, complete the entire thesis, and present at the Graduate Research Conference of NDNU. Note that all three thesis courses must be completed in residence at NDNU.



**CPY5200 Group Counseling Theories and Techniques (3) (MSCP/MFT/LPCC)**

This course includes principles of group dynamics, group process components, group developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group psychotherapy methods, and evaluation of effectiveness. SB33; BBS 4999.33.

**CPY5205 Neuropsychology & Psychopharmacology: (3) (MSCP/MFT/LPCC)**

**Prerequisites:** PSY1001, PSY2101, and PSY2157

Psychopharmacology and neuropsychology, including the biological bases of behavior, basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medical evaluations and so that the side effects of those medications can be identified. Meets SB33 and BBS 4999.33 mandates for dual licensure in MFT and LPCC.

**CPY5240 Psychodynamic Psychotherapy (2) (MSCP/MFT/LPCC)**

**Prerequisites:** PSY1001, PSY2101, PSY2157, and CPY4225

This 2-unit course incorporates the current recommendations of SB33 and BBS 4999.33 BBS mandates for dual licensure in MFT and LPCC. Includes clinical overview of theoretical and empirical psychodynamic psychotherapy approaches and topics, including evidence-based practices. Approaches include Freudian, Jungian, Ego Psychology, Object Relations, Self Psychology, Developmental, and Relational perspectives. Specific topics surveyed may include the psychotherapeutic relationship; development of student/clinician qualities; developmental issues, relationships, and transitions and their impact on health; trauma and its treatment; and clinical practice issues for individuals with a range of diagnoses (including severe mental illness) such as assessment, diagnosis, treatment planning, interventions, and collaborative treatment practices. BBS 4980.37(a-5).

**CPY5265 Diagnosis and Treatment of Addictions (3) (MSCP/MFT/LPCC)**

**Prerequisite:** CPY4205

This course includes substance abuse, co-occurring disorders, and addiction; major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction; legal and medical aspects of substance abuse; populations at risk; the role of the support systems; and community resources. Meets SB33, BBS 4999.33 mandates.

**CPY5275 Couples Psychotherapy (2) (MSCP/MFT/LPCC)**

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. This 2-unit course reflects the current BBS recommendations and changes for the combined MFT and LPCC licensure process. BBS 4980.81 (e), 4980.40 (2) (3); meets SB33, BBS4999.33 mandates.

**CPY5550 Crisis, Trauma, and Recovery (3) (MSCP/MFT/LPCC)**

This course integrates a community-based approach to crisis theory, multidisciplinary responses to crises, emergencies, or disasters; cognitive, affective, behavioral, and

neurological effects associated with trauma; brief, intermediate, and long-term approaches; assessment strategies for clients in crisis; principles of intervention for individuals with mental or emotional disorders during times of crisis or emergency; or other clinical topics. Trauma-specific theories and approaches are integrated along with patient advocacy, collaborative care and referrals, and community resources with emphasis on strength-based and evidence-based approaches. Meets SB33; BBS4999.33.

**CPY5560 Career Development Theories and Techniques (3)** (MSCP/MFT/LPCC)

Career development theories and techniques, including career development decision-making models and interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.

**CPY6992 Supervised Field Experience (3)**

**Prerequisites:** CPY4210/4215, CPY4245

Offers supervised practicum hours that 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. A practicum packet must be completed and signed by all parties to ensure that the site, student, and faculty are in agreement of the BBS and departmental requirements. BBS 4980.40 (b-g), 4980.42, 4980.43

## Culture and Language

**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. 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 the origin (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.

**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.

**CUL2135 Business Culture of France vs. USA (CL) (1-3)**

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 CEOs 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 (CDiv) (CL) (1-3)**

Focuses on the study of business culture and economy of French-speaking countries overseas: Guadeloupe, Martinique, Polynesia, North Africa, and Sub-Saharan Africa. All are ex-colonies of France and struggle for their identity and autonomy. This course also studies the impact of immigrants from these countries on French economy and society.

**CUL2200 Mexico: Politics, Culture, and Language (CDiv) (CL) (3)**

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 Studies 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) (CL) (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)**

Examines the experience of Mexican-Americans in the United States from 1930-present. In particular, our examination focuses on significant historical/political events where Mexican-Americans played a central role. This course also examines the intersection of identity construction with the socio-political climate and discusses the history of ethnic labels used to describe the Latino population in general and the current socio-political status of the Latino population in the United States. Includes an introduction to the fundamentals of Spanish. Satisfies a Spanish Studies Minor requirement.

**CUL2240 Mexican American Literature, Language, and Film (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 Studies Minor requirement.

**CUL2248 Culture and Language of Latin America through Film (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 Studies Minor requirement and Film Studies minor requirement.

**CUL2250 Literature of Latin America (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 Studies Minor requirement.

**CUL2308 Intercultural Cinema (CL) (3)**

Focuses on the study of the art of cinema in Europe and Asia, exploring how it reveals various European cultures. Students study films by major European directors: Bergman, Fassbinder, Fellini, Saura, Truffaut, Wajda, Kurosawa, and Zhang Yimou.

**CUL2316 Cultural Heritage and Language of China (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 films. The course includes films of Cameroon, Senegal, Mali, Burkina Faso, and Congo 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 and a Film Studies Minor requirement.

**CUL2500 Service Learning: Spanish Community Service Project (CDiv) (CL) (1-3)**

**Prerequisites:** SPA1001 and SPA1008 or equivalent

This course provides a unique opportunity for students to gain practical work experience in various community-based settings. Projects assigned involve volunteer work at various agencies within San Mateo County that serve the needs of the local Chicano/Latino population. Written work consists of a final portfolio: working translations, curriculum ideas, and workbook assignments.

**CUL2886 Special Topics (3)**

Offered as needed to satisfy the General Education requirement in Culture and Language.

**CUL2999 Independent Study (1-3)**

Provides an opportunity for independent study or research in Spanish- or French-speaking cultures to be arranged under the direction of the instructor.

# Dance

## **DAN1010 Choreography and Performance (1-2)**

**Prerequisite:** Completion of DAN1050 or instructor approval

Presents the key elements of dance and choreography for successful stage performance in both dance productions and musical theatre. This experiential course focuses on understanding movement dynamics on a deeper level through exposure to improvisation, choreographic composition, and theatrical concepts in order to gain a knowledge and refinement of performance style and design for dance and theatre. Class discussions also include the nature of dance choreography in theatre and social psychology. Choreography and Performance students design and assist with choreographic developments for the annual NDNU Muves dance productions. Students are required to have a basic technical foundation in the main genres of dance (ballet, jazz, contemporary/modern) and be able to implement their technical knowledge into choreographic design.

## **DAN1030 Stylistic Forms of Dance for The Stage (1-3)**

Focuses on the exploration of dance and movement styles necessary for theatre performance. May be repeated for credit.

## **DAN1045 Dance Technique I (1)**

This class introduces the fundamentals of ballet, jazz, hip-hop, and contemporary/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 understanding and developing technical form and includes movement approaches that increase flexibility, balance, control, muscle tone, and memory. A foundation of technical skill is developed in all four 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, hip-hop, and contemporary/modern dance technique. Continued study in Dance Technique II emphasizes expressive range and performance acuity. Focus is placed on technical and performing proficiency and includes barre, center floor, across the floor exercises, and extended dance combinations. Students in Dance Technique II are eligible to audition and perform in the annual NDNU Muves productions and enroll in Dance Choreography and Performance class. May be repeated for credit.

## **DAN1055 Dance Technique III (1-2)**

**Prerequisite:** DAN1050

Dance Technique III is a continuation of Dance II and designed for refined technical and performance skills in the art of dance. Special focus is placed on intermediate and advanced axial and locomotor movements of ballet, jazz, and contemporary/modern genres. Preprofessional training is emphasized along with an expanded understanding of the expressive components of dance, cultural influences in dance, and the principles of

group/solo choreography. Students in Dance III partake in the annual NDNU Muves Spring dance productions. This course may be repeated for credit.

### **DAN1065 Rehearsal and Performance: Dance (1-2)**

Provides credit for participation as a performer in departmental productions. May be repeated for credit.

### **DAN2010 Choreography and Performance (1-2)**

**Prerequisite:** Completion of DAN2050 or instructor approval

Presents the key elements of dance and choreography for successful stage performance in both dance productions and musical theatre. This experiential course focuses on understanding movement dynamics on a deeper level through exposure to improvisation, choreographic composition, and theatrical concepts in order to gain a knowledge and refinement of performance style and design for dance and theatre. Class discussions also include the nature of dance choreography in theatre and social psychology. Choreography and Performance students design and assist with choreographic developments for the annual NDNU Muves dance productions. Students are required to have a basic technical foundation in the main genres of dance (ballet, jazz, contemporary/modern) and be able to implement their technical knowledge into choreographic design.

### **DAN2015 Tap (1)**

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 are 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.

### **DAN2030 Stylistic Forms of Dance for The Stage (1-3)**

Focuses on the exploration of dance and movement styles necessary for theatre performance. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. May be repeated for credit.

### **DAN2045 Dance Technique I (1)**

**Prerequisite:** DAN1045

This class introduces the fundamentals of ballet, jazz, hip-hop, and contemporary/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 understanding and developing technical form and includes movement approaches that increase flexibility, balance, control, muscle tone, and memory. A foundation of technical skill is developed in all four genres and is required for advancement into Dance Technique II. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. May be repeated for credit.

**DAN2050 Dance Technique II (1)****Prerequisite:** DAN1050

This class is a continuation of Dance Technique I with emphasis on discipline, coordination, and the development of practical performing skills in ballet, jazz, hip-hop, and contemporary/modern dance technique. Continued study in Dance Technique II emphasizes expressive range and performance acuity. Focus is placed on technical and performing proficiency and includes barre, center floor, across the floor exercises, and extended dance combinations. Students in Dance Technique II are eligible to audition and perform in the annual NDNU Muves productions and enroll in Dance Choreography and Performance class. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. May be repeated for credit.

**DAN2055 Dance Technique III (1-2)****Prerequisite:** DAN2050

Dance Technique III is a continuation of Dance II and designed for refined technical and performance skills in the art of dance. Special focus is placed on intermediate and advanced axial and locomotor movements of ballet, jazz, and contemporary/modern genres. Preprofessional training is emphasized along with an expanded understanding of the expressive components of dance, cultural influences in dance, and the principles of group/solo choreography. Students in Dance III partake in the annual NDNU Muves Spring dance productions. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. This course may be repeated for credit.

**DAN2065 Rehearsal and Performance: Dance (1-2)****Prerequisite:** DAN1065

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.

## Education

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.

**EDU1003 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.

**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. Permission of the instructor is required. Course is required for admission to credential programs.

**EDU2009 Foundations of Leadership and Teamwork (1)**

Focuses on the social change model of leadership development. The class begins with conceptual frameworks that contextualize the complexity of leadership in today's society, followed by an examination of each value of the social change model. Students complete the course with a leadership project focused on social change and collaboration. Multimedia presentations, interactive exercises, and extra-credit opportunities are also incorporated to promote self-reflection and experiential learning.

**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 course work with the career perspective of the elementary classroom teacher. The value of liberal education is considered. Students develop portfolios that sample their best work and 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.

**EDU2886 Special Topics (0.5 - 3)**

Workshops offered periodically on contemporary issues of special interest in Education.



**EDU2994 Teaching Assistant (0-4)**

This is an opportunity for advanced student to earn credit by special arrangement with the Department Chair. The required work will vary.

**EDU2999 Independent Study in Education (1-3)**

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

**EDU4000 Advanced Administrative Leadership Concepts (3)**

This first-semester course in the NDNU Clear Administrative Services Credential Program (Level II) addresses the initial component of the Level II candidate's program, engaging the candidate in a focused self-assessment of competencies, interests, and current job responsibilities and concluding with provisions for the development of specific learning outcomes. The candidate will identify areas of need in support and mentoring while continuing to grow as an administrator. Identified individual candidate needs are aligned with the California Professional Standards for Educational Leaders during this course. Specifically developed objectives and support, mentoring, and evaluative activities are developed, and implementation and formative evaluation are ongoing throughout the program.

**EDU4001 Clinical Field Leadership Activities and Applications (3)**

During this field-based course, the candidate will implement, reflect upon, and evaluate the activities described in the candidate's self-assessment and the Professional Credential Mentoring Plan (PCMP). These activities are closely aligned with an initial set of three of the six conceptual themes leading to administrative competencies, as identified in the California Professional Standards for Educational Leaders (CPSEL). The candidate has the support of an employer representative and an NDNU mentor in developing and implementing activities identified in the PCMP for the semester. The NDNU mentor provides an evaluation statement regarding the success of the activities in relation to the conceptual themes identified from the CPSELs. The district representative then validates and signs off on completed activities.

**EDU4002 Balanced School/District Leadership in Instruction and Management (3)**

This second-semester course engages the Level II candidate in pursuit of the "next steps" outlined in the individual mentoring and support plan developed in EDU4000. A personal formative assessment of the candidate's progress occurs three times during the semester with the focused input of the employer representative and the NDNU mentor. This will include an evaluation of the candidate's success in addressing the California Professional Standards for Educational Leaders, which will be shared with the candidate. Additionally, the candidate will complete a professional portfolio, which will include activities, accomplishments, and accompanying artifacts and will be shared with cohort colleagues and the University community.

**EDU4003 Clinical Field Applications to Ensure Student Success (3)**

During this field-based course, the candidate will continue to implement, reflect upon, and evaluate a new set of activities described in the candidate's self-assessment and the

Professional Credential Mentoring Plan (PCMP). These activities are closely aligned with a second set of conceptual themes identified in the California Professional Standards for Educational Leaders (CPSEL). The candidate has the support of an employer representative and an NDNU mentor in developing and implementing activities identified in the PCMP. The NDNU mentor provides an evaluation statement regarding the success of the activities in relation to the conceptual themes identified from the CPSELs. The district representative then validates and signs off on completed activities.

### **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 (1)**

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 (2)**

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 is 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 is 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 is 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 course work 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 among students, literature, and response in a multicultural perspective. Introduces literacy in content areas and SDAIE techniques for understanding literature. Concurrent course work 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 (2-3)**

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 Subject - 1st semester) (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 Subject - 2nd semester) (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. Performance Assessment for California Teachers (PACT) is the focus of this course.

**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 (TPEs), 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 an 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 (2-3)**

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 the 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.

**EDU4442 Student/Intern Teaching/Seminar (Single Subject, 1st semester) (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.

**EDU4445 Student/Intern Teaching/Seminar (Single Subject - 2nd semester) (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.

**EDU4500 Current Research and Practice in Literacy Education (3)**

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 a 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)**

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

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

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

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, EDU4506, EDU4509, 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 In-service 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 in-service 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 in-service, 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)**

This course is designed to develop candidates' leadership capacity and knowledge base in collaboratively aligning fiscal, human, and material resources (including technology) to support the learning of all subgroups of students while ensuring optimum management of the organization, operation, and resources for a safe, efficient, and effective learning environment. The principles and concepts in public fiscal management, budget development, revenue, and taxation policies will be explored. The final project will include the development of a budget spreadsheet with a time-process plan to ensure collaborative budget development, taking student learning into a role of primary consideration, which will be presented with oral rationalization to a variety of audiences (staff, community, parents, central office personnel).

### **EDU4604 Human Resource Management in the School/District (2)**

This course is intended to help educational leaders at the school and district level develop knowledge and capacity to perform effectively in the area of human resources (HR) and build high performing human resource teams in schools and districts. The focus of the course will be on how the HR function in general serves the needs of all other parts of a system of education and yet has its own unique character within the system. Since the HR function consumes at least 80 percent of the school/district budget and also consumes a great deal of the school district's time and energy, the HR system of a school/district must be carefully considered by the educational leader. It follows that the HR system of a school/district is directly related to the overriding purpose of school in terms of student achievement. While the essential organization of this course is toward developing human



and organizational capacities, particular emphasis will be given to the application of knowledge and skills to authentic problems of practice within a school/district in order to develop research-based solutions to these problems.

### **EDU4606 Leadership Concepts (3)**

This course will explore the historical and philosophical approaches to educational leadership and include identification of personal leadership strengths. The concept of facilitating the development of a shared vision for the achievement and success of all students based upon relevant quantitative and qualitative measures of student learning will be a primary focus. Through an emphasis on personal leadership practices and their potential impact and influence on the performance of other adults and students, candidates will come to realize the importance of educational leadership in a democratic society. The candidate will recognize the primary function of the ability to communicate and implement a shared vision so that the entire school community understands and acts on the mission of the school as standards-based educational system. Candidates will come to know and experience the leadership roles inherent in shaping school programs, plans, and activities to ensure integration, articulation, and consistency with the shared vision.

### **EDU4609 Organization and Management (3)**

This course covers the principles and concepts of management theory, including an historical overview. The managerial functions of leading, planning, organizing, and staffing are focused upon with an emphasis on how these functions are being facilitated by instructional leadership through communication and participatory decision-making. Organizational behavior patterns in management will be explored through assigned readings, small-group discussions, guest speakers, and selected videos. There is an emphasis on what makes public organizations distinctive and analyzing the environment of schools through problem-based learning assignments.

### **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/Parent/Community Relations (3)**

This course will cover changing social and institutional conditions, including public relations in the age of information, the effective use of administrative technology for communication, identification and analysis of community resources, and ways to work effectively with parents, community agencies, and special interest groups as well as working with a culturally diverse school community. Candidates will examine and evaluate their own attitudes toward people of different races, cultures, and ethnic backgrounds as well as examine their attitudes toward sexual orientation and individuals with disabilities, so they will become aware of their individual feelings and be able to be an effective leader in a diverse setting, finding value in all individuals. Special emphasis will be put on an educational leader's primary focus in mobilizing community resources in the service of student achievement and incorporating

family and community expectations in school decision-making activities. This course includes a written practicum that will reflect work on an administrative project supervised by an on-site administrator (who serves as a partner in field-based experience) and approved by the instructor. The project will be congruous with the course objectives for learning.

### **EDU4624 School Law, Governance, and Politics (3)**

This course introduces the candidate to the basic concepts of school governance, law, and politics with an overview of our educational system at the federal, state, and local levels. State-adopted content standards for students will be examined, and candidates will develop an understanding of the critical role of instructional leadership in monitoring the educational needs of all students. The course will cover the interaction of historical and philosophical forces that give rise to various institutionalized practices and laws and focus on the interaction of administrative, legal, and political forces and issues, which need careful consideration and/or potential action and advocacy on the part of instructional leaders. This course includes a written practicum that will reflect work on an administrative project supervised by an on-site administrator (who serves as a partner in field-based experiences) and approved by the instructor. The project will be congruous with the course objectives for learning.

### **EDU4627 Program Initiation and Implementation (3)**

This course begins with an historical overview of the forces affecting schooling in America. Social, political, and economic forces are considered in the journey of American education as are the variety of trends and program implemented on the curricular landscape over the course of two centuries. The candidate will explore the roles and resultant implications of the actions of a variety of stakeholder groups in curriculum development and program implementation. Procedures and strategies for implementing special programs and mandates will be identified and discussed. Professional development issues (as a part of program implementation) and collaborative team building will be themes in class discussion and practicum projects. Candidates will be introduced to the process of design, initiation, and implementation of school and district goals and objectives and the place of the school site plan in the process. While candidates will be able to facilitate the critical process pieces in the development, implementation, and evaluation of the school site plan, the culminating experience in this course will be the candidate's practicum project in which the candidate will design, initiate, and implement an educational program aimed at the improvement of student achievement. This course includes a written practicum that will reflect work on an administrative project supervised by an on-site administrator (who serves as a partner in field-based experiences) and approved by the instructor. The project will be congruous with the course objectives for learning.

### **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)**

This course, imperative for the instructional leader's role, is an essential ingredient in planning for the improvement of student achievement. The underlying theme echoes that positive change is put down when purpose and effort unite. The course considers curriculum development and inclusive influential factors. Current and historical background trends are explored. Integral instructional leadership roles in curricular planning and decision-making processes are emphasized. Additionally, the concept of the integration of subject matter and multicultural perspectives and resources, critical thinking, and communication skills with technological resources is woven throughout the course.

### **EDU4703 Educational Assessment/Evaluation (3)**

This course applies the basic principles of measurement and evaluation to the classroom, the school, and the district. In addition, it addresses the practical problems and concerns facing teachers and schools in dealing with data-driven decision-making and evaluation. Course readings, discussions, and activities explore the arguments in favor of and against standards-based and standardized testing and analyze, synthesize, and evaluate the different categories and uses of tests: norm-references, criterion-referenced, and performance assessment. Finally, the course explores issues surrounding the use of student assessment results and teacher evaluation.

### **EDU4706 Social Justice, Diversity, and Equity (3)**

This course examines the function of schooling within a culturally diverse, democratic society. Course readings explore the current context of schooling and the ways in which schools currently perpetuate inequities. Course discussions and class projects analyze exemplary practices and visions of what school could be like for all students. Throughout the course, students 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.

### **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)**

This course provides the candidate with a broad range of contemporary topics that address the intersection of leadership and technology. The course is intended to help educational leaders at the school and district level develop knowledge and capacity to perform effectively through directly addressing issues of student achievement with the study of leadership strongly supported by expertise in the area of technology and communications. The focus of the course will be on how technology used optimally serves the needs of professional educators in closing the achievement gap among students and target the unique needs of classrooms, schools, and districts. Leadership in the area of technology in a school/district, when used to focus in on learning objectives and subsequent results, can be directly related to the overriding purpose of schools in terms of student achievement. The essential orientation of this course is on addressing the critical intersect of leadership, technology and student achievement. Critical emphasis will be given to the application of knowledge and skills and to authentic problems of practice within a school/district in order to develop research-based solutions to these challenges.

**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 research that is both scholarly and action-based. Students identify a research question, review, analyze, and synthesize the literature pertaining to the question, and develop ethical and reliable methods to conduct research in the field. Students complete the thesis proposal in the context of this course and submit it for approval to NDNU's Institutional Review Board.

**EDU4724 Educational Research (1-3)**

**Prerequisite:** EDU4721

EDU4724 specifically assumes that students have a completed and approved thesis proposal. The course supports students in obtaining informed consent to begin research in the field and introduces them to methods for analyzing qualitative and quantitative data. Discussions and activities guide students through data collection, analysis, and completion of the final thesis. Students must file the thesis before the end date of the course.

**EDU4803 Advanced Strategies for English Learners (3)**

This advanced course 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.

### **EDU4880 Educational Research Capstone (3)**

**Prerequisite:** All other course work 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 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 in Administrative Services, Tier 1 Program (1)**

The Capstone Course in the Administrative Services Program at Notre Dame de Namur University reflects the Program's intent to prepare educational leaders who are innovative thinkers equipped with 21st century skills and whose reflective thinking and resultant action are tied to the continual improvement of student achievement. The capstone course establishes a forum for students to demonstrate that they have the capacity to be such educational leaders. The capstone 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.

### **EDU4900 Introduction to Autism Spectrum Disorders (3)**

This course develops the candidate's understanding of the unique characteristics of students with Autism Spectrum Disorders from preschool through high school. Participants will become familiar with the core challenges associated with language and communication, cognition and neurology, social skills and behavior, processing, and implications for program planning and service delivery.

### **EDU4901 Advanced Strategies for Teaching Students with Autism Spectrum Disorders (3)**

This course develops the candidate's knowledge, skills, and abilities for educating students with ASD, utilizing evidence-based and multi-faceted methodologies and strategies. Participants will become familiar with formal and informal teaching tools specific to the ASD population to ensure students reach their maximum potential across all areas of development. Behavioral-based teaching strategies, structured teaching, visual support

strategies, positive behavior supports, and working with team members will be discussed. All strategies will be related back to core goals and curriculum to ensure the candidate's ability to integrate acquired knowledge into day-to-day programming. Participants will be able to recognize and describe the characteristics of learners with Autism Spectrum Disorders. They will also be able to describe the causes and prevalence of the spectrum. Participants will be able to describe various types of intervention strategies available to school-based personnel.

### **EDU4902 Behavior Management Techniques (3)**

This course utilizes the candidate's understanding of students with ASD gained in EDU4900 to develop knowledge, skills, and abilities for educating students with ASD utilizing evidence-based and multifaceted methodologies and strategies. Participants will become familiar with formal and informal assessment tools to drive program development and ensure students are reaching their maximum potential across all areas of development. Systems for collaborating with other service providers will be provided.

### **EDU4903 Autism Mentoring and Capstone Seminar (1-3)**

This seminar course addresses significant issues that must be understood and addressed by the ASD practitioner. Additionally, participants will have 30 hours of observation time in an ASD classroom. This allows participants to observe the implementation of best practices. Observation hours will be spent under the guidance of the seminar instructor and will allow the participant to view a variety of service delivery systems to this population. The final project will be a research paper on best practices based on peer-reviewed journal articles for including the child with ASD in the school community.

## **English for International Students**

### **EIS1000 Academic English: Intermediate Communication Skills (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 (3)**

Focuses on the development of advanced writing skills in a variety of academic subjects and includes a research paper in the 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)**

Provides 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 (3)**

Focuses on the development of advanced writing skills in a variety of academic subjects and includes a research paper in the 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. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division 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.

**EIS6070 Graduate ESL Seminar (1)**

Focuses on advanced academic writing and research paper organization and style for graduate students in their major field of study.

## English

**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.

**ENG1030 Freshman Composition (3)**

This freshman-level course in writing is designed to prepare students for college writing in a variety of disciplines, and it focuses on a number of issues related to effective writing, including research and documentation, critical reading, and thinking. Instruction emphasizes writing as a process (from brainstorming and creating a rough draft to producing a final draft and engaging in meaningful revision). Diverse readings consist primarily of nonfiction texts, and students are encouraged to develop critical reading skills in their disciplines. Both MLA and APA forms of documentation are taught. Required to fulfill General Education Lower-Division Writing Requirement for students matriculating in or after Fall 2011.

**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. Required to fulfill General Education College Writing Requirement for students who matriculated prior to Fall 2011.

**ENG1040 Classics of World Literature I (3)**

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. Required of all freshmen to fulfill General Education Literature requirement.

**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 20th century, including non-Western and ethnic American literature. Fulfills General Education Literature requirement.

**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. Upon completion of 1 unit, a student may enroll for an additional unit in the same semester. Students enrolled in writing-intensive courses enroll concurrently for 1 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. Units apply toward the Upper-Division Writing requirement.

**ENG2008 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. 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 postgraduate 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, e-mails, 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. Fulfills Upper-Division Writing requirement.

**ENG2108 Advanced Writing (3)**

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. Fulfills Upper-Division Writing requirement.



**ENG2142 Creative Writing (3)**

Study and practice of a variety of literary genres, including poetry, fiction, and memoir. May be repeated for credit.

**ENG2144 Creative Writing: Poetry (3)**

Focuses on writing and sharing poetry through workshoping and nurturing feedback; beginning as well as advanced writers are welcomed. May be repeated once for credit. Concurrent enrollment in ENG2008 *The Bohemian* is strongly recommended.

**ENG2148 Creative Writing: Fiction (3)**

Focuses on writing and sharing of short narratives with emphasis on workshoping works in progress; attention is paid to formal elements – narrative structure, character, point of view, style, detail, imagistic patterns, and themes. May be repeated once for credit. Concurrent enrollment in ENG2008 *The Bohemian* is strongly recommended.

**ENG2152 Creative Writing: Playwriting (3)**

Focuses on the study and practice of the art of playwriting, including writing, blocking, and performing short scenes in collaboration with other students. May be repeated once for credit. Concurrent enrollment in ENG2008 *The Bohemian* is strongly recommended.

**ENG2156 Creative Writing: Screenwriting (3)**

Working individually and collaboratively, students develop short screenplays, learning and perfecting the techniques of the craft. May be repeated once for credit. Concurrent enrollment in ENG2008 *The Bohemian* is strongly recommended.

**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-19th century, including the Colonial, Revolutionary, and post-Revolutionary periods. Authors studied may include Emerson, Thoreau, Hawthorne, Melville, Twain, Poe, and Dickinson. Fulfills General Education Literature requirement.

**ENG2201 Survey of American Literature II (3)**

Investigates American literature from the mid-19th century to the present, emphasizing realism, naturalism, modernism, and postmodernism. Fulfills General Education Literature requirement.

**ENG2220 American Literary Movements: Jazz Age (1)**

Studies the art, literature, and music of the 1920s, including Fitzgerald's *The Great Gatsby*. Fulfills 1 unit of General Education Literature requirement.

**ENG2222 American Literary Movements: Harlem Renaissance (CDiv) (1)**

Studies the art, music, and literature of the Harlem Renaissance, including the works of Hughes, Hurston, and Toomer. Fulfills 1 unit of General Education Literature requirement.

**ENG2224 American Literary Movements: Beat Poets (1)**

Studies the achievements of the Beat Poets, including Kerouac's *On the Road* and Ginsberg's poetry. Fulfills 1 unit of General Education Literature requirement.

**ENG2248 Great American Writer: Hawthorne (1)**

Includes study of Hawthorne's *The Scarlet Letter* and major stories. Fulfills 1 unit of General Education Literature requirement.

**ENG2252 Great American Writer: Melville (1)**

Study of *Moby Dick* and other works. Fulfills 1 unit of General Education Literature requirement.

**ENG2256 Great American Writer: Twain (1)**

Investigates *Huckleberry Finn*, *Tom Sawyer*, and selected short stories. Fulfills 1 unit of General Education Literature requirement.

**ENG2260 Great American Writers: Hemingway (1)**

Study of Hemingway's major novels and selected short stories. Fulfills 1 unit of General Education Literature requirement.

**ENG2264 Great American Writers: Faulkner (1)**

Study of Faulkner's major novels and selected short stories. Fulfills 1 unit of General Education Literature requirement.

**ENG2268 Great American Writers: Morrison (CDiv) (1)**

Study of Morrison's major novels, including *Beloved*. Fulfills 1 unit of General Education Literature requirement.

**ENG2270 Great American Writers: Poe (1)**

Reading and analysis of Poe's poetry and short stories. Fulfills 1 unit of General Education Literature requirement.

**ENG2272 Great American Writers: Dickinson (CDiv) (1)**

In-depth study of Dickinson's poems. Fulfills 1 unit of General Education Literature requirement.

**ENG2274 Great American Writers: Wharton (CDiv) (1)**

Study of selected novels by Wharton. Fulfills 1 unit of General Education Literature requirement.

**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. Fulfills General Education Literature requirement.

**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). Fulfills General Education Literature requirement.

**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). Fulfills General Education Literature requirement.

**ENG2412 British Literature: Modernism and Postmodernism (3)**

Investigates late 19th century and 20th century British literature, including the Victorians, Modernists, and Postmodernists. Fulfills General Education Literature requirement.

**ENG2544 Shakespeare (3)**

Focuses on reading and analysis of selected masterpieces of the great bard with emphasis on the development of his career and the genres of history, tragedy, comedy, and romance. Fulfills General Education Literature requirement.

**ENG2545 Shakespeare in Ashland (1-3)**

Includes attendance of Shakespeare plays at the annual Ashland Shakespeare Festival (every August in Oregon). Three units fulfill the General Education Literature requirement.

**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. Fulfills General Education Literature requirement.

**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. Fulfills General Education Literature requirement.

**ENG2608 Asian-American Literature (CDiv) (1)**

Briefly surveys Asian-American literature from the earliest immigrant poems to contemporary novels, poems, and plays. Fulfills 1 unit of General Education Literature requirement.

**ENG2612 Latino Literature (CDiv) (1)**

Gives an overview of Latino literature, including study of Rudolfo Anaya's *Bless Me, Ultima*. Fulfills 1 unit of General Education Literature requirement.

**ENG2616 Native American Literature (CDiv) (1)**

Studies representative works of Native American writers, including Native American songs and 20th century fiction and nonfiction. Fulfills 1 unit of General Education Literature requirement.

**ENG2624 Children's Literature (3)**

Extensively explores children's literature from early folk and fairy tales 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. Fulfills General Education Literature requirement.

**ENG2632 Graphic Novels and Manga (CDiv) (3)**

Comparative study of Anglo-American graphic novels and Japanese manga, including analysis of anime and animated film. Fulfills General Education Literature requirement.

**ENG2636 Mythology of Superheroes (CDiv) (3)**

Study of world mythology with emphasis on the concepts of heroism and superheroism, including readings of classical myths and 20<sup>th</sup> century embodiments in American and Japanese superheroes as manifested in graphic novels and manga. Fulfills General Education Literature requirement.

**ENG2642 History of World Cinema (3)**

A study of the history of film from a global perspective, including developments of film technology, concepts of film theory, methodology of interpreting films, and various uses of film as a vehicle of cultural representation, with emphasis on cross-cultural influences and collaboration. Classes include weekly film viewings and critical discussions.

**ENG2656 Literary Theory (3)**

Introduction to major theories about literature from the ancient Greeks (Plato, Aristotle) to the 20th 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. Fulfills General Education Literature requirement.

**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.

**ENG2990 Internship (CE) (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 working off campus as tutors, editorial assistants, or interns in technical writing and other fields. This course satisfies the Community Engagement requirement. See the Department's brochure giving details about this exciting program.

**ENG2997 Senior Seminar (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. Fulfills General Education Literature requirement.

**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 Language: 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. May be repeated for credit.

**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, postmodern, 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.

**ENG4800 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 repeated for credit.

**ENG4884 Thesis: Directed Research (3)**

This is the first semester of a two-semester course during which students begin their final project, working one-on-one with a thesis advisor/first reader of their choice to produce either an extensive research-driven, critical study of an author or period of literature or to produce a collection of original creative writing.

**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)**

This is the culminating semester of the two-semester course during which students complete their final project, continuing to work one-on-one with their thesis advisor/first reader to produce an extensive research project or a collection of original creative work. The final document will be a minimum of 50 pages.

## **French**

**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)**

**Prerequisites:** 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)**

**Prerequisites:** FRE1016 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 I (1-3)**

**Prerequisites:** FRE1024 or equivalent and/or Placement Test

Provides in-depth discussion of issues in contemporary France. Students use French press and French websites in their research and oral presentations. Satisfies a French Studies Minor requirement.

**FRE2108 Advanced Conversation II (1-3)**

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. Satisfies a French Studies Minor requirement.

**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 and acquisition of vocabulary. The course is conducted in French. Satisfies a French Studies 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. Satisfies a French Studies Minor requirement.

**FRE2126 French Culture and Gastronomy (3)**

Study of the role of food and gastronomy in French life and culture: society, art, literature, films, and business. This course will also explore the Art of French Cuisine and its evolution in France and the French-speaking countries. Taught in French. Satisfies a French Studies Minor requirement.

**FRE2132 The French Today (1-3)**

Study and discussion of French behavior, institutions, and creations as well as social structure and values in France today. Satisfies a French Studies Minor requirement.

**FRE2134 Introduction to French Civilization (3)**

Studies important aspects of French culture and history through the centuries from the Middle Ages to Modern Time. Satisfies a French Studies Minor requirement.

**FRE2140 Women in French Literature (3) (CDiv)**

Study of women writers as well as the theme of women through French Literature and the image of women in France. Students learn about the condition of women in France and their struggle for freedom and equality in French society through literary texts and documents. A look at the immigrant women from North Africa and the effort to integrate into French society. Satisfies a French Studies Minor requirement.

**FRE2886 Special Topics (1-3)**

Offered as needed to satisfy the General Education requirement in Culture and Language.

**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. Satisfies a French Studies Minor requirement.

**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 for more information on Independent Study.

## **Gerontology**

**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; and assessment of healthy and dysfunctional aging via functional cognitive and behavioral assessment. Appropriate treatment plan, case management, and collaborative treatment with caregivers and healthcare providers will be emphasized. BBS 4980.37, 4980.40

**GER4115 Biopsychosociospiritual Aspects of Aging (2)**

Applied gerontology in the public and private sector is fostered. Studies current conditions involving the physical, social, spiritual, and psychological aspects of aging. Examines health concerns of older adults, 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 in aging adults. 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. Fosters introspection of belief systems about dying, death, and bereavement. BBS 4980.37, 4980.40



# Art Therapy Psychology

All classes are offered every other semester unless otherwise noted.

## **GPY4100 History and Foundations of Art Therapy (1)**

This course provides an overview of the history and foundations of art as healing. It will begin with an exploration of early images, sacred sites, and the role they have played in physical and mental healing. The discovery of art of the mentally ill and how Freud and Jung blended art and psychology will also be addressed. The major focus of the course will be on contributions made by Art Therapy pioneers and current leaders in the field to the development and practice of art therapy in diverse settings and with diverse populations.

## **GPY4178 Introduction to Clinical Art Therapy I (1)**

This course explores the history and theory of art therapy, the counseling process, and psychotherapeutic techniques of practice used by marriage and family therapists, professional counselors, and art psychotherapist in a culturally diverse society.

## **GPY4179 Introduction to Clinical Art Therapy II (2)**

This course incorporates presentations by licensed therapists and art therapists who have been working in the field and covers the counseling processes and psychotherapeutic techniques of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society.

## **GPY4200 Communication and Counseling Skills (3)**

This course examines the counseling and psychotherapeutic theories and techniques of practice used by professional marriage and family counselors and art psychotherapists in a culturally diverse society. The course provides an orientation to wellness and prevention, counseling theories to assist in selection of appropriate counseling interventions, models of counseling consistent with current professional research, and practice and development of a personal model of counseling. This course will teach students to be familiar with a broad range of matters that may arise within marriage and family relationships and prepare them to be able to apply a variety of effective psychotherapeutic techniques and modalities to improve, restore, and maintain healthy individual, couple, and family relationships. Examination of areas such as self-awareness, feelings, self-concepts, implicit and explicit communication, and perception will assist in developing a greater understanding of interpersonal skills needed in therapeutic relationships.

## **GPY4205 Advanced Human Development (3)**

**Prerequisite:** An undergraduate-level course in Human Development from an accredited institution (i.e., NDNU's PSY2141)

This course examines the counseling and psychotherapeutic theories and techniques of practice used by professional marriage and family counselors and art psychotherapists in a culturally diverse society. Course content focuses on human growth and development across the lifespan, normal and abnormal behavior, developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. Varieties of effective psychotherapeutic techniques and modalities that may be utilized to improve, restore, or maintain healthy individual, couple, and family

relationships will be explored. The techniques taught will include the counseling process in a culturally diverse society, an orientation to wellness and prevention, counseling theories to assist in selection of appropriate counseling interventions, models of counseling consistent with current professional research and practice, and the development of a personal model of counseling.

### **GPY4210 Methods of Group and Family Therapy (3)**

This course examines the counseling and psychotherapeutic theories and techniques of practice used by professional marriage and family counselors and art psychotherapists in a culturally diverse society. Course content focuses on applying counseling principles of marriage and family systems and relationships. Students will receive training in a variety of effective psychotherapeutic techniques and modalities that may be utilized to improve, restore, or maintain healthy individual, couple, and family relationships. Course content will also include group counseling theories and techniques, including principles of group dynamics, group process components, developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, and group counseling methods. The course will teach students to develop and analyze clinical applications to family and group assessment and formulate treatment planning methods.

### **GPY4215 Principles of MFT (3)**

This course examines the counseling and psychotherapeutic theories and techniques of practice used by professional marriage and family counselors and art psychotherapists in a culturally diverse society. This course is an orientation to wellness and prevention and introduces students to a variety of family systems, counseling theories, and models of counseling used to assist in selection of appropriate counseling interventions that are consistent with current professional research and practice. The course prepares students to be familiar with the broad range of matters that may arise within marriage and family relationships and trains them in the application of marriage and family systems theories, relationship counseling principles, and methods. Students apply a variety of effective psychotherapeutic techniques and modalities that may be utilized to improve, restore, or maintain healthy individual, couple, and family relationships.

### **GPY4220 Psychological Assessment I (2)**

This is a survey course in psychological testing where students are trained in applying variables in a culturally and socially diverse society. Topics to be covered include psychological assessment; appraisal; testing of individuals, including basic concepts of standardized and nonstandardized testing; norm-referenced and criterion-referenced assessment; statistical concepts; social and cultural factors related to assessment and evaluation of individuals and groups; ethical strategies for selecting, administering, and interpreting assessment instruments; and techniques in counseling. Students will develop the knowledge and breadth of specific treatment and assessment issues relevant to special populations, clinical interventions, psychopathology, and other clinical topics.

### **GPY4225 Psychological Assessment II (1)**

This course is a continuation of GPY4220.

This course is an art therapy assessment survey in psychological testing where students are trained in applying variables in a culturally and socially diverse society. Topics to be covered include psychological assessment; appraisal; testing of individuals, including basic concepts

of standardized and nonstandardized testing; assessment techniques; norm-referenced and criterion-referenced assessment; statistical concepts; social and cultural factors related to assessment and evaluation of individuals and groups; ethical strategies for selecting, administering, and interpreting assessment instruments; and techniques in counseling. Students will develop the knowledge and breadth of specific treatment and assessment issues relevant to special populations, clinical interventions, psychopathology, and other clinical topics.

### **GPY4230 Psychopathology (3)**

**Prerequisite:** An undergraduate-level course in Abnormal Psychology from an accredited institution (e.g., NDNU's PSY2157)

This course covers the principles of psychopathology and the diagnostic processes used in a culturally and socially diverse society by providing students with an integrated course of study that trains students in the diagnosis, assessment, prognosis, and treatment of mental disorders. Topics include differential diagnosis and the use of current diagnostic tools such as the current edition of the Diagnostic and Statistical Manual; the impact of co-occurring substance use disorders or medical psychological disorders; established diagnostic criteria for mental or emotional disorders; and behavioral and psychosocial models of change. Students will examine the development of treatment modalities and placement criteria within the continuum of care.

### **GPY4236 Substance Abuse: Theory, Treatment, Assessment (3)**

In this course, students will learn about the major approaches and evidence-based best practices of identification, evaluation, treatment, and instruction in the definition of substance use disorders. Students will learn to apply the mental health recovery program of prevention of substance use disorders and addiction. Other topics include dual-diagnosis, substance abuse, co-occurring disorders, the medical aspects of substance use disorders, the effects of psychoactive drug use, current theories of the etiology of substance abuse and addiction, the role of persons and systems that support or compound substance abuse; and addiction in the treatment of children and adults. Students will learn how to understand and evaluate high-risk populations with regard to substance use disorders and co-occurring disorders and how to refer and provide community resources that offer screening, assessment, treatment, and follow-up for the affected person and family.

### **GPY4240 Cross-cultural Issues (3)**

This course covers the multicultural counseling and psychotherapeutic theories and techniques of practice used by marriage and family therapists, professional counselors, and art psychotherapists and studies counselors' roles in developing cultural self-awareness and identity development while promoting cultural social justice. Students will learn individual and community strategies for working with and advocating for diverse populations and will explore counselors' roles in eliminating biases and prejudices. Other topics include cultural competency, which includes understanding the processes of intentional and unintentional oppression and discrimination, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, disability, and their incorporation into the psychotherapeutic process. Students will learn to integrate and understand how cross-cultural mores and values impact the individual in society while developing a familiarity with a wide range of racial and ethnic backgrounds common among California's population, including, but not limited to, Blacks, Hispanics, Asians, and Native Americans. The effects of socio-economic position on

how poverty and social stress affect the individual's mental health and recovery will also be explored.

### **GPY4245 Human Sexuality (2)**

This course covers counseling and psychotherapeutic theories and techniques of practice used by marriage and family therapists, professional counselors, and art psychotherapists and studies counselors' roles in developing cultural self-awareness and sexual identity development while promoting sexual and cultural social justice. Students will learn individual and community strategies for working with and advocating for diverse populations and counselors' roles in eliminating biases and prejudices. Other topics include analyzing normal and psychosexual dysfunction; gender identity with attention to diagnosis of sexual problems; and major approaches to sex therapy using both verbal and nonverbal modalities. This course identifies experiences of race, ethnicity, class, and spirituality in the context of sexual orientation, gender, and disability and how these experiences are incorporated into the psychotherapeutic process.

### **GPY4251 Psychopharmacology (3)**

This course addresses counseling and psychotherapeutic theories, the counseling process, and techniques of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society. Students are provided with an overview and working knowledge of current evidence-based practices that utilize psychopharmacological and clinical interventions relevant to psychopathology and are shown how practices impact the clinical counseling relationship and treatment.

### **GPY4255 Professional Ethics and Law I (2)**

This course covers application of California's laws and professional ethics governing counseling processes and psychotherapeutic standards of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society. Students will receive an orientation to the profession and study the ethical standards and legal considerations of counseling. Topics covered include licensing law and process; regulatory laws that delineate the profession's scope of practice; counselor-client privilege; confidentiality; what to do if the client is dangerous to self or others; treatment of minors with or without parental consent; the relationship between a practitioner's sense of self and human values; functions and relationships with other human service providers; strategies for collaboration; and advocacy processes needed to address institutional and social barriers that impeded access, equity, and success for clients.

### **GPY4260 Professional Ethics and Law II (1)**

This course covers counseling and psychotherapeutic standards of practice and utilization of art therapy assessments by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society. Students will learn the ethical and legal issues related to the practice of art therapy. This course is an adjunct to Professional Ethics and Law I and addresses aspects of ethics and the law as they relate to the Art Therapy profession.

### **GPY4263 Child Abuse (1)**

This course is only offered during the Summer term.

This course covers counseling processes and psychotherapeutic standards of practice and utilization of art therapy assessments by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society. Students will be provided training in the history and theory of art therapy and in the application of art therapy with people in different treatment settings. Other topics include group work, art therapy assessment, legal and ethical issues related to art therapy practice, process for reporting child abuse, child abuse coverage, and assessment and treatment using a family systems approach.

### **GPY4266 Domestic Violence: Assessment and Treatment (1)**

This course covers counseling processes and psychotherapeutic techniques of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society. Students will learn how to work with bilingual clients and special populations, the impact of cultural factors, how to understand spousal or partner abuse assessments, and same-gender abuse dynamics. Students will develop knowledge of detection and intervention strategies, community resources, assessment and treatment planning, specific treatment issues, and application of counseling constructs.

### **GPY4268 Starting a Private Practice (1)**

This elective course is offered periodically.

This elective course is for students who wish to open a private psychotherapy practice. Participants of this course will learn about the personal, professional, and ethical considerations to confidently opening the doors to a private MFT/Art Therapist psychotherapy practice. Topics covered will include regulations for record keeping, how to provide service to a variety of populations, how to advertise a private practice, setting up an office space, benefits of joining a consultation group, using interns, payment scales, and how to handle taxes.

### **GPY4269 Eldercare in the 21st Century (1)**

This course is an examination of biological, spiritual, social, emotional, and psychological changes that impact aging and long-term care in a culturally diverse society. Students will explore the myths of aging, assumptions about lifestyles, and the impact of societal views about care, application of counseling interventions, and treatment during the end of life. Students will be provided with tools and information to work with an expanding aging population to better assess the issues faced by aging people at different "stages" of old age.

### **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 1-unit class in Special Topics.

### **GPY4300 Art Therapy Techniques: Group Experience (1)**

This course is only offered during the Summer term.

This is an experiential course integrating art therapy techniques and practices of group work. Course content covers counseling processes and psychotherapeutic standards of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society. Other topics include group counseling theories and techniques,

principles of group dynamics, group process components, developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness.

**GPY4305 Art Therapy Techniques: Special Populations (1)**

This course is only offered during the Summer term.

This is an experiential course, integrating and applying art therapy techniques with special populations in a variety of treatment settings. Course content covers counseling processes and psychotherapeutic standards of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society.

**GPY4310 Art Therapy Techniques: Integrating Creative Arts (1)**

This course is only offered during the Summer term.

This is an experiential course emphasizing the integration of creative arts therapies. Course content covers counseling processes and psychotherapeutic standards of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society.

**GPY4315 Metaphors in Psychopathology: Children (1)**

This course is only offered during the Summer term.

This is an experiential course integrating aspects of child development from a systems perspective and explores issues related to normal and abnormal development and attachment and the impact of trauma on a child. Course content covers counseling processes and psychotherapeutic standards of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society.

**GPY4320 Metaphors in Psychopathology: Adolescents (1)**

This course is only offered during the Summer term.

This is an experiential course addressing different treatment settings and group work while integrating aspects of adolescent development, issues related to normal and abnormal development and attachment, and the impact of trauma on an adolescent in a family system. Course content covers counseling processes and psychotherapeutic standards of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society.

**GPY4325 Metaphors in Psychopathology: Adults (1)**

This course is only offered during the Summer term.

This is an experiential course integrating aspects of adults from a systems perspective, issues related to developmental growth and adaptation, and the impact of trauma on the adult. Course content covers counseling processes and psychotherapeutic standards of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society.

**GPY4348 Career Counseling (3)**

This course explores the basic tenets of career counseling for vocational and occupational careers in the mental health profession. Students will learn about career development theories and techniques, including career development decision-making models and the interrelationships among work, family, and other life roles and factors. Special consideration is given to career education, career exploration, career choice, the role of multicultural issues

in career development, and career counseling. Testing instruments, including appropriate achievement tests; interest inventories; aptitude tests; personality tests; and valued tests are reviewed.

### **GPY4350 Practicum I (3)**

**Prerequisites:** Completion of all prerequisites in art and psychology, 30 hours of fieldwork, and 15 semester units of graduate course work, including GPY4255 and GPY4260

**Corequisite:** GPY4365

Practicum is a 700-hour nonresident, supervised clinical fieldwork experience, which provides the student with an opportunity to work with clients in an institutional or community setting within the licensing organizations' scope of practice. Students are able to work with clients on health promotion and illness prevention while integrating ethical and legal practices under the supervision of a licensed professional. Course content covers counseling processes, psychotherapeutic techniques, and standards of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society. The supervised practicum is in applied psychotherapeutic techniques, art therapy and psychological assessment, diagnosis, prognosis, and treatment. Art therapy techniques are applied in a variety of settings with a variety of dysfunctional and healthy-functioning relationship types, which include premarital, couple, family, and child relationships.

### **GPY4355 Practicum II (3)**

**Prerequisite:** GPY4355

**Corequisite:** GPY4370

This course covers counseling processes, psychotherapeutic techniques, and standards of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society. The supervised practicum is in applied psychotherapeutic techniques, art therapy and psychological assessment, diagnosis, prognosis, and treatment and integrates ethical and legal practices under the supervision of a licensed professional. Students work in a supervised clinical placement, which provides supervised fieldwork experience within the licensing organizations' scope of practice. Focus is on application of art therapy techniques in a variety of settings and with variations in patient age, practice setting, and type of intervention to provide for specialization in competency areas. Students work to promote health and provide illness prevention while working with dysfunctional and healthy-functioning relationships, which may include couples, families, and parent and child relationships. Students must have both individual and group supervision.

### **GPY4360 Explorations in Sandplay (1)**

This Special Topics course is only offered during the Summer term.

This course covers the basic tenets of Sandplay and its use in psychotherapy. The work of founder Dora Kalff is reviewed and discussed. There will be a study of Sandplay figures and their meaning, especially in the sequencing of trays, with a variety of patients. Experientials and the deepening of symbols will be included.

**GPY4365 Seminar I (3)**

**Corequisite:** GPY4350.

This small-group supervision seminar course provides students with opportunities to present cases from their practicum field experience and receive feedback from a faculty supervisor and other students. Students will review and apply legal and ethical standards of practice, develop and prepare weekly theoretical treatment plans, and deliver an oral presentation.

**GPY4370 Seminar II (3)**

**Corequisite:** GPY4355

This small-group supervision seminar course provides students with opportunities to present cases from their practicum field experience and receive feedback from a faculty supervisor and other students. Students will review and apply legal and ethical standards of practice, develop and prepare weekly theoretical treatment plans, and deliver an oral presentation.

**GPY4384 Research: Methodology (2)**

This course will prepare students for research and evaluation by exploring studies that provide an understanding of research methods, statistical analysis, and the use of research to inform evidence-based practices. The importance of research in advancing the profession of counseling and the use of statistical methods in conducting research, needs assessment, and program evaluations will also be covered. Students will learn the application of diversity factors relevant to research.

**GPY4396 Research: Project (3)**

This course will prepare students for research and evaluation by exploring studies that provide an understanding of research methods, statistical analysis, and the use of research to inform evidence-based practices. The importance of research in advancing the profession of counseling and the use of statistical methods in conducting research, needs assessment, and program evaluations will also be covered. Students will learn the application of diversity factors relevant to research.

**GPY4397 Research: Thesis Completion (3)**

This course will prepare students for research and evaluation by exploring studies that provide an understanding of research methods, statistical analysis, and the use of research to inform evidence-based practices. The importance of research in advancing the profession of counseling and the use of statistical methods in conducting research, needs assessment, and program evaluations will also be covered. Students will learn the application of diversity factors relevant to research. Students will produce a final Thesis or Grant Proposal as the culminating project.

**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 two segments. NOTE: An Incomplete grade is not permitted for this extension course. Students who fail to complete the thesis within the extension semester must reenroll in the extension course.

**GPY4400 Trauma and Art Therapy Treatment (1)**

This Special Topic course is offered periodically.

This course explores counseling and psychotherapeutic theories and techniques, including



the counseling process in a multicultural society. It serves as orientation to wellness and prevention and introduces counseling theories used to assist in selection of appropriate counseling interventions; models of counseling consistent with current professional research and practice; development of a personal model of counseling; and multidisciplinary responses to crises, emergencies, and disasters.

**GPY4415 Explorations in Art Therapy Literature (1)**

This Special Topic course is offered periodically.

An independent study review of classic and recently published literature in the field of art therapy.

**GPY4450 Focusing-Oriented Art Therapy (1)**

This Special Topic course is offered periodically.

The Focusing-Oriented Art Therapy (FOAT) course uses a mindfulness-based approach, which 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.

**GPY4900 International and Multicultural Art Therapy Service (2-6)**

**Prerequisites:** Advancement to candidacy and approval of the Program Director

This is a course involving volunteer service for an international project, which will give participants a multicultural learning experience providing art therapy to a variety of diverse populations. Participants will work as a team in an international setting under the direction and supervision of NDNU Art Therapy faculty to implement art therapy interventions with individuals and families in need. Participants will embody the NDNU mission statement goals by providing service activities that empower and strengthen communities, increase social justice by actively partnering with local organizations, and foster a peaceful collaborative partnership while working collectively.

**GPY6178 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.

**GPY6179 Introduction to Clinical Art Therapy II (2)**

Continuation of GPY6178.

**GPY6992 Supervised Field Experience (1-3)**

Supervised practicum hours for MFT licensure that are not part of the Practicum/Seminar sequence. This course is not a program requirement. Approval is required.

# Human Services

## **HSP2201 Community Leadership Practicum (.5)**

Mentoring, in various forms, can be a key for community building an individual success. In this half-unit course, students learn to recognize mentorship models, understand and implement the active listening process, explore and develop personal leadership skills relating to community and business, and demonstrate the ability to mentor through a practice model.

## **HSP2203 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 reflects 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.

## **HSP2206 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. Fulfills General Education Upper-Division Writing requirement.

## **HSP2209 Human Services (3) (CDiv)**

Examines the human service industry: its evolution, role in contemporary society, 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 and 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.

## **HSP2212 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. Course work includes case studies and a final project analyzing the fiscal status of a nonprofit agency or organization.

## **HSP2218 Social Research Methods (3)**

Introduces the major techniques of social research to demystify the research process and increase competence in a 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.

## **HSP2221 Human Services Senior Seminar (3)**

**Prerequisite:** Completion of core requirements and senior class standing

This capstone course utilizes all key Human Services theories, concepts, and methods acquired through the course work. Successful demonstrations of competencies are exhibited in case studies, analysis, group discussion, individual presentations, and community project work.

### **HSP2224 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.

### **HSP2227 Marketing for Nonprofit Organizations (3)**

Prerequisite: HSP2209 or permission of Program Director.

Presents the principles of marketing, marketing strategy, and the marketing mix (product, place, price, and promotion) as applicable in a nonprofit setting.

### **HSP2230 Personal Financial Planning (3)**

Prerequisites: BUS1224 and BUS2224

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.

### **HSP2233 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. Fulfills the General Education Upper-Division Writing requirement.

### **HSP2236 Creativity and Work (3)**

This course examines how we can stir creativity and imagination while working in business, nonprofits, government, or in entrepreneurial endeavors and how we use our work and the relationships that we develop through it as a means to interact with the world.

### **HSP2239 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.

### **HSP2242 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.

### **HSP2248 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.

### **HSP2251 Managing Employee Assistance Programs (3)**

Surveys all aspects of managing EAPs 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.

### **HSP2254 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.

### **HSP2257 Women's Health Issues (3)**

This course provides both a theoretical and interactive analysis of the various issues surrounding women and specifically women's health. Topics include 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.

### **HSP2260 Introduction to Gerontology (3)**

Gerontology is a fast-growing field with demographic analyses predicting a doubling of the population who are over the age of 65 in the next decade. This trend will occur across diverse populations, creating opportunities for students to address unique and important community needs. This course covers important topics for all students who are in or entering the helping professions and will include an overview of issues and trends, the importance of policy and legal issues, emerging ethical concerns, and emerging issues, including changing family roles, death, and dying.

### **HSP2263 Development Across the Lifespan (3)**

Issues of gerontology involve the entire family, and an understanding about how to support those who are aging includes a foundation in issues of mental health from the beginning of life until the end. This course addresses the evolution of family roles throughout a lifetime, including connections and relationships. It also addresses the psychology of mental health and aging with an emphasis on the special issues that emerge in counseling. This element of the course is grounded in an understanding of the biology of aging, including diabetes, obesity, hearing and vision loss, and physical health, and how those affect counseling geared toward the individual and the family.

### **HSP2283 Gerontology Practicum (3)**

A gerontology concentration is not complete without practical experience that puts classroom learning into practical use. This course is designed as an internship with an organization that provides direct services in this field; that service opportunity is briefly prefaced with course work designed to prepare students for this practical

application of service.

**HSP2286 Special Topics (0.5 - 3)**

Workshops offered periodically on contemporary issues of special interest to Health and Human Services professionals.

**HSP2290 Internship (3)**

Human Services students will participate in supervised internships in service organizations to enhance individual career skill set and portfolio. The internship will be in a Human Services agency over a semester with designated mandatory class meetings.

**HSP2994 Teaching Assistant (0-4)**

This is an opportunity for an 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.

**HSP2999 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.

## History

**HST1000 World History I (3)**

Surveys main trends, events, and themes separating and uniting major civilizations from the prehistoric to Early Modern Era (1650 CE). May not be taken if credit has been received for HST2020 or for the AP World History exam.

**HST1010 World History II (3)**

Surveys main trends, events, and themes separating and uniting major civilizations from the Early Modern Era (1650 CE) to the present. May not be taken if credit has been received for HST2020 or for the AP World History exam.

**HST1020 United States History (3)**

Introduces American history and political institutions; especially designed for international students whose native language is not English. Fulfills institutional U.S. History requirement.

**HST2000 World History I (3)**

Surveys 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. May not be taken if credit has been received for HST2020 or for the AP World History exam.

**HST2010 World History II (3)**

Surveys 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. May not be taken if credit has been received for HST2020 or for the AP World History exam.

**HST2020 World History (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. May not be taken if credit has been received for HST1000, HST1010, HST2000, HST2010, or the AP World History exam.

**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. Fulfills General Education Social and Behavioral Science requirement.

**HST2120 Modern Western Thought (3)**

Surveys the intellectual history of the Western world from the Renaissance to the 20th century. Fulfills General Education Social and Behavioral Science requirement.

**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 18th 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.

**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.

**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)**

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 but 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. Fulfills General Education Social and Behavioral Science requirement.

**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 18th 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. Fulfills institutional U.S. History requirement. Fulfills General Education Social and Behavioral Science requirement.

**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." Fulfills institutional U.S. History requirement. Fulfills General Education Social and Behavioral Science requirement.

**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. Fulfills General Education Social and Behavioral Science requirement.

**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 20<sup>th</sup> century the crucible for the emergence of a new vision for a more diverse and just United States. Fulfills institutional U.S. History requirement. Fulfills General Education Social and Behavioral Science requirement.

**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. Fulfills institutional U.S. History requirement. Fulfills General Education Social and Behavioral Science requirement.

**HST2350 California History (3)**

Surveys California history and institutions. Meets state teaching credential requirement. Fulfills General Education Social and Behavioral Science 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. Fulfills General Education Social and Behavioral Science requirement.

**HST2410 Modern Times (3)**

Provides a panoramic history of political, social, and cultural developments in the 20th century world. Fulfills General Education Social and Behavioral Science requirement.

**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. Fulfills General Education Social and Behavioral Science requirement.

**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. May fulfill either 3 units of the General Education Religious Studies requirement or General Education Social and Behavioral Science requirement.

**HST2440 Environmental History/Environmental Justice (CE) (4)**

Approaches contemporary environmental issues - ecological degradation to global warming, resource depletion to sustainability - by considering their historical antecedents. Grounded 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 will participate in a community-based learning placement to explore their particular area of interest. Fulfills General Education Social and Behavioral Science requirement.

**HST2880 Capstone (4)**

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 for more information on Independent Study.



# Interdisciplinary Courses

## **IDS1200 Freshman Year Seminar (3)**

The Freshman Year Seminar is an interdisciplinary course that introduces traditional-aged students to the Mission of the University, its core values and competencies, and the Hallmarks of a Notre Dame de Namur Learning Community. Students explore their identities as members of local, national, and global multicultural communities through critical reflection and community-based learning activities. Readings are selected to challenge students' intellectual visions and interests. Reflection and written and oral communication skills are emphasized. 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.

## Italian

### **ITA1001 Introduction to Italian I (3)**

Introduces the language and culture of Italy. Through a communicative approach, students develop listening, speaking, reading, and writing skills with emphasis placed on modern Italian culture.

### **ITA1008 Introduction to Italian II (3)**

Prerequisite: ITA1001

Continuation of ITA1001. Reinforces the language skills and deepens the knowledge of Italian culture.

## Kinesiology

### **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.

### **KIN2110 Wellness and Stress Management (3)**

This course offers a comprehensive discussion of the dimensions of wellness, including such topics as physical fitness, nutrition, psychological well-being, stress management, addictive behaviors, and chronic diseases. The course also includes useful and practical advice for adopting a wellness lifestyle that takes into account individual interests, goals, and life situations. Fulfills General Education Natural and Physical Sciences requirement.

**KIN2114 Exercise Testing, Prescription, and Supervision (3)**

An introductory lecture, laboratory course in cardiac rehabilitation. Topics presented include the pathophysiology and epidemiology of coronary artery disease, coronary anatomy, basic and advanced electrocardiography, principles of graded exercise testing, exercise prescription and supervision, current consideration in pharmacological treatment of coronary artery disease, and cardiac rehabilitation in a clinical setting.

**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.

**KIN2886 Special Topics (3)**

Various courses are offered, providing elective opportunities for Kinesiology majors.

**KIN2999 Independent Study (1-3)**

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

## Latin

**LAT1001 Introduction to Latin I (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)**

**Prerequisite:** LAT1001

Continuation of LAT1001.

# Mathematics

## **MTH7003 Pre-Algebra (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. Course is graded Pass/Not Pass.

Note: Does not satisfy the General Education Mathematics requirement; units do not apply toward the baccalaureate degree.

## **MTH1012 Beginning Algebra (3)**

**Prerequisite:** Math Placement Level 1 or MTH7003 with a Passing grade

Topics include sets of real numbers, intervals, absolute values, linear equations and functions, inequalities, polynomials, factoring, and rational expressions.

Note: Does not satisfy the General Education Mathematics requirement; however, units do apply toward a bachelor's degree.

## **MTH1105 Mathematics and Life (3)**

**Prerequisite:** Math Placement Level 1 or MTH7003 with a Passing grade

This course is designed for day students in Arts, Humanities, and other majors that do not use Mathematics as a prerequisite in their curriculum. The topics are selected to introduce students to the role and usefulness of mathematics in everyday life. The focus is on understanding the concepts and 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 NDNU General Education Mathematics Requirement.

## **MTH1111 Statistical Concepts (3)**

**Prerequisite:** Math Placement Level 1 or MTH7003 with a Passing grade

This evening course is designed for Human Services students. It may also be an option for students in Arts, Humanities, Social Sciences, and other majors that rarely use Mathematics or Statistics in their curriculum. The course covers very basic statistical concepts leading to an understanding of experimental design, mean, median, mode, standard deviation, and correlation and regression analysis. Also gives an introduction to hypothesis testing. With simple statistical and mathematical tools, students get a glimpse of the power of statistical and mathematical thinking. Satisfies the NDNU General Education Mathematics Requirement.

Note: This course is not a transferable Statistics course.

## **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, 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 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, and exponential and logarithmic functions. Emphasis is placed on developing conceptual understanding and problem-solving skills.

Note: Does not satisfy the General Education Mathematics requirement; however, units do apply toward a bachelor's degree.

**MTH1216 Precalculus with Trigonometry (4)**

**Prerequisite:** Math Placement Level 3 or MTH1114 with a grade of C or higher

Covers exponential and logarithmic functions, trigonometric functions of angles and real numbers, trigonometric equations and inequalities, inverse trigonometric functions, the law of sines and cosines, conic sections, vectors in the plane, polar coordinates, sequences and series, binomial theorem, and mathematical induction. The course introduces basic principles of mathematical proofs and elements of inductive and deductive reasoning. Additional topics if time permits: three-dimensional coordinate geometry, polar form of complex numbers, algebra of matrices, and systems of nonlinear equations. Satisfies the General Education Mathematics Requirement.

**MTH1225 Statistics for Business (3)**

**Prerequisite:** Math Placement Level 3 or MTH1114 with a grade of C or higher

This course studies descriptive statistics, distributions and measures of central tendency and variation, probability concepts, normal distribution, sampling distributions, confidence intervals and hypothesis tests, chi-square procedures, and linear correlation and regression. Other topics such as analysis of variance or time-series will be covered if time permits. Emphasis is on understanding statistical/mathematical concepts and their use in analyzing and interpreting typical business and economic situations. Satisfies the General Education Mathematics Requirement.

**MTH1225L Excel for Statistics for Business (1)**

**Corequisite:** Concurrent enrollment in MTH1225 – Statistics for Business or instructor's permission

Offers hands-on learning of Excel statistical procedures for solving business and economics problems. Topics are compatible with MTH1225 content: descriptive statistics, distributions and measures of central tendency and variation, probability concepts, normal distribution, sampling distributions, confidence intervals and hypothesis tests, chi-square procedures, linear correlation and regression, and if time permits, analysis of variance.

**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. Satisfies the General Education Mathematics Requirement.

#### **MTH1321 Calculus II (4)**

**Prerequisite:** 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. Satisfies the General Education Mathematics Requirement.

#### **MTH1322 Applied Calculus (4)**

**Prerequisite:** Math Placement Level 3 or MTH1114 with a 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. Satisfies the General Education Mathematics Requirement.

#### **MTH1330 Calculus III (4)**

**Prerequisite:** MTH1321 or equivalent with a grade of C or higher (PHY1304, PHY1306 recommended)

Covers parameterized curves and polar coordinates; vectors and three-dimensional 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. Satisfies the General Education Mathematics Requirement.

#### **MTH2419 Discrete Mathematics (4)**

**Prerequisite:** 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. Satisfies the General Education Mathematics Requirement, *or* credit may be applied toward General Education Computational Sciences.

#### **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. Satisfies the General Education Mathematics Requirement, *or* credit may be applied toward General Education Computational Sciences.

#### **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.

Satisfies the General Education Mathematics Requirement.

#### **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)**

**Prerequisite:** MTH1321 with a grade of C or higher or permission of instructor (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. Satisfies the General Education Mathematics Requirement, *or* credit may be applied toward General Education Computational Sciences.

**MTH2606 Mathematics for Elementary Teachers I (3)**

**Prerequisite:** Math Placement Level 3 or MTH1114 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. Satisfies the General Education Mathematics Requirement, *or* credit may be applied toward General Education Computational Sciences.

**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. Satisfies the General Education Mathematics Requirement, *or* credit may be applied toward General Education Computational Sciences.

**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.

## Music and Vocal Arts

**MUS1000 Piano/Instrumental Performance and Repertoire (1)**

**Corequisite:** MUS 1605 or permission of instructor

A performance workshop designed to explore and conquer the challenges performers face on stage and in auditions. Students at each level develop knowledge of extensive and varied repertoire from their own work and from that of other performers. May be repeated for credit.

**MUS1005 Vocal Performance and Repertoire (1)**

**Corequisite:** MUS1600 or permission of instructor

A performance workshop designed to apply the vocal skills learned in the private studio and bring repertoire to audition and performance readiness. Singers learn audition and performance strategies and develop knowledge of extensive and varied repertoire from their own work and that of other performers. May be repeated for credit.

**MUS1050 Opera Workshop (1-3)**

**Prerequisite:** Audition and permission of instructor.

Students participate in the preparation and performance process for workshops and/or productions. Open to majors and nonmajors. Rehearsal and performance time outside class time is required. May be repeated for credit.

**MUS1063 Chanteurs Concert Choir (1)**

The choir offers rehearsal and performance of choral works in various styles. Rehearsal and performance time outside class time is required. Open to majors and nonmajors.

**MUS1065 Camerata Chamber Ensemble (1)**

**Prerequisite:** Audition and 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. May be repeated for credit.

**MUS1070 Orchestra (1)**

**Prerequisites:** Audition and permission of instructor

This course offers rehearsal and performance of serious orchestral works with the Redwood or Peninsula Symphony. Rehearsal and performance time outside class time is required. Open to majors and nonmajors. May be repeated for credit.

**MUS1101 Music Fundamentals (3)**

A survey of the basic skills necessary for further study in music for any instrument or voice. Included will be reading clefs, notes, rhythms, musical terms, and basic piano technique. This course is a prerequisite to MUS1200, and the units earned do not contribute toward electives in the major.

**MUS1120 Musical Theatre Workshop (1-4)**

**Prerequisites:** Audition and permission of instructor

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. Rehearsal and performance time outside class time is required. May be repeated for credit.

**MUS1145 Keyboard Proficiency (3)**

Intended for Music major instrumentalists and vocalists, this course develops the skills of musicians on the keyboard with emphasis on sight reading and harmonization of melodies. Students will learn appropriate piano playing habits and the skills to accompany themselves or others as well as to learn and enjoy personal repertoire. May be repeated for credit.

**MUS1150 Computer Applications in Music (3)**

**Prerequisite:** Permission of instructor

A study of computer and synthesizer applications in music, including performance and sequencing, recording, transposing, and programs for developing musicianship skills, creating original compositions, and notating music.



**MUS1200 Music Theory I (3)**

**Prerequisite:** MUS1101 or by placement at this level

Students are taught 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. Fulfills the General Education Visual and Performing Arts Requirement.

**MUS1201 Musicianship (1)**

Students are taught the basics of applied rhythm skills, interval recognition, and sight reading. The student develops sight-reading and beginning sight-singing skills. May be repeated once for credit.

**MUS1205 Music Theory II (3)**

**Prerequisite:** MUS 1200 or permission of instructor

This course continues from MUS1200 with increasing focus on musicianship skills, sight singing, music dictation, diatonic harmony, and keyboard skills.

**MUS1210 Music Theory III (3)**

**Prerequisite:** MUS 1200 or permission of instructor

This course continues focus on musicianship and keyboard skills as well as use of music technology with a new focus on chromatic harmony.

**MUS1215 Music Theory IV (3)**

**Prerequisite:** MUS1200 or permission of instructor

Advanced musicianship skills, keyboard skills, 20<sup>th</sup> century techniques, and music of diverse cultural sources.

**MUS1310 Creative Arts Experience (3)**

This course explores the abundant musical, theatrical, and artistic events on the NDNU campus by offering students the opportunity to attend recitals, concerts, musicals, plays, operas, and gallery events for credit. Through lectures and discussions, students will gain a deeper understanding of the context and meaning behind each event, leading to a more fulfilling experience. Fulfills the General Education Visual and Performing Arts Requirement.

**MUS1315 Rock Music History and Culture (3)**

This course explores the history and evolution of rock music in our popular culture.

**MUS1320 World Music (CDiv) (3)**

A study of music in cultures throughout the world, including China, Japan, India, Bali, Java, Africa, South America, and the Near East. Fulfills 3 units of the General Education Cultural Diversity Requirement.

**MUS1407 Beginning Voice Class (1)**

This course teaches basic techniques for singing in all styles from classic through rock. It is open to nonmajors. May be repeated for credit.

**MUS1600 Individual Instruction: Voice (1-4)**

**Prerequisites:** Audition for Department Chair and permission of instructor

Additional fees apply.

Lower-division students take individual weekly lessons in voice. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's chosen area of emphasis, prior vocal study, and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. Three units satisfy the General Education Visual and Performing Arts Requirement if taken within a four-semester sequence. May be repeated for credit.

**MUS1605 Individual Instruction: Piano (1-4)**

**Prerequisites:** Audition for Department Chair and permission of instructor

Additional fees apply.

Lower-division students take individual weekly lessons in piano. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's chosen area of emphasis, prior study and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. Three units satisfy the General Education Visual and Performing Arts Requirement if taken within a four-semester sequence. May be repeated for credit.

**MUS1607 Individual Instruction: Collaborative Piano (1-4)**

**Prerequisites:** Permission of Department Chair and instructor

Additional fees apply.

Lower-division students study the art of vocal and instrumental piano collaboration on an individual basis. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

**MUS1610 Individual Instruction: Instrument (1-4)**

**Prerequisites:** Audition for Department Chair and permission of instructor

Additional fees apply.

Lower-division students take individual weekly lessons in an instrument. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's chosen area of emphasis, prior study and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. Three units satisfy the General Education Visual and Performing Arts Requirement if taken within a four-semester sequence. May be repeated for credit.

**MUS1612 Individual Instruction: Conducting (1-4)**

**Prerequisite:** Permission of Department Chair and instructor

Additional fees apply.

Lower-division students study conducting history, styles, and techniques on an individual basis with assigned faculty. Written and applied projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

**MUS1613 Individual Instruction: Composition (1-4)**

**Prerequisite:** Permission of Department Chair and instructor

Additional fees apply.

Lower-division students study music composition on an individual basis with assigned faculty. Written and performance projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

### **MUS1614 Individual Instruction: Music Theory (1-4)**

**Prerequisite:** Permission of Department Chair and instructor

Additional fees apply.

Lower-division students study music theory on an individual basis with assigned faculty. Written projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

### **MUS1615 Vocal Coaching (1)**

**Prerequisites:** Audition for Department Chair and permission of instructor

**Corequisite:** MUS1600 or MUS1605

Lower-division students rehearse and perfect repertoire as determined by the Individual Vocal Instructor. May be repeated for credit.

### **MUS1700 Beginning Guitar (3)**

Basic guitar techniques and training in reading music for guitar, presented in a class setting so that beginners can learn more quickly. Open to nonmajors. May be repeated for credit.

### **MUS1725 Class Piano (2)**

This is an introduction to basic piano technique and repertoire for beginners. May be repeated for credit.

### **MUS1730 Ensemble (1-3)**

**Prerequisite:** Permission of instructor

Ensemble offers flexible rehearsal and performance opportunities in the student's chosen area of emphasis. May be repeated for credit.

### **MUS1750 Introduction to Music Management (3)**

**Prerequisite:** Permission of instructor

This course focuses on in-depth study of concert, musical theatre, and opera presentation and production, including fundraising, promotion, and audience development. Rehearsal and performance time outside class time is required.

### **MUS1786 Special Topics (1-3)**

**Prerequisite:** Permission of instructor

Topics include seminars and special lectures that are not offered on a regular basis. The course addresses a specific need, a 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. May be repeated for credit with different syllabus.

### **MUS1890 Music Management Internship (1-3)**

**Prerequisite:** Permission of instructor

This internship provides classroom training and in-the-field experience in concert, musical theatre, and opera management and promotion. Rehearsal and performance time outside class time is required. May be repeated for credit.

**MUS1999 Independent Study (1-3)**

An independent study provides an opportunity for research under the direction of an instructor. See Undergraduate Policies and Procedures section on Independent Study for more details.

**MUS2000 Piano/Instrumental Performance and Repertoire (1)**

**Corequisite:** MUS2605 or permission of instructor

A performance workshop designed to explore and conquer the challenges performers face on stage and in auditions. Students at each level develop knowledge of extensive and varied repertoire from their own work and from that of other performers. May be repeated for credit.

**MUS2005 Vocal Performance and Repertoire (1)**

**Corequisite:** MUS2600 or permission of instructor

A performance workshop designed to apply the vocal skills learned in the private studio and bring repertoire to audition and performance readiness. Singers learn audition and performance strategies and develop knowledge of extensive and varied repertoire from their own work and that of other performers. May be repeated for credit.

**MUS2050 Opera Workshop (1-3)**

**Prerequisites:** Audition and permission of instructor

Students participate in the preparation and performance process for workshops and/or productions. Open to majors and nonmajors. Upper-division students have additional requirements. Rehearsal and performance time outside class time is required. May be repeated for credit.

**MUS2063 Chanteurs Concert Choir (1)**

The choir offers rehearsal and performance of choral works in various styles. Open to majors and nonmajors. Upper-division students have additional responsibilities in preparation and performance. Rehearsal and performance time outside class time is required. May be repeated for credit.

**MUS2065 Camerata Chamber Ensemble (1)**

**Prerequisites:** Audition and 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. Upper-division students will have additional preparation and performance responsibilities. Rehearsal and performance time outside class time is required. May be repeated for credit.

**MUS2070 Orchestra (1)**

**Prerequisites:** Audition and permission of instructor

This course offers rehearsal and performance of serious orchestral works with the Redwood or Peninsula Symphony. Open to majors and nonmajors. Upper-division students have additional preparation and performance responsibilities. Rehearsal and performance time outside class time is required. May be repeated for credit.

**MUS2120 Musical Theatre Workshop (1-4)**

**Prerequisites:** Audition and permission of instructor

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. Upper-division students have additional preparation and performance requirements. Rehearsal and performance time outside class time is required. May be repeated for credit.

**MUS2125 Musical Theatre History/Repertoire I (3)**

This is a survey of the development of the modern musical. The course traces the beginnings of theatrical musicals from the 17th and 18th centuries and studies the major innovations in structure, composition, and performance to the present.

**MUS2150 Computer Applications in Music (3)**

**Prerequisite:** Permission of instructor

A study of computer and synthesizer applications in music, including performance and sequencing, recording, transposing, and programs for developing musicianship skills, creating original compositions, and notating music. Upper-division students fulfill additional requirements.

**MUS2201 Advanced Musicianship (1)**

**Prerequisite:** MUS 1201 or approval of instructor

Students develop complex applied rhythm skills, interval recognition, and sight reading. May be repeated once for credit.

**MUS2225W History of Musical Performance I (4)**

**Prerequisite:** Permission of instructor

This is the first of a four-course/four-semester sequence that explores the history and literature of musical performance from ancient Greece to the present. Fulfills 1 unit of the Upper-Division Writing requirement.

**MUS2230W History of Musical Performance II (4)**

**Prerequisite:** Permission of instructor

This is the second of a four-course/four-semester sequence that explores the history and literature of musical performance from ancient Greece to the present. Fulfills 1 unit of the Upper-Division Writing requirement.

**MUS2235W History of Musical Performance III (4)**

**Prerequisite:** Permission of instructor

This is the third of a four-course/four-semester sequence that explores the history and literature of musical performance from ancient Greece to the present. Fulfills 1 unit of the Upper-Division Writing requirement.

**MUS2240W History of Musical Performance IV (4)**

**Prerequisite:** Permission of instructor

This is the fourth of a four-course/four-semester sequence that explores the history and literature of musical performance from ancient Greece to the present. Fulfills 1 unit of the Upper-Division Writing requirement.

**MUS2310 Creative Arts Experience (3)**

This course explores the abundant musical, theatrical, and artistic events on the NDNU campus by offering students the opportunity to attend recitals, concerts, musicals, plays, operas, and gallery events for credit. Through lectures and discussions, students will gain a deeper understanding of the context and meaning behind each event, leading to a more fulfilling experience. Upper-division students fulfill additional requirements. Fulfills the General Education Visual and Performing Arts Requirement.

**MUS2315 Rock Music History and Culture (3)**

This course explores the history and evolution of rock music in our popular culture. Upper-division students fulfill additional requirements.

**MUS2320 World Music (CDiv) (3)**

A study of music in cultures throughout the world, including China, Japan, India, Bali, Java, Africa, South America, and the Near East. Upper-division students fulfill additional requirements. Fulfills 3 units of the General Education Cultural Diversity requirement.

**MUS2325 Voice and Speech for Music Theatre (1)**

**Prerequisite:** Permission of instructor

This course explores speech production and projection for the music theatre performer. May be repeated for credit.

**MUS2405 Vocal Pedagogy I (3)**

An in-depth study of teaching others how to sing in various techniques from classic to rock. This course explores the physical makeup of the vocal instrument as well as practical exercises to help build the singing voice.

**MUS2407 Vocal Pedagogy II (3)**

**Prerequisite:** MUS2405 or permission of instructor

A continuation of MUS2405 with guided teaching in the voice studio. May be repeated for credit.

**MUS2500 Conducting (3)**

**Prerequisite:** Permission of instructor

This course explores techniques of vocal and instrumental conducting, including beat patterns, classical instruments requiring transposition, cueing, and dynamics.

**MUS2505 Composing and Improvising (3)**

**Prerequisite:** Permission of instructor

This is a workshop in musical composition and improvisation. May be repeated for credit.

**MUS2520 Form and Analysis (3)**

**Prerequisite:** Permission of instructor

Students study musical forms and analyze compositions of various styles and periods.

**MUS2525 English Diction for Singers (2)**

**Prerequisite:** MUS2600 or permission of instructor

This is an introduction to the International Phonetic Alphabet and its use in learning to sing clearly in English.

**MUS2530 Italian Diction for Singers (2)**

**Prerequisite:** MUS2525 or permission of instructor

This course discusses the fundamentals of Italian grammar, vocabulary and phonetics, and their use in learning to sing effectively in Italian.

**MUS2535 French Diction for Singers (2)**

**Prerequisite:** MUS2525 or permission of instructor

This course discusses the fundamentals of French grammar, vocabulary and phonetics, and their use in learning to sing effectively in French.

**MUS2540 German Diction for Singers (2)**

**Prerequisite:** MUS2525 or permission of instructor

This course discusses the fundamentals of German grammar, vocabulary and phonetics, and their use in learning to sing effectively in German.

**MUS2600 Individual Instruction: Voice (1-4)**

**Prerequisites:** Audition for Department Chair and permission of instructor

Additional fees apply.

Upper-division students take individual weekly lessons in voice. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's chosen area of emphasis, prior vocal study, and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. Three units satisfy the General Education Visual and Performing Arts Requirement if taken within a four-semester sequence. May be repeated for credit.

**MUS2605 Individual Instruction: Piano (1-4)**

**Prerequisites:** Audition for Department Chair and permission of instructor

Additional fees apply.

Upper-division students take individual weekly lessons in piano. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's chosen area of emphasis, prior study and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. Three units satisfy the General Education Visual and Performing Arts Requirement if taken within a four-semester sequence. May be repeated for credit.

**MUS2607 Individual Instruction: Collaborative Piano (1-4)**

**Prerequisite:** Permission of Department Chair and instructor

Additional fees apply.

Upper-division students study the art of vocal and instrumental piano collaboration on an individual basis. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

**MUS2610 Individual Instruction: Instrument (1-4)**

**Prerequisites:** Audition for Department Chair and permission of instructor

Additional fees apply.

Upper-division students take individual weekly lessons in an instrument. Repertoire,

ensemble participation, and technical development projects are determined by the instructor according to the student's chosen area of emphasis, prior study and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. Three units satisfy the General Education Visual and Performing Arts Requirement if taken within a four-semester sequence. May be repeated for credit.

**MUS2612 Individual Instruction: Conducting (1-4)**

**Prerequisite:** Permission of Department Chair and instructor  
Additional fees apply.

Upper-division students study conducting history, styles, and techniques on an individual basis with assigned faculty. Written and applied projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

**MUS2613 Individual Instruction: Composition (1-4)**

**Prerequisite:** Permission of Department Chair and instructor  
Additional fees apply.

Upper-division students study music composition on an individual basis with assigned faculty. Written and performance projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

**MUS2614 Individual Instruction: Music Theory (1-4)**

**Prerequisite:** Permission of Department Chair and instructor  
Additional fees apply.

Upper-division students study music theory on an individual basis with assigned faculty. Written projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

**MUS2615 Vocal Coaching (1)**

**Prerequisites:** Audition for Department Chair and permission of instructor  
**Corequisite:** MUS2600 or MUS2605

Upper-division students rehearse and perfect repertoire as determined by the Individual Vocal Instructor. May be repeated for credit.

**MUS2700 Guitar (3)**

Guitar techniques and training in reading music for guitar, presented in a class setting. Open to nonmajors. Upper-division students fulfill additional requirements. May be repeated for credit.

**MUS2705 Recital (1)**

**Prerequisite:** Permission of Department Chair and instructor

**Corequisite:** Individual Instruction (and/or MUS2615 for Vocal Performance) during semesters of recital preparation and performance.

Students give a public presentation of selected musical repertoire under the guidance of the student's individual instructor. May be repeated for credit.

**MUS2725 Class Piano (2)**

Students learn piano technique and repertoire. Upper-division students fulfill additional requirements. May be repeated for credit.



**MUS2730 Ensemble (1-3)**

**Prerequisite:** Permission of instructor

Ensemble offers flexible rehearsal and performance opportunities in the student's chosen area of emphasis. May be repeated for credit.

**MUS2786 Special Topics (1-3)**

**Prerequisite:** Permission of instructor

Special topics utilized for seminars and special lectures that are not offered on a regular basis. The course addresses a specific need, a 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. May be repeated for credit with different syllabus.

**MUS2800 Music Theatre Acting Styles (3)**

**Prerequisites:** Audition and permission of instructor

This is an advanced workshop in techniques for the music and musical theatre performer working in both real- and suspended-time with strategies for integrating these techniques into the complete lyric theatre performance. May be repeated for credit.

**MUS2805 Music Theatre Dance Styles (3)**

**Prerequisites:** Audition and permission of instructor

This workshop deals with techniques for the music and musical theatre performer with strategies for integrating these techniques into the complete lyric theatre performance. May be repeated for credit.

**MUS2810 Music Theatre Vocal Styles (3)**

**Prerequisites:** Audition and permission of instructor

This workshop deals with techniques for the music and musical theatre performer with strategies for integrating these techniques into the complete lyric theatre performance. May be repeated for credit.

**MUS2890 Music Management Internship (1-3)**

**Prerequisite:** Permission of instructor

This internship provides classroom training and in-the-field experience in concert, musical theatre, and opera management and promotion. Upper-division students assume additional projects and responsibilities. May be repeated for credit.

**MUS2891 Musical Theatre Internship (3)**

**Prerequisite:** Permission of Department Chair

Students apply accumulated skills and techniques in a performance position in an off-campus, professionally produced musical theatre production. May be repeated for credit.

**MUS2985 Musical Theatre Project (1-3)**

**Prerequisites:** Audition and permission of instructor

Students prepare and present a musical theatre program under faculty direction. May be repeated for credit.

**MUS2986 Musical Theatre Final Project (3)**

**Prerequisites:** Permission of Department Chair and instructor

Students prepare and present a musical theatre program as a final project under faculty direction.

**MUS2994 Teaching Assistant (1-3)**

**Prerequisite:** Permission of instructor

Students assist instructors in various areas of class management, course development, and instruction.

**MUS2999 Independent Study (1-3)**

An independent study 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 Course Work**

Graduate students may be permitted to take upper-division undergraduate courses (2000-2999) for graduate credit with prior approval of their Program Director. Approved courses counting toward graduate credit will be identified on student transcripts as 3000-3999.

**MUS4000 Piano/Instrumental Performance and Repertoire (1)**

**Corequisite:** MUS4605 or permission of instructor

A performance workshop designed to explore and conquer the challenges performers face on stage and in auditions. Students at each level develop knowledge of extensive and varied repertoire from their own work and from that of other performers. Graduate students have additional responsibilities and may assist directors. May be repeated for credit.

**MUS4005 Vocal Performance and Repertoire (1)**

**Corequisite:** MUS4600 or permission of instructor

A performance workshop designed to apply the vocal skills learned in the private studio and bring repertoire to audition and performance readiness. Singers learn audition and performance strategies and develop knowledge of extensive and varied repertoire from their own work and that of other performers. Graduate students have additional responsibilities and may assist directors. May be repeated for credit.

**MUS4050 Opera Workshop (1-3)**

**Prerequisites:** Audition and permission of instructor

Students participate in the preparation and performance process for workshops and/or productions. Graduate students have additional responsibilities and may assist directors. Rehearsal and performance time outside class time is required. May be repeated for credit.

**MUS4063 Chanteurs Concert Choir (1)**

The choir offers rehearsal and performance of choral works in various styles. Graduate students have additional preparation and performance responsibilities and may assist directors. Open to MFA and nonmusic students. Rehearsal and performance time outside class time is required. May be repeated for credit.

**MUS4065 Camerata Chamber Ensemble (1)**

**Prerequisites:** Audition and 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. Graduate students have additional preparation and performance responsibilities and may assist directors. Rehearsal and performance time outside class time is required. May be repeated for credit.

**MUS4070 Orchestra (1)**

**Prerequisites:** Audition and permission of instructor

Open to MFA and nonmusic students, this course offers rehearsal and performance of serious orchestral works with the Redwood or Peninsula Symphony. Upper-division students have additional preparation and performance responsibilities. Rehearsal and performance time outside class time is required. May be repeated for credit.

**MUS4120 Musical Theatre Workshop (1-4)**

**Prerequisites:** Audition and permission of instructor

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. Graduate students have additional preparation and performance requirements and may assist directors. Rehearsal and performance time outside class time is required. May be repeated for credit.

**MUS4125 Musical Theatre: History and Repertoire I (3)**

This is a survey of the development of the modern musical. The course traces the beginnings of theatrical musicals from the 17th and 18th centuries and studies the major innovations in structure, composition, and performance to the present. Students participating at the graduate level have additional research, writing, and presentation responsibilities appropriate to the advanced student.

**MUS4300 History and Literature of Piano Music (3)**

**Prerequisite:** Permission of instructor

This is an in-depth study of the forms and literature of keyboard music.

**MUS4305 History of Opera and Musical Theatre (3)**

**Prerequisite:** Permission of instructor

This is an in-depth study of the development of the lyric theatre.

**MUS4310 History of Vocal Literature (3)**

**Prerequisite:** Permission of instructor

This is an in-depth study of the development of song.

**MUS4315 Rock Music History and Culture (3)**

This course explores the history and evolution of rock music in our popular culture. Students participating at the graduate level have additional research, writing, and presentation responsibilities appropriate to the advanced student.

**MUS4325 Voice and Speech for Music Theatre (1)**

**Prerequisite:** Permission of instructor

This course deals with the speech production and projection for the music theatre performer. Graduate students fulfill requirements appropriate to the advanced performer. May be repeated for credit.

**MUS4400 Piano Pedagogy I (3)**

**Prerequisite:** Permission of instructor

This course explores piano studio teaching techniques.

**MUS4402 Piano Pedagogy II (3)**

**Prerequisite:** Permission of instructor

MUS4402 builds on MUS4400 with an in-depth exploration of piano studio teaching techniques.

**MUS4405 Vocal Pedagogy I (3)**

**Prerequisite:** Permission of instructor

This is an in-depth course exploration of teaching others how to sing. This course explores the physical makeup of the vocal instrument as well as practical exercises to help build the singing voice.

**MUS4407 Vocal Pedagogy II (3)**

**Prerequisite:** MUS4405 or permission of instructor

MUS4407 is a continuation of MUS4405 with guided teaching in the voice studio. May be repeated for credit.

**MUS4500 Conducting (3)**

**Prerequisite:** Permission of instructor

This is a conducting workshop in application of techniques. Graduate students have additional projects appropriate to the advanced student.

**MUS4505 Composing and Improvising (3)**

**Prerequisite:** Permission of instructor

This is a workshop in musical composition and improvisation. Students participating at the graduate level have additional preparation and performance responsibilities appropriate to the advanced student. May be repeated for credit.

**MUS4550 Graduate Seminar I (3)**

**Prerequisite:** Permission of instructor

Student projects focus on research methodology and analysis of musical performance.

**MUS4555 Graduate Seminar II (3)**

**Prerequisite:** MUS4550 or permission of instructor

Continuation of MUS4550; student projects focus on research methodology and analysis of musical performance.

**MUS4600 Individual Instruction: Voice (1-4)**

**Prerequisites:** Audition for Department Chair and permission of instructor

Additional fees apply.

Graduate students take individual weekly lessons in voice. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's chosen area of emphasis, prior vocal study, and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. May be repeated for credit.

**MUS4605 Individual Instruction: Piano (1-4)**

**Prerequisites:** Audition for Department Chair and permission of instructor

Additional fees apply.

Graduate students take individual weekly lessons in piano. It may include repertoire, ensemble participation, and technical development projects determined by the instructor according to the student's chosen area of emphasis, prior study, and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. May be repeated for credit.

**MUS4607 Individual Instruction: Collaborative Piano (1-4)**

**Prerequisite:** Permission of Department Chair and instructor

Additional fees apply.

Graduate students study the art of vocal and instrumental piano collaboration on an individual basis. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

**MUS4610 Individual Instruction: Instrument (1-4)**

**Prerequisites:** Audition for Department Chair and permission of instructor

Additional fees apply.

Graduate students take individual weekly lessons in an instrument. It may include repertoire, ensemble participation, and technical development projects determined by the instructor according to the student's chosen area of emphasis, prior study, and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. May be repeated for credit.

**MUS4612 Individual Instruction: Conducting (1-4)**

**Prerequisite:** Permission of Department Chair and instructor

Additional fees apply.

Graduate students study conducting history, styles, and techniques on an individual basis with assigned faculty. Written and applied projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

**MUS4613 Individual Instruction: Composition (1-4)**

**Prerequisite:** Permission of Department Chair and instructor

Additional fees apply.

Graduate students study music composition on an individual basis with assigned faculty.

Written and performance projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

**MUS4614 Individual Instruction: Music Theory (1-4)**

**Prerequisite:** Permission of Department Chair and instructor

Additional fees apply.

Graduate students study music theory on an individual basis with assigned faculty. Written projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

**MUS4615 Vocal Coaching (1)**

**Prerequisites:** Audition for Department Chair and permission of instructor

**Corequisite:** MUS4600 or MUS4605

Graduate students rehearse and perfect repertoire as determined by the Individual Vocal Instructor. May be repeated for credit.

**MUS4700 Graduate Lecture Recital (1)**

**Prerequisite:** Permission of Department Chair and instructor.

**Corequisite:** Individual Instruction (and/or MUS4615 for Vocal Performance) during semesters of recital preparation and performance

Students give a public presentation, including both lecture-analysis and performance of selected musical repertoire under the guidance of the student's individual instructor. May be repeated for credit.

**MUS4705 Graduate Final Recital (1)**

**Prerequisite:** Permission of Department Chair and instructor

**Corequisite:** Individual Instruction (and/or MUS4615 for Vocal Performance) during semesters of recital preparation and performance. Students give a public presentation of selected musical repertoire under the guidance of the student's individual instructor. May be repeated for credit.

**MUS4730 Ensemble (1-3)**

**Prerequisite:** Permission of instructor

Ensemble offers flexible rehearsal and performance opportunities in the student's chosen area of emphasis. Graduate students have additional preparation and performance responsibilities and may assist directors. May be repeated for credit.

**MUS4786 Special Topics (1-3)**

**Prerequisite:** Permission of instructor

Special topics are utilized for seminars and special lectures that are not offered on a regular basis. The course addresses a specific need, a 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. May be repeated for credit with different syllabus.

**MUS4800 Music Theatre Acting Styles (3)**

**Prerequisites:** Audition and permission of instructor

This is an advanced workshop in techniques for the music and musical theatre performer working in both real- and suspended-time with strategies for integrating these techniques

into the complete lyric theatre performance. Graduate and certificate students fulfill additional skill requirements. May be repeated for credit.

**MUS4805 Music Theatre Dance Styles (3)**

**Prerequisites:** Audition and permission of instructor

This workshop deals with techniques for the music and musical theatre performer with strategies for integrating these techniques into the complete lyric theatre performance. Graduate and certificate students fulfill additional skill requirements. May be repeated for credit.

**MUS4810 Music Theatre Vocal Styles (3)**

**Prerequisites:** Audition and permission of instructor

This is an advanced workshop in techniques for the music and musical theatre performer with strategies for integrating these techniques into the complete lyric theatre performance. May be repeated for credit.

**MUS4885 Graduate Final Project (3)**

**Prerequisites:** Audition and permission of instructor

Students prepare individual projects related to performance. May be repeated for credit.

**MUS4890 Music Management Internship (1-3)**

**Prerequisite:** Permission of instructor

This internship provides classroom training and in-the-field experience in concert, musical theatre, and opera management and promotion. Students participating at the graduate level assume additional projects and responsibilities and may assist the instructor as supervisors to undergraduates. Rehearsal and performance time outside class time is required. May be repeated for credit.

**MUS4891 Musical Theatre Internship (1-3)**

**Prerequisite:** Permission of Department Chair

Students apply accumulated skills and techniques in a performance position in an off-campus, professionally produced musical theatre production. Graduate students assume additional projects and may have supervisory duties. May be repeated for credit.

**MUS4985 Graduate Musical Theatre Project (3)**

**Prerequisites:** Audition and permission of instructor

Students prepare and present a musical theatre program appropriate to the advanced student under direction of faculty. May be repeated for credit.

**MUS4994 Teaching Assistant (1-3)**

**Prerequisite:** Permission of instructor

Students assist instructors in various areas of class management, course development, and instruction. Graduate students assume additional responsibilities and may have supervisory duties. May be repeated for credit.

**MUS4999 Independent Study (1-3)**

The independent study provides an opportunity for study or research under the direction of an instructor. See Graduate Policies and Procedures section on Independent Study for more details.

**MUS6000 Piano/Instrumental Performance and Repertoire (1)**

**Corequisite:** MUS6605 or permission of instructor

A performance workshop designed to explore and conquer the challenges performers face on stage and in auditions. Students at each level develop knowledge of extensive and varied repertoire from their own work and from that of other performers. Certificate students have additional responsibilities appropriate to the advanced performer. May be repeated for credit.

**MUS6005 Vocal Performance and Repertoire (1)**

**Corequisite:** MUS6600 or permission of instructor

A performance workshop designed to apply the vocal skills learned in the private studio and bring repertoire to audition and performance readiness. Singers learn audition and performance strategies and develop knowledge of extensive and varied repertoire from their own work and that of other performers. Certificate students have additional responsibilities appropriate to the advanced performer. May be repeated for credit.

**MUS6050 Opera Workshop (1-3)**

**Prerequisites:** Audition and permission of instructor

Students participate in the preparation and performance process for workshops and/or productions. Certificate students have additional responsibilities appropriate to the advanced performer. Rehearsal and performance time outside class time is required. May be repeated for credit.

**MUS6063 Chanteurs Concert Choir (1)**

The choir offers rehearsal and performance of choral works in various styles. Certificate students have additional performance responsibilities appropriate to the advanced performer. Rehearsal and performance time outside class time is required. May be repeated for credit.

**MUS6065 Camerata Chamber Ensemble (1)**

**Prerequisites:** Audition and 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. Certificate students have additional preparation and performance responsibilities appropriate to the advanced performer. May be repeated for credit.

**MUS6070 Orchestra (1)**

**Prerequisites:** Audition and permission of instructor

This course offers rehearsal and performance of serious orchestral works with the Redwood or Peninsula Symphony. Certificate students have additional preparation and performance



responsibilities appropriate to the advanced performer. Rehearsal and performance time outside class time is required. May be repeated for credit.

### **MUS6120 Musical Theatre Workshop (1-3)**

**Prerequisites:** Audition and permission of instructor

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. Certificate students have additional preparation and performance requirements appropriate to the advanced performer and may assist the directors. Rehearsal and performance time outside class time is required. May be repeated for credit.

### **MUS6325 Voice and Speech for Music Theatre (1)**

**Prerequisite:** Permission of instructor

Students learn speech production and projection for the music theatre performer. Certificate students fulfill requirements appropriate to the advanced performer. May be repeated for credit.

### **MUS6600 Individual Instruction: Voice (1-4)**

**Prerequisites:** Audition for Department Chair and permission of instructor

Additional fees apply.

Certificate students take individual weekly lessons in voice. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's chosen area of emphasis, prior vocal study, and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. May be repeated for credit.

### **MUS6605 Individual Instruction: Piano (1-4)**

**Prerequisites:** Audition for Department Chair and permission of instructor

Additional fees apply.

Certificate students take individual weekly lessons in piano. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's chosen area of emphasis, prior study, and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. May be repeated for credit.

### **MUS6607 Individual Instruction: Collaborative Piano (1-4)**

**Prerequisite:** Permission of Department Chair and instructor

Additional fees apply.

Certificate students study the art of vocal and instrumental piano collaboration on an individual basis. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

### **MUS6610 Individual Instruction: Instrument (1-4)**

**Prerequisites:** Audition for Department Chair and permission of instructor

Certificate students take individual weekly lessons in an instrument. Repertoire, ensemble participation, and technical development projects are determined by the instructor according

to the student's chosen area of emphasis, prior study, and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. May be repeated for credit.

#### **MUS6612 Individual Instruction: Conducting (1-4)**

**Prerequisite:** Permission of Department Chair and instructor

Additional fees apply.

Certificate students study conducting history, styles, and techniques on an individual basis with assigned faculty. Written and applied projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

#### **MUS6613 Individual Instruction: Composition (1-4)**

**Prerequisite:** Permission of Department Chair and instructor

Additional fees apply.

Certificate students study music composition on an individual basis with assigned faculty. Written and performance projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

#### **MUS6615 Vocal Coaching (1)**

**Prerequisites:** Audition for Department Chair and permission of instructor

**Corequisite:** MUS6600 or MUS6605

Certificate students rehearse and perfect repertoire determined by the Individual Vocal Instructor. May be repeated for credit.

#### **MUS6700 Graduate Lecture Recital (1)**

**Prerequisite:** Permission of Department Chair and instructor

**Corequisite:** Individual Instruction (and/or MUS6615 for Vocal Performance) during semesters of recital preparation and performance

Students give a public presentation, including both lecture-analysis and performance of selected musical repertoire under the guidance of the student's individual instructor. May be repeated for credit.

#### **MUS6705 Graduate Final Recital (1)**

**Prerequisite:** Permission of Department Chair and instructor

**Corequisite:** Individual Instruction (and/or MUS6615 for Vocal Performance and Musical Theatre emphasis) during semesters of recital preparation and performance

Students give a public presentation of selected musical repertoire under the guidance of the student's individual instructor.

#### **MUS6730 Ensemble (1-3)**

**Prerequisite:** Permission of instructor

Ensemble offers flexible rehearsal and performance opportunities in the student's chosen area of emphasis. Certificate students have additional preparation and performance requirements appropriate to the advanced performer and may assist the directors. May be repeated for credit.

**MUS6786 Special Topics (1-3)**

**Prerequisite:** Permission of instructor

This course is utilized for topics that are not offered on a regular basis. The course addresses a specific need, a current interest, and/or a trend in the field. Consult syllabus as content will vary from semester to semester. Certificate students have additional preparation and performance requirements appropriate to the advanced performer and may assist the directors. May be repeated for credit with different syllabus.

**MUS6800 Music Theatre Acting Styles (3)**

**Prerequisites:** Audition and permission of instructor

This is an advanced workshop in techniques for the music and musical theatre performer working in both real- and suspended-time with strategies for integrating these techniques into the complete lyric theatre performance. Emphasis for certificate students is on application of skills to professional audition/performance. May be repeated for credit.

**MUS6805 Music Theatre Dance Styles (3)**

**Prerequisites:** Audition and permission of instructor

This workshop deals with techniques for the music and musical theatre performer with strategies for integrating these techniques into the complete lyric theatre performance. Emphasis placed on a student's ability to quickly learn and perform dance combinations in an audition situation. Emphasis for certificate students is on application of skills to professional audition/performance. May be repeated for credit.

**MUS6810 Music Theatre Vocal Styles (3)**

**Prerequisites:** Audition and permission of instructor

This workshop deals with techniques for the music and musical theatre performer with strategies for integrating these techniques into the complete lyric theatre performance. Emphasis for certificate students is on application of skills to professional audition/performance. May be repeated for credit.

**MUS6885 Graduate Final Project (3)**

**Prerequisites:** Audition and permission of instructor

Students prepare individual projects related to performance. Certificate students have additional preparation and performance requirements appropriate to the advanced performer and may assist the directors. May be repeated for credit.

**MUS6890 Music Management Internship (1-3)**

**Prerequisite:** Permission of instructor

The internship provides classroom training and in-the-field experience in concert, musical theatre, and opera management and promotion. Certificate students assume additional projects and responsibilities and may assume supervisory duties. May be repeated for credit.

**MUS6891 Musical Theatre Internship (1-3)**

**Prerequisite:** Permission of Department Chair

Students apply accumulated skills and techniques in a performance position in an off-campus, professionally produced musical theatre production. Certificate students have

additional preparation and performance requirements appropriate to the advanced performer and may assist the directors. May be repeated for credit.

### **MUS6985 Graduate Musical Theatre Project (3)**

**Prerequisites:** Audition and permission of instructor

Students prepare and present a musical theatre program. Certificate students have preparation and performance requirements appropriate to the advanced performer and may assist the directors. May be repeated for credit.

## **Natural Sciences**

### **NSC1001 Science and Technology in Developing Countries (CDiv) (3)**

Three hours lecture, discussion. Through the lens of the Millennium Development Goals (MDG), this course explores five aspects of life in developing countries: education, individual and community life, water, health, and the environment. Examination of the impact of science and technology from a “bottom-up” approach is emphasized, focusing on the efforts of individuals and local organizations to use technologies in ways that make a significant improvement in the lives of the local people.

### **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. Fulfills General Education Natural and Physical Sciences requirement.

### **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. Through the lens of the Millennium Development Goals (MDG), this course explores five aspects of life in developing countries: education, individual and community life, water, health, and the environment. Examination of the impact of science and technology from a “bottom-up” approach is emphasized, focusing on the efforts of individuals and local organizations to use technologies in ways that make a

significant improvement in the lives of the local people. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

### **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. Fulfills General Education Natural and Physical Sciences requirement.

### **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:** ENG1030

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 the General Education Upper-Division Writing requirement.

### **NSC2880 Environmental Justice Capstone (4)**

Three hours lecture, three hours laboratory/fieldwork. Taken by juniors and seniors, this capstone course helps students integrate and build on prior learning experiences in the Environmental Justice minor. It incorporates community-based learning, laboratory/fieldwork, and GIS.

# Physical Education

## **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.

## **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.

## **PED1401 Intercollegiate Women's Tennis (1)**

Covers theory and practice of fundamentals. Intercollegiate competition.

## **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.

## **Philosophy**

**PHL1001 Introduction to Philosophy (3)**

Introduces some of the major figures and doctrines in the history of philosophy and some enduring and contemporary philosophical questions. Fulfills General Education Philosophy requirement.

**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. Fulfills General Education Philosophy requirement.

**PHL1105 Modern Philosophy (3)**

The 17th and 18th 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. Fulfills General Education Philosophy requirement.

**PHL1110 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. Fulfills General Education Philosophy requirement.

**PHL1200 Moral Problems (3)**

After a brief introduction to some basic concepts in ethical theory, this course allows students to examine and discuss critically various contemporary moral problems such as

fertility issues, the death penalty, affirmative action, free speech, and civil disobedience. Fulfills General Education Philosophy requirement.

**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. Fulfills General Education Philosophy requirement.

**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. Fulfills General Education Philosophy requirement.

### **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. Fulfills General Education Philosophy requirement.

### **PHL1220 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. Fulfills General Education Philosophy requirement.

### **PHL1300 Logic and Critical Thinking (3)**

An introduction to the analysis and evaluation of arguments using both formal and informal methods. Recommended for anyone who wants to improve his/her 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). Fulfills General Education Philosophy requirement.

### **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 that they raise. Fulfills General Education Philosophy requirement.

### **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. Fulfills General Education Philosophy requirement.



**PHL1410 Women and Philosophy (CDiv) (3)**

Examines philosophical questions of special concern to women. Topics include the nature, status, and role of women in religious, philosophical, and various cultural contexts and theoretical and practical feminist issues addressed by traditional and contemporary philosophers throughout the world. Emphasis is placed on ethical and political problems facing women today. Fulfills General Education Philosophy requirement.

**PHL2100 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. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

**PHL2105 Modern Philosophy (3)**

The 17th and 18th 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. Fulfills General Education Philosophy requirement.

**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. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

**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 fertility issues, 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. Fulfills General Education Philosophy requirement.

**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. Fulfills General Education Philosophy requirement.

**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. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills the General Education Philosophy requirement.

### **PHL2215 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. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

### **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. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

### **PHL2230 Ethics and Professional Responsibility (3)**

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. Fulfills General Education Philosophy requirement.

### **PHL2235 Bioethics (3)**

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 nonhumans, and ethical issues in health care. Fulfills General Education Philosophy requirement.

### **PHL2300 Logic and Critical Thinking (3)**

An introduction to the analysis and evaluation of arguments using both formal and informal methods. Recommended for anyone who wants to improve his/her 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. Fulfills General Education Philosophy requirement.

**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 that 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. Fulfills General Education Philosophy requirement.

**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. Fulfills General Education Philosophy requirement.

**PHL2410 Women and Philosophy (CDiv) (3)**

Examines philosophical questions of special concern to women. Topics include the nature, status, and role of women in religious, philosophical, and various cultural contexts and theoretical and practical feminist issues addressed by traditional and contemporary philosophers throughout the world. Emphasis is placed on ethical and political problems facing women today. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

**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. May be taken to satisfy 3 units of elective credit for Religious Studies majors. Fulfills General Education Philosophy requirement or 3 units of the General Education Religious Studies requirement.

**PHL2420 Philosophy of Love (3)**

“What is love?” Does love have a core or essence? We talk about love all the time, we all “know” that love is the alchemy of life. We all experience it, yet it is diverse and largely unexamined. This class will study love in its many forms from filial love, friendship, compassion, and empathy for the other, a desire for justice, and passionate and sexual love to divine love and the longing to become one with the universe. Through poetry, film, and philosophy, we will discuss the many ways in which love forms our world and in which we

form it. We explore this vague, all-embracing, and constantly desired feeling or concept from the point of view of different philosophers, beginning with Plato but also covering Freud, Kierkegaard, Heidegger, Rumi, and de Beauvoir on love, among others. Fulfills General Education Philosophy requirement.

### **PHL2994 Teaching Assistant (1-3)**

Philosophy majors are required to earn at least 1 unit of credit as a teaching assistant to an instructor.

### **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 for more information on Independent Study.

## **Physics**

### **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.

### **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.

### **PHY1109 Introduction to Physical Science (3)**

**Prerequisite:** Math Placement Level 2

Three hours lecture. 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 (0.5)**

One and a half hour laboratory component of PHY1109.

**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 nonscience majors as well as Science majors.

**PHY1203 College Physics I (3)**

**Prerequisite:** Math Placement Level 4 or equivalent; High School Physics or PHY1109 recommended

Three hours lecture. This course does not require calculus and is the first course in a two-part sequence. Topics include kinematics, dynamics, properties of solids, liquids, gases, heat, wave motion, and sound. Laboratory emphasizes error calculations for objective evaluation of data. Standard equipment and air tracks are used extensively.

**PHY1203L College Physics I Lab (1)**

Three hours laboratory component of PHY1203.

**PHY1205 College Physics II (3)**

**Prerequisite:** PHY1203

Three hours lecture. This course is a continuation of PHY1203 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)**

Three hours laboratory component of PHY1205.

**PHY1304 Physics for Scientists I (3)**

**Prerequisites:** MTH1320 and MTH1322 and two semesters High School Physics or PHY1109 or permission of instructor

Three hours lecture. 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)**

Three hours laboratory component of PHY1304.

**PHY1306 Physics for Scientists II (3)**

**Prerequisite:** Grade of C or better in PHY1304.

Three hours lecture. 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 II Lab (1)**

Three hours laboratory component of PHY1306.

**PHY2000 Science in Action (CE) (4)**

**Prerequisites:** BIO1009 or PHY1009 or BIO1101 or CHE1101 or CHE1202 or by permission

Three hours lecture, three hours laboratory, and classroom work. 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. Fulfills General Education Natural and Physical Science requirement.

**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 for more information on Independent Study.

## Political Science

**PSC1000 Introduction to American Government (3)**

Introduces American government and institutions. Fulfills General Education Social and Behavioral Science requirement.

**PSC1100 Introduction to Comparative Governments (3)**

Surveys comparative governments and institutions. Fulfills General Education Social and Behavioral Science requirement.

**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. Fulfills General Education Social and Behavioral Science requirement.

**PSC2110 International Relations (3)**

Examines the history and values out of which nations have devised ways of relating to one another. Fulfills General Education Social and Behavioral Science requirement.

**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. Fulfills General Education Social and Behavioral Science requirement.

**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. Fulfills General Education Social and Behavioral Science requirement.

**PSC2140 African Area Studies (CDiv) (3)**

Surveys African events in the light of precolonial, colonial, and modern developments. Fulfills General Education Social and Behavioral Science requirement.

**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. Fulfills General Education Social and Behavioral Science requirement.

**PSC2160 Middle East Area Studies (CDiv) (3)**

Studies the geography, history, politics, economics, and culture of the states and societies of the Middle East with emphasis on Islam and its impact on the region; familiarizes the student with a key geopolitical region. Fulfills General Education Social and Behavioral Science requirement.

**PSC2161 Model Arab League (CDiv) (1)**

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 22 states that comprise the Arab League. MAL holds an annual event in a number of regions throughout the U.S. 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. May be repeated for credit.

**PSC2301 State and Local Government (CE) (4)**

This course is an introduction to the structure, functions and inter-relations of state and local governments, emphasizing real-world problem solving through personal engagement. Fulfills General Education Social and Behavioral Science requirement.

**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. Fulfills General Education Social and Behavioral Science requirement.

**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. Fulfills institutional U.S. History requirement. Fulfills General Education Social and Behavioral Science requirement.

**PSC2330 Gender and the Law (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. Fulfills General Education Social and Behavioral Science requirement.

**PSC2340 Legal Reasoning (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. May not satisfy Political Science major or elective requirements.

**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:** 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 (4)**

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 for more information on Independent Study.



# Psychology

## **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. Fulfills the General Education Social and Behavioral Science requirement.

## **PSY2101 Personality Theory (3)**

**Prerequisite:** PSY1001 for Psychology majors; no prerequisite for nonmajors

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.) Fulfills the General Education Social and Behavioral Science requirement.

## **PSY2109W Research Methods (4)**

**Prerequisites:** PSY1001 and MTH2502 (or other approved statistics course)

Introduces empirical, quantitative, and qualitative research in the behavioral sciences. This is a writing-intensive course.

## **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 and PSY2117

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 nonmajors

This course 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. Required for Sociology majors; may be used to satisfy 3 units of electives for Sociology (general) minors. Fulfills the General Education Social and Behavioral Science requirement.

**PSY2141 Developmental Psychology (3)**

**Prerequisite:** PSY1001. Students who have received credit for PSY2149 or PSY2150 may not take this course.

Studies human growth and development from prenatal stages through adolescence.

Attention is given to various developmental theories, interdisciplinary research, interconnected roles of biology and environment, and practical applications. Fulfills the General Education Social and Behavioral Science requirement.

**PSY2149 Developmental Psychology in the Classroom and Community (CE) (4)**

**Prerequisite:** PSY1001. Students who have received credit for PSY2141 or PSY2150 may not take this course.

Studies human growth and development from prenatal stages through adolescence.

Attention is given to various developmental theories, interdisciplinary research, interconnected roles of biology and environment, and practical applications. PSY2149 allows students to choose a particular area of interest and participate in the community in some way. May be used to satisfy 1 unit of the Community-Based Learning Requirement. Fulfills the General Education Social and Behavioral Science requirement.

**PSY2150 Lifespan Development (3)**

**Prerequisite:** PSY1001. Students who have received credit for PSY2141 or PSY2149 may not take this course.

This course examines human development across the lifespan from conception through death, including physical, cognitive, social, and emotional changes. Attention is given to various developmental theories, interdisciplinary research, interconnected roles of biology and environment, and practical applications. Fulfills General Education Social and Behavioral Science requirement.

**PSY2157 Abnormal Psychology (3)**

**Prerequisite:** PSY1001 for Psychology majors; no prerequisite for nonmajors

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. Fulfills the General Education Social and Behavioral Science requirement.

**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. Fulfills the General Education Social and Behavioral Science requirement.

**PSY2180 History and Systems of Psychology (Capstone Course) (3)**

**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.

**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. This is a writing-intensive course.

**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. Fulfills the General Education Social and Behavioral Science requirement.

**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. May be used to satisfy 3 units of electives for Sociology (general) majors or minors. Fulfills the General Education Social and Behavioral Science requirement.

**PSY2233 Jungian Psychology (3)****Prerequisite:** PSY1001 for Psychology majors; no prerequisite for nonmajors

Surveys the basic concepts in Jungian psychology, or Analytic Psychology, including the persona, shadow, anima and animus, the Self, and 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. Fulfills the General Education Social and Behavioral Science requirement.

**PSY2309 Community Psychology (CE) (4)****Prerequisite:** PSY1001 for Psychology majors; no prerequisite for nonmajors

Studies a wide variety of forces and structures in the community that 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 1 unit of the Community-Based Learning Requirement. May be used to satisfy 4 units of electives for Sociology (general) majors or minors. Fulfills the General Education Social and Behavioral Science requirement.

**PSY2409 Building Community through Diversity (CDiv) (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. May be used to satisfy 1 unit of elective for Sociology (general) majors or minors. Fulfills 1 unit of the General Education Social and Behavioral Science requirement.

**PSY2701 Human Sexuality (3)**

**Prerequisite:** PSY1001

Explores personal, interpersonal, and transpersonal dimensions of sexual experience: awareness, attitudes, meaning, expression, response, and different sexual orientations. Fulfills the General Education Social and Behavioral Science requirement.

**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. Fulfills the General Education Social and Behavioral Science requirement.

**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.

**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)**

This course is a continuation of PSY2778 Introduction to Clinical Art Therapy I. It is not necessary to take PSY2778 prior to this class.

**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 for more information on Independent Study.

# Religious Studies

## **REL1000 Introduction to the Old Testament (3)**

Reviews the Sacred Scriptures, which Jews and Christians share, as interpreted by the latest Biblical scholarship. This 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. Fulfills General Education Religious Studies requirement.

## **REL1005 Introduction to the New Testament (3)**

Offers an overview of the New Testament in keeping with the document of Vatican II on Revelation. In this course, 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. Fulfills General Education Religious Studies requirement.

## **REL1105 Jesus and the Gospels (3)**

Introduces the messianic activity and person of Jesus proclaimed in the synoptic gospels. Fulfills General Education Religious Studies requirement.

## **REL1200 Christianity: Beginnings to 1500 (3)**

Covers Christianity during its formative early period, growth, and reaction to the "Imperial Church," the rise of monasticism, the development of scholastic theology, and the precursors to Protestantism. This course emphasizes richness and diversity of life-giving faith within the Christian communities from first to the 16th centuries. Fulfills General Education Religious Studies requirement.

## **REL1205 Modern Christianity (3)**

Explores Christianity from the Reformation to the present. It emphasizes the richness and diversity of various Christian communities. We analyze how developments in Christianity reflect the needs of the times. Students explore the diversity of Christian faiths in their own communities and the interaction of Christianity with politics in the modern world. Fulfills General Education Religious Studies requirement.

## **REL1250 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. It covers characteristic traits and patterns in tribal, imperial, naturalistic, mystical, and national religions. It also examines the role assigned to women by world religions and the importance given to building a just and peaceful society. Fulfills General Education Religious Studies requirement.

## **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. Fulfills General Education Religious Studies requirement.

**REL1400 Challenged by Christian Ethics (3)**

Focuses on Christian ethical responsibility, including introductory moral foundations and selected contemporary issues of individual and social morality. Fulfills General Education Religious Studies requirement.

**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. Fulfills General Education Religious Studies requirement.

**REL1620 Way of the Earth (CDiv) (3)**

Explores the profound links between ecology and spirituality and 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, eco-feminism, Creation Spirituality, and reverence for nature in the teachings of the world religions. Fulfills General Education Religious Studies requirement.

**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. Fulfills General Education Religious Studies requirement.

**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. Fulfills General Education Religious Studies requirement.

**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. Fulfills General Education Religious Studies requirement.

**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. Fulfills General Education Religious Studies requirement.

**REL2140 The Pauline Letters (3)**

Studies the letters of the apostle Paul both to understand him better and to learn about the struggles and diversity of the earliest Christian communities. Fulfills General Education Religious Studies requirement.

**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 as well as from Kabbalah and Sufi mystics. We study what occurs when mysticism encounters the scientific revolution and the postmodern world. Fulfills General Education Religious Studies requirement.

**REL2210 Reel Religion: Christianity in Film (3)**

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. Fulfills General Education Religious Studies requirement.

**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. It covers characteristic traits and patterns in tribal, imperial, naturalistic, mystical, and national religions. It also examines the role assigned to women by world religions and the importance given to building a just and peaceful society. Fulfills General Education Religious Studies requirement.

**REL2255 Social Justice in the World Religions (CDiv) (3)****Prerequisite: One lower-division Religious Studies course**

This course will explore the way the major world religions teach and advocate for social justice. Central to the study will be an investigation of the way theological thought as well as economic, political, and legal decisions impact our understanding of social justice, its implementation, and adjudication. We will consider the concept of social justice from the ethical teachings of Christianity, Islam, Judaism, Buddhism, and Confucianism in particular. The course will also focus on the application of social justice to particular cases, which will change each semester as the news of the world changes. After successfully completing the course, students will have acquired an understanding of the principal teachings of the world religions as they relate to social justice. Fulfills General Education Religious Studies requirement.

**REL2260 Islam: Faith and Practice (CDiv) (3)**

This course seeks to introduce the major religious and cultural dimensions of the Islamic world, both those that express its diversity and those that express its continuity. No previous work is presupposed. The course has two major purposes: (1) to provide students with a better and deeper understanding of the importance of the Islamic past upon the Islamic world of today and (2) to introduce students to the spiritual, ritual, ethical, and cultural practices of Islam. Fulfills General Education Religious Studies requirement.

**REL2310 Religion and Technology (3)**

**Prerequisite:** One lower-division Religious Studies course

In examining the gray areas among nature, humanity, and technology, this course will consider issues of technology and religion from two perspectives: (1) The theological, environmental, political, and social justice issues surrounding technology. We begin with classes that detail, in stark contrast, the methodology of technology vs. the methodology of religious studies. To broaden our perspective, we will read essays discussing both religion and technology from religions, traditions, and faiths other than Christianity. (2) Technology and spirituality, that is, how technologies shape our very humanity, our meaning-making practices, our value systems, and our imaginations. The course will explore how technologies shape humans and the planetary future from spiritual, religious, and philosophical perspectives. Fulfills General Education Religious Studies requirement.

**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. Fulfills General Education Religious Studies requirement.

**REL2425 Liberation Theologies (CDiv) (3)**

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. Fulfills General Education Religious Studies requirement.

**REL2430 Developments in Gender and Sexuality in Christianity (CDiv) (3)**

Discusses and analyzes the evolution of images of masculinity and femininity, sexuality, and gender beginning with Greco-Roman and Jewish traditions. It then analyzes their influence upon Christianity from its origins to the present day. We study changing understandings of gender, celibacy, marriage, homosexuality, and power using the tools of queer theory, feminist studies, and men's studies. Fulfills General Education Religious Studies requirement.

**REL2600 Voices in Christian Spirituality (3)**

A course in spiritual autobiography. Reading 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? This course also compares the spiritual autobiographies of Christians to those of other religions and allows students to write their own spiritual autobiography. Fulfills General Education Religious Studies requirement.

**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. This course explores the underlying questions: "How do women live within the Christian community and express their spirituality?" "What influences might Christian feminist views have on our world?" Fulfills General Education Religious Studies requirement.



**REL2620 Way of the Earth (CDiv) (3)**

Explores the profound links between ecology and spirituality and 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, eco-feminism, Creation Spirituality, and reverence for nature in the teachings of the world religions. Fulfills General Education Religious Studies requirement.

**REL2994 Teaching Assistant (1-3)**

Offers an opportunity for outstanding Religious Studies majors to earn credit for assisting instructors. Three units may be used as upper-division elective units in the major.

**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 for more information on Independent Study.

## Sociology

**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. Fulfills General Education Social and Behavioral Science requirement.

**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 ways 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. Fulfills General Education Social and Behavioral Science requirement.

**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 theatres? What kinds of theatres? 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. Fulfills General Education Social and Behavioral Science requirement.

**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. Fulfills General Education Social and Behavioral Science requirement.

**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 (CE) (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 and applies sociological theory and analysis to understand the forces that are shaping the issues, understandings, and behaviors in the community. 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 Michoacán" neighborhood of Redwood City, and pathways for youth in the City of East Palo Alto.

**SOC2201 Social Change through Social Service I (3) (CE)**

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 3 units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Science requirement.

**SOC2205 Social Change through Social Service II (3) (CE)**

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 fieldwork. Communications skills, assertiveness, conflict resolution, and coping techniques are typical topics explored in this class. May be used to satisfy 3 units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Science 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. May be used to satisfy 3 units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Science requirement.

**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. May be used to satisfy 3 units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Science requirement.

**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." May be used to satisfy 3 units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Science requirement.

**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. May be used to satisfy 3 units of electives for Psychology majors and minors.

**SOC2341 Crime in American Society (3)**

Focuses on deviant behavior, the social and psychological causes of crime, and how they are related. It explores conceptually the nature of crime, who commits crime, how crime is studied, and why it occurs and distinguishes between white collar and traditional crime. May be used to satisfy 3 units of electives for Psychology majors and minors.

**SOC2345 The Color of Crime: Race and 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. Fulfills General Education Social and Behavioral Science requirement.

**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. May be used to satisfy 3 units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Science requirement.

**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, indigenism, varying forms of discrimination, and potential for political mobilization

around race and ethnic identity. May be used to satisfy 3 units of electives for Psychology majors and minors.

**SOC2401W Race and Ethnicity in Cross-cultural Perspective (CDiv) (4)**

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. As a 4-unit, writing-intensive course, writing will be emphasized in the context of the course content. May be used to satisfy 4 units of electives for Psychology majors and minors.

**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. May be used to satisfy 3 units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Science requirement.

**SOC2425 Cultures, Communities, and Criminality (CDiv) (3)**

Addressed by experts in their field, this class explores the relationship among 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. May be used to satisfy 3 units of electives for Psychology majors and minors.

**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.

**SOC2502 Exploring the Inner World of the Inner City (CDiv) (CE) (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 theatres? What kinds of theatres? 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. May be used to satisfy 4 units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Science requirement.

**SOC2504 The Promise of the Inner City (CDiv) (CE) (4)**

A discovery of reasons to celebrate life in the Inner City. Includes an 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. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. May be used to satisfy 3 units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Science requirement.

**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. May be used to satisfy one unit of elective for Psychology majors and minors.

**SOC2519 Streetwise Sociology (CDiv) (CE) (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 one time for academic 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. A community-based course.

**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. May be used to satisfy 1 unit of elective for Psychology majors and minors. Fulfills General Education Social and Behavioral Science requirement.

**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. May be used to satisfy 3 units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Science requirement.

**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. May be used to satisfy 3 units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Science requirement.

**SOC2625 Animals, People, and the Environment (4)**

By combining natural sciences with social sciences, this class explores the interactions among 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 Aymara 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 among 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 among 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 is available during early registration.)

### **SOC2725 Social Problems (CDiv) (4)**

This community-based learning 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.



**SOC2750 Social Change through Advocacy and Activism (1)**

**Prerequisite:** Instructor's approval required for participation at Ft. Benning

Explores the different points of view on the turbulent social, economic, and political reality of Latin America. Through guest speakers, videos, class discussions, and projects, the policy-making process along with the nature and consequences of U.S. policy in Latin America will be examined. Students hoping to attend the protest/vigil at Ft. Benning, Georgia, must attend the classroom portion to be considered. Fulfills General Education Social and Behavioral requirement. May be repeated for credit.

**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 for more information on Independent Study.

## Spanish

**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.

**SPA1024 Intermediate Spanish II (3)**

**Prerequisite:** SPA1016 or by permission of the instructor

This course continues building on the structures learned in Spanish 1016, Intermediate Spanish I, while introducing students to the practical application of Spanish to a project in the community, enhancing speaking abilities while learning outside the classroom. A prerequisite for a minor in Spanish Studies.

**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. Satisfies a Spanish Studies Minor requirement.

**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 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. Satisfies a Spanish Studies minor requirement.

**SPA2124 Spanish for a Bilingual World: Community Service and Business (3)**

**Prerequisites:** SPA1024 (i.e., fourth 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, and reports; 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.

**SPA2125 Spanish for the Professions (3)**

**Prerequisites:** Two years of university-level Spanish or the equivalent or permission of the instructor

In almost all professional endeavors involving contact with the public, especially in California, the need for skills in Spanish arises constantly. This course prepares you to respond to that need. You will practice such skills as interviewing clients, writing letters and reports for your organization, interpreting on the spot, and translating. Materials will be selected depending on the fields in which members of the class expect to be or already

are working or volunteering. Guest speakers will talk about their organizations and the language skills they find are needed, and site visits to local service organizations and businesses will be arranged whenever possible.

### **SPA2134 “Reel” Latin America: A Continent through Film (3)**

**Prerequisite:** SPA1024 or equivalent and/or Placement Test

We will examine various film interpretations of cultural, political, and social issues of Latin America, exploring the interweaving of the Native American, African, and European heritage. These films in Spanish will improve students’ skills in listening, understanding, writing, and speaking. Satisfies a requirement for the minor in Spanish Studies.

### **SPA2135 Introducción a la literatura latinoamericana (3)**

**Prerequisites:** A minimum of two years of college-level Spanish or completion of SPA2108 or placement test or by permission of the instructor

An introduction to and exploration of short works of prose and poetry by male and female authors, representative of literature from many countries in Latin America since the Mexican Revolution of 1910. When available, films based on the original literary work will be viewed for comparison and discussion. This course may be taken more than once since each time it is offered it will explore different works and authors. Satisfies a Spanish Studies minor requirement.

### **SPA2136 Literature and Film of the Spanish-Speaking World (CDiv) (3)**

**Prerequisites:** SPA1024, Placement Test, minimum of two years of college Spanish or permission of instructor

Taught in Spanish, this course will integrate the study of film, fiction, and poetry from Spain, Latin American, and Latino USA. You will sharpen your critical eye, gain confidence in your interpretive skills, and enhance your writing ability in Spanish. Satisfies a requirement for the minor in Spanish Studies.

### **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 Spanish or Latin American Studies under the direction of the instructor. See Undergraduate Policies and Procedures for more information on Independent Study.

## **Theatre Arts**

### **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 General Education Visual and Performing Arts Requirement.

**THE1005 Oral Interpretation and Communication of Literature (3)**

Gives students oral communication and interpretation skills, including analysis and oral performance of a wide range of literary genre: fiction, nonfiction, prose, and poetry. Fulfills the General Education Visual and Performing Arts Requirement.

**THE1007 Playwriting to Performance: The Short Play (3)**

The course will cover the basics of playwriting with a special emphasis on developing short projects such as monologues, short scenes, and the ten-minute format. There will be an option for students who want to write in a longer format. There will be a special emphasis on preparing students for the 10 Minute Play Festival at the Kennedy Center American College Theatre Festival (KCACTF). Students will have the opportunity to perform projects in class and workshops with possible presentations in student-directed projects and entering their projects at the festival.

**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, 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 General Education Visual and Performing 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 General Education Visual and Performing 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: stagecraft practices, reading, drafting, engineering, and estimating shop drawings; the tools, materials, techniques, and procedures of scenic construction; stage operations; shop safety; and scenic painting for stage productions. In-class work includes regular quizzes and hands-on practice with tools and materials. Course requires a minimum of 10 hours of laboratory stagecraft time.

**THE1030 Theatre Production and Stagecraft II (3)**

**Prerequisite:** THE1025 or instructor's approval

Advance assignments in theatre production principles and practices. May include technical directing, student productions, assistant designing, scenic artist, properties master, special construction projects, learning techniques on welding, mold casting, rigging, and special effects. Fulfills the General Education Visual and Performing Arts Requirement.

**THE1055 Scenic Design and Model Building (3)**

**Prerequisites:** THE1000 and THE1025 or THE1030

**Corequisites:** THE1076L (1 unit)

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 advance drafting rendering techniques and model-building skills and are challenged through projects in drafting, perspective, drawing, color rendering, and CADD presentation to communicate design ideas and construction information. Fulfills the General Education Visual and Performing Arts Requirement.

**THE1059 Introduction to Arts Management (3) (CE)**

Provides an in-depth and hands-on introduction to a wide range of Theatre management skills and procedures. Students participate in production selection, planning, financing, promotion, and staffing. Study includes a wide variety of performing arts organizations and

events and focuses on how they are produced by arts organizations ranging from amateur to professional. Fulfills the General Education Visual and Performing Arts Requirement.

**THE1060L Theatre and Dance Production: Theatre Administration (1-2)**

Provides practical experience in box office, house management, public relations, and audience development.

**THE1065L Theatre and Dance Production: Costume Laboratory (1-2)**

Provides practical experience in building costumes or working on costume and/or makeup crews for Theatre Arts productions.

**THE1070L Theatre and Dance Production: Lighting and Sound Laboratory (1-2)**

Provides practical experience in working on light and sound crews for Theatre Arts productions.

**THE1075L Theatre and Dance Production: Rehearsal and Performance (1-2)**

Provides credit for participation as a performer in departmental productions. May be repeated for credit.

**THE1076L Theatre and Dance Production: Stagecraft and Scenic Construction Laboratory (1-2)**

Provides practical experience in working stage crews, scenic construction, painting, and lighting for Theatre Arts productions.

**THE1077 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.

**THE1078 Stage Manager (1)**

Provides the opportunity for students to serve as Stage Manager for an NDNU Theatre Department production. Student Stage Managers are responsible for assisting 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.

**THE1079 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 for 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.

**THE2105 Oral Interpretation and Communication of Literature (3)**

Gives students oral communication and interpretation skills, including analysis and oral performance of a wide range of literary genre: fiction, nonfiction, prose, and poetry. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**THE2007 Playwriting to Performance: The Short Play (3)**

The course will cover the basics of playwriting with a special emphasis on developing short projects such as monologues, short scenes, and the ten-minute format. There will be an option for students who want to write in a longer format. There will be a special emphasis on preparing students for the 10 Minute Play Festival at the Kennedy Center American College Theatre Festival (KCACTF). Students will have the opportunity to perform projects in class and workshops with possible presentations in student-directed projects and entering their projects at the festival. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**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, tour performance and production facilities, and attend presentations by professionals from the theatre, dance, film, and television. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**THE2115 Advanced Acting (3)**

**Prerequisites:** THE1000, THE1015, THE2100

Provides an intensive study of period acting styles through monologue and ensemble scene work.

**THE2120 Stage Lighting and Electrics (3)**

**Prerequisites:** THE1000, THE1025 or THE1030, and THE1055

**Corequisite:** THE1070L (1 unit)

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 (3)**

**Prerequisites:** THE1000 and THE1025 or THE1030

**Corequisite:** THE1065L (1 unit)

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. Fulfills the General Education Visual and Performing Arts Requirement.

**THE2125 Theatre Production and Stagecraft I (3)**

**Prerequisite:** THE1025 or instructor's approval

Advance assignments in theatre production principles and practices. May include technical directing, student productions, assistant designing, scenic artist, properties master, special construction projects, learning techniques on welding, mold casting, rigging, and special effects. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills the General Education Visual and Performing Arts Requirement.

**THE2130 Theatre Production and Stagecraft II (3)**

**Prerequisite:** THE1025 or instructor's approval

Advance assignments in theatre production principles and practices. May include technical directing, student productions, assistant designing, scenic artist, properties master, special construction projects, learning techniques on welding, mold casting, rigging, and special effects. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**THE2135W Development of Drama and Theatre to 1600 (4)**

**Prerequisite:** THE1000

The literature component of this course provides the history of the theatre and its literature from ancient Greece to 1620. Approximately one fourth of class time is devoted to the instruction and practice of writing. Instruction will review basic skills and provide instruction in the language of the discipline, common forms for writing, and documentation. Fulfills the General Education Visual and Performing Arts Requirement. Fulfills 1 unit of General Education Upper-Division Writing requirement.

**THE2140W Development of Drama and Theatre from 1600 to 1800 (4)**

**Prerequisite:** THE1000

The literature component of this course provides the history of theatre and its literature from 1600 to 1830. Approximately one fourth of the class time is devoted to the instruction and practice of writing. Instruction will review basic skills and provide instruction in the language of the discipline, common forms for writing, and documentation. Fulfills the General Education Visual and Performing Arts Requirement. Fulfills 1 unit of General Education Upper-Division Writing requirement.

**THE2145W Development of Drama and Theatre from 1800 to Present (4)**

**Prerequisite:** THE1000

The literature component of this course provides the history of theatre and its literature from 1800 to the present. Approximately one fourth of the class time is devoted to the instruction and practice of writing. Instruction will review basic skills and provide instruction in the language of the discipline, common forms for writing, and documentation. Fulfills the General Education Visual and Performing Arts Requirement. Fulfills 1 unit of General Education Upper-Division Writing 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. Fulfills the General Education Visual and Performing Arts Requirement.

**THE2151 Children's Theatre (3)**

Provides theory of theatre education in the elementary school with practical projects planned for specific developmental levels.

**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. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills the General Education Visual and Performing Arts Requirement.

**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. 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.

**THE2159 Introduction to Arts Management (3) (CE)**

Provides an in depth and hands-on introduction to a wide range of Theatre management skills and procedures. Students participate in production selection, planning, financing, promotion, and staffing. Study includes a wide variety of performing arts organizations and events and focuses on how they are produced by arts organizations ranging from amateur to professional. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills the General Education Visual and Performing Arts Requirement.

**THE2160L Theatre and Dance Production: Theatre Administration (1-2)**

Provides practical experience in box office, house management, public relations, and audience development. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

**THE2165L Theatre and Dance Production: Costume Laboratory (1-2)**

Provides practical experience in building costumes or working on costume and/or makeup crews 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.

**THE2170L Theatre and Dance Production: Lighting and Sound Laboratory (1-2)**

Provides practical experience in working on light and sound crews 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.

**THE2175L Theatre and Dance Production: Rehearsal and Performance (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.

**THE2176L Theatre and Dance 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.

**THE2177 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.

**THE2178 Stage Manager (1)**

Provides the opportunity for students to serve as Stage Manager for an NDNU Theatre Department production. Student Stage Managers are responsible for assisting 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.

**THE2179 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 for 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.

**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)**

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

# DIRECTORIES

## Administrative Offices

### Office of the President

Judith Maxwell Greig, Ph.D.  
President  
Toso Compiègne 1  
(650) 508-3503  
Fax: (650) 508-3477  
jgreig@ndnu.edu

Alison Lyon  
Executive Assistant to the President  
Toso Compiègne 2  
alyon@ndnu.edu

### Human Resources

Mary Haesloop  
Executive Director, Human Resources and  
Special Assistant to the President  
Toso Compiègne 3/Sobrato Building  
(650) 508-3651  
Fax: (650) 508-3477  
hr@ndnu.edu

## Office of the Provost

Paul Ewald, Ph.D.  
Provost  
Toso Compiègne 5  
(650) 508-3494  
Fax: (650) 508-3495  
ddemetruvias@ndnu.edu

Gregory B. White, Ph.D.  
Associate Provost and ALO  
Toso Residence Compiègne  
(650) 508-3436  
gwhite@ndnu.edu

### Student Affairs

Jean Grech Condé  
Dean of Students  
Campus Life Building  
(650) 508-3513  
Fax: (650) 508-3475  
jconde@ndnu.edu

### Registrar

Sandra Lee  
Registrar  
St. Mary's Hall 110  
(650) 508-3516  
Fax: (650) 508-3520  
slee@ndnu.edu

## **College of Arts and Sciences**

John Lemmon  
Dean  
Toso Compiègne 8  
(650) 508-3605  
Fax: (650) 508-3682  
jlemmon@ndnu.edu

## **School of Business and Management**

Craig Brewer, Ed.D.  
Interim Dean  
Cuvilly Hall 15  
(650) 508-3684  
cbrewer@ndnu.edu

## **School of Education and Leadership**

Joanne Rossi, Ed.D.  
Dean  
Campus Center 12  
(650) 508-3613  
Fax: (650) 508-3457  
jrossi@ndnu.edu

## **Academic Success/Tutorial Center**

Peggy Koshland-Crane, Ed.D.  
Director  
Campus Center  
(650) 508-3670  
Fax: (650) 508-3736  
mcrane@ndnu.edu

## **Institutional Research**

Berkeley Miller, Ph.D.  
Director  
Sobrato Building  
(650) 508-3620  
cchu@ndnu.edu

## **Library**

Ruth Briesemeister  
Director  
Carl Gellert and Celia Berta Gellert  
Library  
(650) 508-3745  
Fax: (650) 508-3697  
rbriesemeister@ndnu.edu

## **Early Learning Center**

Gloria Gil  
Director  
ELC Building  
(650) 508-3519  
elc@ndnu.edu

# **Enrollment**

## **Office of Enrollment**

Hernan Bucheli  
Vice President for External Affairs  
Sobrato Building  
(650) 508-3512  
Fax: (650) 508-3426  
hbucheli@ndnu.edu

## **Admission**

Jason Murray  
Dean of Enrollment Management  
Sobrato Building/St Mary's 107  
(650) 508-3525  
Fax: (650) 508-3426  
jmurray@ndnu.edu

## **Enrollment Operations**

Suzanne Sharron  
Manager  
Sobrato Building  
(650) 508-3534  
Fax: (650) 508-3426  
ssharron@ndnu.edu

## **Enrollment Marketing**

Karen Schornstein  
Director  
Sobrato Building  
(650) 508-3599  
Fax: (650) 508-3428  
kschornstein@ndnu.edu

## **Financial Aid**

Wilbert Lleses  
Director  
St. Mary's 105  
(650) 508-3600  
Fax: (650) 508-3580  
finaid@ndnu.edu

## **Communications**

Richard Rossi  
Director  
Sobrato Building  
(650) 508-3585  
Fax: (650) 508-3760  
rrossi@ndnu.edu

## **Athletics**

Josh Doody  
Director  
Gleason Gymnasium  
(650) 508-3638  
Fax: (650) 508-3691  
jdoody@ndnu.edu

# **Finance and Administration**

## **Finance**

Henry Roth  
Vice President for Finance and  
Administration  
Sobrato Building  
(650) 508-3721  
Fax: (650) 508-3661  
hroth@ndnu.edu

Shahan Shahvekilian  
Director of Planning  
Sobrato Building  
(650) 508-3573  
Fax: (650) 508-3439  
sshahvekilian@ndnu.edu

Emiko Yamada  
Director of Accounting  
Sobrato Building  
(650) 508-3749  
eyamada@ndnu.edu

## **Business Office**

Stacey Haynes  
Business Office Manager  
St. Mary's Hall 106  
(650) 508-3584  
shaynes@ndnu.edu

## **Bookstore**

(650) 594-1257  
bookstore@ndnu.edu

## **Office of Information Technology**

Merle Mason  
Executive Director  
St Mary's Hall 102/ Sobrato Building  
(650) 508-3739  
mmason@ndnu.edu

## **Facilities and Grounds**

Deidre Mefford  
Senior Facilities Coordinator  
Madison Art Center, Ground Floor  
(650) 508-3559  
Fax: (650) 508-3408  
dmefford1@ndnu.edu

## **Central Services**

David Baird  
Senior Central Services Coordinator  
Ralston Hall 103  
(650) 508-3530  
Fax: (650) 508-3660  
DBaird@ndnu.edu

# **Division of University Advancement**

## **University Advancement**

Hernan Bucheli  
Vice President for External Affairs  
Sobrato Building  
(650) 508-3512  
Fax: (650) 508-3426  
hbucheli@ndnu.edu

Manny Nungaray  
Director of Development  
Sobrato Building  
(650) 508-3442  
Fax: (650) 508-3760  
mnungaray@ndnu.edu

## **Alumni Relations**

Elizabeth Valente  
Director of Alumni Relations  
Sobrato Building  
(650) 508-3515  
alumni@ndnu.edu

## **Constituent Relations**

Maureen Freschet  
Executive Director of Constituent  
Relations & Conference Services  
Sobrato Building  
(650) 508-3484  
mfreschet@ndnu.edu

# Student Affairs

## Public Safety

James Saunders  
Director  
St. Mary's Hall  
(650) 508-3505  
jsaunders@ndnu.edu

## Career Development

Carrie McKnight  
Director  
Campus Center  
(650) 508-3717  
Fax: (650) 508-3719  
cmcknight@ndnu.edu

## Counseling and Health Services

Karin Sponholz  
Director  
New Hall E18  
(650) 508-3714  
Fax: (650) 508-3475  
ksponholz@ndnu.edu

Abigail Ortiz  
Health and Education Coordinator  
Julie Billiard Hall 141  
(650) 508-3756  
Fax: (650) 508-3475

## Dining Hall/Bon Appetit

Susan Mamlok  
Cafeteria  
(650) 654-6105  
Fax: (650) 654-1982  
smamlok@ndnu.edu

## Student Life & Leadership

Richard Watters  
Director  
Campus Center - SLL  
(650) 508-3725  
Fax: (650) 508-3736  
rwatters@ndnu.edu

## Housing

Kyle Pretsch  
Assistant Director for Student Life & Leadership  
Campus Center - SLL  
(650) 508-3424  
Fax: (650) 508-3492  
kprettsch@ndnu.edu

## Dorothy Stang Center

James McGarry  
Director  
(650) 508-4120  
jmcgarry@ndnu.edu

## Campus Chaplain

Vacant  
Chaplain  
(650) 483-4798

## Spirituality

Amy Jobin  
Director  
Julie Billiard Hall 110  
(650) 508-3671  
ajobin@ndnu.edu

## 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 Emeriti and Director, Intensive Business Administration, 1989; Emerita, 2000  
BA, California State University, Fullerton; MBA, Pepperdine University; Ph.D., 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

Davaran, Ardavan, Professor of English 1982, Emeritus 2009  
BA, MS, Ph.D., University of California, Berkeley

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

Gasper, Phillip, Professor of Philosophy, 1995; Emeritus 2009  
BA, Cambridge University; MA, University of Calgary; Ph.D., Cornell University

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., 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

McGlenn, Sr. Patricia T., SND, Professor in History, 1977; Emerita, 2007  
AB, College of Notre Dame; MA, California State University, Sacramento

McQuinn, Anna, Professor 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 of Business Administration 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

Titlow, Robert T., Professor of Theatre Arts, 1962; Emeritus, 1992  
BA, Humboldt State University; MA, Stanford University; MA, San Francisco State University

Zimmerman, Miriam, Professor of Communication, 1994; Emerita 2005  
BS, Northwestern University; MA, San Francisco State University; Ed.D., University of San Francisco

# 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.

Acton, DeAnn, Lecturer in Art Therapy, 2004  
BFA, University of Texas, Austin 1991; MA, Notre Dame de Namur University, 1998

Agundes, Rachelle, Lecturer in Art, 2013  
BA, Notre Dame de Namur University; MA, Boston University

Andrews, Patricia, Lecturer in History, 1999  
BA, College of Notre Dame; MA, University of California, Berkeley

Aquino, Jennifer, Lecturer in Business and Management, 2009  
BA, San Francisco State University

Arbore, Patrick, Senior Lecturer in Human Services, 1990  
BA, MA, San Francisco State University; Ed.D., University of San Francisco

Arrington, Doris, Professor of Art Therapy Psychology and Chair of the Art Therapy Psychology Department, 1979; Emerita, 2006  
BS, University of Houston; MAT, College of Notre Dame; Ed.D., University of San Francisco

Askari, Nusha, Professor of Psychology, 2000  
BA, University of California, Los Angeles; MA, Cal State Northridge; Ph.D., Claremont Graduate School

Averch, Michael, Lecturer in Psychology, 2012  
BA, University of Massachusetts, Amherst; Ed.M, Harvard University, Cambridge

Azad, Hamid, Professor of Accounting, 2008  
BA, Iranian Institute of Advanced Accounting; MS, Ph.D., Utah State University

Babb, Jean, Lecturer in Education, 2008  
BS, Indiana University of PS; MPA, Notre Dame de Namur University; MA, San Jose State University

Backos, Amy, Assistant Professor of Art Therapy, 2011  
BA, Kent State University; MA, Ursuline College; Ph.D., Alliant International University

Barden, Lillian, Instructor in Business, 1989; Emerita, 2000  
BA, California State University, Fullerton; MBA, Pepperdine University; Ph.D., Golden Gate University

Barry, William, Assistant Professor of Education, 2012  
BA, Western Connecticut State University; MAT, Sacred Heart University; Ph.D,  
Nottingham Trent University

Barsi, Ralph, Senior Lecturer in Human Services and Clinical Psychology, 1990  
BA, San Francisco State University; MS, LaSalle University

Basso, Lawrence, Lecturer in Biology, 2009  
BS, University of San Francisco; MS, MD, University of California, San Francisco

Bedford, Susan, Lecturer in Education, 2003  
BA, Stanford; MA, San Jose State University

Beltramini, Enrico, Lecturer in Religious Studies, 2009  
BA, Catholic University of Milan; MBA, MPhil, University of Stirling, Scotland; Ph.D.,  
University of Manchester, England; Ph.D., University of London, London, England

Berger, Jacqueline L., Associate Professor of 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

Bjerknes, Lisa, Associate Professor of Natural Sciences and Program Director, Post-  
Baccalaureate Premedical Certificate Program, 2007  
BA, University of California, Berkeley; MBA, University of Pennsylvania; MD, Stanford

Bjerknes, Wendy, Lecturer in Political Science, 2011  
BA, Smith College; JD, Georgetown University Law Center

Bjorndahl-Jay, Jill, Lecturer in Business and Management, 2003  
BS, University of Phoenix; MSM, College of Notre Dame; Ph.D., Capella University

Bliss, Kathryn, Lecturer in English, 2011  
BA, MA, Notre Dame de Namur University

Boye, Adeline, Assistant Professor of Clinical Psychology, 2004  
BS, MA, Notre Dame de Namur University; Certificate in Neuropsychology, University of  
California, Berkeley; MA, Psy.D., Argosy University

Bracco, Cheryl, Lecturer in Education, 2010  
BA, MA, San Francisco State University

Briceño, Allison, Lecturer in Education, 2013  
BA, University of Pennsylvania, Philadelphia; MA, Stanford University; PhD, University of  
San Francisco

Brockman, Tonia, Lecturer in Clinical Psychology, 2008  
 BA, University of South Florida; MS, Doctorate, Pacific Graduate School of Psychology

Buller, Judy, Professor of Communication and Director, Communication Program, 2004  
 BA, University of California, Los Angeles; MA, University of South Florida; Ph.D.,  
 University of Texas at Austin

Bynum, Vicki, Lecturer in Art Therapy Psychology, 2011  
 BA, University of Arizona; MA, Chapman University; MA, MFT, Notre Dame de Namur  
 University

Cabrol-Easton, Darth, Lecturer in English, 2002  
 BA, University of California, Santa Cruz; MA, Simmons College

Cabrera, Leonor, Lecturer in Business and Management, 2011  
 BS, California State University, Hayward; MBA, College of Notre Dame

Campodonico, Donald, Instructor of 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 Director, Art Therapy Ph.D  
 program, 1993  
 BA, Western Connecticut State University; MA, Sonoma State University; Ed.D., University  
 of San Francisco

Cazem, Mark P., Lecturer in Business and Management, 2013  
 BA, California State University; JD, University of California, Hastings College of Law; MBA,  
 San Francisco State University

Chang, Cathy, Lecturer in Mathematics, 2011  
 BS, University of Hawaii, Honolulu; MS, Northwestern University

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

Chinn, Sylvia Lecturer in Education, 2009  
 BA, MA, San Francisco State University; MA, University of San Francisco

Christensen, Carla, Lecturer in Education, 2013  
 BA, Texas A&M University; MA, Loyola University Chicago

Cole, Stephen, Professor of History, 2003  
 BA, University of Sussex; PGCE, University of Durham; MA, Ph.D., Indiana University

Combs, Wendy, Lecturer in Business, 2013  
BA, University of California, Davis; MS, Eastern Washington University, Cheney, WA; PhD,  
North Carolina State University, Raleigh, NC

Cook-Perez, Paige, Lecturer in Music, 2009  
AS, Cañada College

Costigan-Kerns, Louise, Lecturer in Music, 2009  
BA, MA, New England Conservatory

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., Lecturer of Chemistry, 1978  
BS, College of Notre Dame; MS, Fordham University

Criscione, Mary, Lecturer in Philosophy, 2007  
BA, MA, University of San Francisco; Ph.D., Graduate Theology Union, Berkeley

Damm, Michael, Lecturer in Art, 2012  
BA, San Francisco State University; MFA, Millis College, California

Davis-Wick, Patricia, Assistant Professor of Business, 2011  
BA, Texas Technological University; M.Ed., Ed.D., University of Southern California

Dawe, Albert Timothy, Lecturer in Natural Sciences, 1999  
BA, MS, San Francisco State University

Delaney, Kelly, Lecturer in Education, 2012  
BA, University of California, Berkeley; Single Subject Credential, MA, Notre Dame de  
Namur University; Ed.D., University of San Francisco

Delaporte, Marianne, 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, Assistant Professor of Education and Director, Liberal Studies  
Program, 2005  
BA, University of California; M.Ed., Notre Dame de Namur University; Ed D., University of  
San Francisco

Denton, Jason, Lecturer in Mathematics/Computer Science, 2012  
BS, Graceland College; MS, Colorado State University; PhD, Colorado State University

Deragon, Frederick, Lecturer in Art, 2011  
BA, MA, California State University, Chico

Doktor, Judith, Associate Professor of Education, 2010  
BA, San Jose State University; MA, SUNY, Binghamton; MA, University of Hawaii in Honolulu; Ph.D., Vanderbilt University

Dolan, Kerry Judith, Lecturer in English, 2003  
BA, University of Chicago; MS, Columbia University; MFA, Cornell University

Dorani, Sahar, Lecturer in Psychology, 2013  
BA, San Francisco State University; MA, The Wright Institute

Douglas, Charles, Lecturer in Education, 2003  
BA, MA, University of Northern Colorado

Drabkin, Inesa, Lecturer in Education, 2010  
BSCE, MSCE, Roga Polytechnic University (Latvia); Clear Single Subject Credential in Mathematics, San Francisco State University

Dronkers, Marcelle, Lecturer in Music, 2006  
BMU, Indiana University

Dupain, Mandi, Lecturer in Natural Science, 2009  
BA, Dominican University of California; MA, Saint Mary's College of California; Ph.D., University of Pittsburgh

Edwards, Kristen, Lecturer in History, 2012  
MA, Stanford University; PhD, Stanford University

Elkins, Michael B., Professor of Theatre Arts and Chair, Department of Theatre Arts, 1978  
BA, San Francisco State University; MFA, Pennsylvania State University

Ennon, Cathelyn, Lecturer in Education, 2008  
BS, Credential, Notre Dame de Namur University; MA, Professional Clear Administrator Credential, California State University, East Bay

Erekuff, Paul, Lecturer in Philosophy, 2011  
BA, University of California, Davis, in Philosophy and Religious Studies; MA, San Francisco State University

Estes, Jackie, Lecturer in Education, 2007  
BA, Northeastern State University; MS, California State, East Bay

Etherington, Arnell, Professor of Art Therapy, 1990  
BA, Rutgers University; MA, Lone Mountain College; Ph.D., Professional School of Psychology, San Francisco

Fathman, Ann K., Lecturer in 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, Instructor of Mathematics, 2001  
MS, Krakov State University

Ferdowsi, Ali, 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

Fernandez, Ingrid, Lecturer in English, 2013  
BS, Florida International University; MA, Florida International University; PhD, Stanford University  
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

Finander, Stephanie, Lecturer in Education, 2006  
BA, University of California, Berkeley; MA, Stanford University

Fitzgerald, Madeline, Assistant Professor of History, 2009  
BA, Macalester College; Ph.D., MPhil, Yale University

Fitzgerald, Vincent, Professor of English and Director, Core Program, 1994  
BA, University of California, Berkeley; MA, Georgetown University; Ph.D., University of Southern California

Florero Salinas, Wilson, Lecturer in Mathematics, 2012  
BS, California State University, East Bay; MS, San Jose State University

Fogal, James, Associate Professor of Business and Management, 2006  
BS, MS, California State University, Fresno; Ph.D., Walden University

Foley, Richard, Lecturer in Education, 2007  
BA, San Jose State University; MA, Notre Dame de Namur University; MA, San Francisco State University; Ed.D., University of San Francisco

Foster, Anne, Lecturer in Natural Sciences, 2001  
BS, University of Washington; Ph.D., University of California, Davis

Fox, Janet, Lecturer in Education, 2010  
BA, Stanford University; MA, San Francisco State University; MA, Santa Clara University

Freeman, Nellis, Lecturer in Business, 1999  
AAS, Delmar Junior College; BA, MBA, National University



Friedman, Betty, Professor of Art and Chair, Department of Art, 1995  
BFA, MFA, California College of Arts and Crafts

Fritsch, Gregory J., Lecturer in Music, 2006  
B Ed, MA, University of Miami

Fritz, Robin, Professor of Theatre Arts, 1995  
BA, MS, University of South Dakota; MFA, University of Arizona

Ghan, Courtney, Lecturer in English, 2012  
BA, Sonoma State University; MA, San Francisco State University

Giachetti, Lorenzo, Lecturer in Modern Language, 2012  
BA, International School of Florence, Italy; BA, Reed College, Oregon; MA, Stanford University

Giblin, Gwendolyn Rose, Lecturer in Business Graduate, 2013  
BA, University of California, Berkeley; JD, Golden Gate University; MBA, Golden Gate University; DBA, Golden Gate University

Glanting, Paul, Lecturer in English, 2013  
MA, San Francisco State University

Goodson, Roger M., Professor of Business and Management, 1991  
BS, University of Maine; MA, University of Connecticut; Ed.D., Harvard University

Guay, Diane A., Lecturer in Education, 1987; Emerita, 2008  
BS California State University, Hayward; MAT, MPA, College of Notre Dame; Ed.D., University of San Francisco

GuhaMajumdar, Monica, Associate Professor of Biology and Chair, Department of Natural Sciences, 2006  
B.Sc., Presidency College, University of Calcutta, India; Ph.D., Michigan State University

Gurskaya, Marina, Lecturer in Mathematics, 2008  
MS, Belarusian State University; MS, California State University, Hayward

Haithcox, Isabelle G., Professor of Chemistry, 1997  
BS, University of Miami; MS, Ph.D., Cornell University

Haley, Jr., Daniel, Lecturer in Education, 2006  
BS, MA, California State Polytechnic College

Hamilton, Kenneth, Lecturer in Philosophy, 2009  
BA, Divine Word College Seminary; MA, M Div, Catholic Theological University, Ph.D., Union Institute and University

Hansen, Thomas, Lecturer in Music, 1984  
BM, New England Conservatory of Music; MM, University of Michigan

Harrison, Martha, Professor of Education and Leadership, 2012  
BS, University of Tennessee; MS, Ed.D., University of Memphis

Heisterberg, Rodney, Professor of Business and Management, 2001  
BS, MS, Ph.D., Purdue University

Hernbroth, Robert, Lecturer in Business and Management, 2010  
BS, MA, University of Detroit; Ed.D., Michigan State University

Hersey, Page, Lecturer in Education, 2013  
BA, University of North Carolina, Chapel Hill, NC; MA, San Francisco State University;  
Ed.D., University of San Francisco

Holt, Kathleen, Lecturer in Math, 2013  
BS, University of Pittsburgh, PA; MA, University of Pittsburgh, MA

Holtzman, Jordan, Instructor of Business and Management, 2006  
BS, MBA, Cornell University

Hua, David, Professor of Business and Management, 2002  
BA, Shanghai Education Institute; MS, Ph.D., University of Texas, Dallas

Hunt, Phyllis, Lecturer in Education, 1999  
BA, San Francisco University; MA, Fresno Pacific College

Iverson, Charles Edward, Lecturer in Computer Science, 2010  
BS, Harvey Mudd College; MS, University of California, Santa Barbara

Jacobs, Marc, Lecturer in Music, 2002  
BA, San Francisco State University; MFA, California State, Long Beach

Jensen, Anabel, Professor of Education, 1993  
BA, ME, Brigham Young University; Ph.D., University of California, Berkeley

Johnson, Carol, Lecturer in Art, 2005  
BA, San Jose State University; MA, Notre Dame de Namur University

Johnson Jr., Samuel, Lecturer in Education, 2011  
BS, Southern University; MA, Stanford University

Jordan, Joseph, Lecturer in English, 2009  
BA, Princeton University; Ph.D., University of California, Berkeley

Jorgenson, Judith, Lecturer in Education, 2010  
BA, University of California, Berkeley; MAT, Professional Clear Single Subject Credential,  
Notre Dame de Namur University; Multiple Subject Credential, Various

Joseph, Cheryl, Professor of Sociology, 1988  
BA, Wayne State University; MA, University of Detroit; Ph.D., Wayne State University

Kang, Khai Yip (Vincent), Lecturer in Music, 2012  
MFA, Notre Dame de Namur University

Kantorová, Daniela, Lecturer in Psychology, 2012  
BA, Notre Dame de Namur University; MA, The Wright Institute, Berkeley

Kaplan, Barbara, Lecturer in Business and Management, 2013  
BA, College of Notre Dame; MPA, College of Notre Dame

Kashani, Ali, Lecturer in Philosophy, 2009  
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

Kinney, Steven, Lecturer in English, 2002  
BA, MA, Notre Dame de Namur University

Kleinerman, Kay, Lecturer in Music, 2012  
BA, Cleveland Institute of Music, Case Western Reserve; MA, New York University; Ed.D,  
Mills College

Kortenkamp, Leon, Senior Lecturer in Art, 1982  
BA, Loras College; MA, MFA, University of Notre Dame

Kortenkamp, Timothy, Lecturer in Art, 2011  
BA, MA, Notre Dame de Namur University; MA, United Nations University for Peace,  
Costa Rica; MA, American University, School of International Service

Kremer, Sarah, Lecturer in Art Therapy, 2011  
BA, University of California, San Diego; MA, School of Art Institute of Chicago

Kum, Harriet Winifred, Senior Lecturer in Education, 1997  
BA, MA (2), San Francisco State University; Ed.D., University of San Francisco

LaPlante, Stephen, Lecturer in Psychology and Sociology, 2005  
BA, University of San Francisco; MA, University of Chicago

Ladine, Dyanne, Lecturer in Business and Management, 1981  
BA, University of California, Berkeley; MBA, Santa Clara University; JD, Lincoln University

Lambert, Debra, Professor of Music and Chair, Department of Music, 2000  
BFA, Carnegie-Mellon University; MM, Hartt School of Music

Lamson, Jean, Lecturer in Education, 2011  
AA, Butte College; BA, California State University, Long Beach; Teaching Credential, Chico State University; MA, San Jose State University

Lang-Gavidia, Maria, Lecturer in Education, 2009  
BA, St. Mary's College; MS, San Francisco State University; MS, California State University, Hayward; MA, San Francisco State University

Laroche-Davis, Hélène, Professor of French, Chair, Department of Modern Languages and Cultures, and Program Director, Day and 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, MA, California Institute of Integral Studies

LaRatta, Thomas, Lecturer in Music, 2010  
BM, Chicago Musical College; MM, Chicago Musical College

Larsen, John, Lecturer in Communications, 2012  
BA, Notre Dame de Namur University

Lazo-Fuentes, Nelda Elizabeth, Lecturer in Modern Languages, 2012  
BA, California State University East Bay; MA, San Francisco State University

Lee, Brian, Lecturer in Education, 2009  
BA, Secondary Education Credential, MA, San Francisco State University

Lee, Gloria, Lecturer in Psychology, 2013  
BA, University of California, Los Angeles; MA, Alliant International University; PhD, Alliant International University

Lencioni, Gina, Lecturer in Education, 2009  
BA, Multiple Subject Credential, M.Ed., Notre Dame de Namur University; Ed.D, University of San Francisco (*in progress*)

Liao Calaunan, Charlene, Lecturer in Education, 2013  
BS, University of California Davis; M.Ed., Notre Dame de Namur University (*in progress*)

Lim, Genevieve, Lecturer in English, 2013  
BA, San Francisco State University; MA, San Francisco State University

Lipowitz, Cassie, Lecturer in Philosophy and Religious Studies, 2012  
BA, University of California Berkeley; MA, California State University, Sacramento

Lockert, Daniel, Lecturer in Music, 2010  
BA, Loma Linda University; MA, University of Southern California

Lookabill, Judith, Lecturer in Education, 2003  
BA, Butler University; MA, Indiana University; Ed.D., Columbia University

Lopez-Gomez, Natashia, Lecturer in Culture, 2006  
BA, University of California, Berkeley; M.Ed., Harvard University

Lorenz, Coleen H., Lecturer in Dance, 2003  
BA, MA, University of California, Los Angeles; Advanced Certificate in Dance Therapy, Columbia University

Lotspiech, Justin, Lecturer in English, 2013  
BA, Notre Dame de Namur University; MA, State University of New York at Buffalo

Loustalot, Dona, Lecturer in Education, 1992  
PHN, BS, MA, San Francisco State University; School Nurse Credential, University of California, San Francisco

Lowenthal, Marla, Lecturer in Communications, 2009  
BS, Illinois State University; MA, University of Missouri, Colombia; MA, Concordia University; Ed. D., University of San Francisco

Lujan, Lawrence, Lecturer in Human Services, 1993  
BS, University of San Francisco; MA, Ph.D., University of California, Berkeley

Madden, Therese, Assistant Professor and Program Director of Human Services, 2008  
BA, University of California, Davis; MA, Golden Gate University; Ed.D., University of San Francisco

Mahbod, Bahram, Assistant Professor of Computer Science, 2012  
BS, Iowa State University; MEng, Iowa State University; MS, Oregon State University; PhD, Oregon State University

Manthe, Lisa A., Lecturer in Art, 2004  
BA, Miami University; MA, Notre Dame de Namur University

Marks, Kai, Lecturer in English, 2012  
BA, Single-Subject Teaching Credential, MA, Notre Dame de Namur University; MFA, University of San Francisco

Marlo, Helen, Professor of Clinical Psychology and Chair, Clinical Psychology Department, 2000

BA, University of Missouri; Ph.D., University of South Carolina

Martin, Therese, Assistant Professor of Business and Management, 2012

BFA, University of Kansas, Lawrence; MBA, DBA, Golden Gate University (*in progress*)

Martinez, Ricardo A., Lecturer in Mathematics, 2007

BS, California State University, Chico; MS, California State University, Hayward

Martinson, Leslie, Lecturer in Music, 2010

BA, Occidental College

McAlexander, Melissa B., Associate Professor of Natural Sciences, 2007

BS, Birmingham – Southern College; Ph.D., Baylor College of Medicine

McCabe-Wackwitz, Ellen, Lecturer in Art Therapy Psychology, 2003

MFT, Notre Dame de Namur University

McNeil, Geoffrey, Lecturer in English, 2011

BA, Lake Forest College; MA, Ph.D, University of California, Santa Barbara (*in progress*)

Meng, Hongyan, Lecturer in Mathematics, 2005

BS, MS, Jilin University; Ph.D., SUNY Buffalo, New York

Miller, Sr. Carol M., Director of MPA Public Administration, 2009

BA, Notre Dame de Namur University; MA, Jesuit University of San Francisco; MA, Jesuit University of Santa Clara; D.Min., GTU Pacific School of Religion

Mills, Katherine Mary, Lecturer in Music, 1994

BA, MA, MFA, San Jose State University

Mohne-Hill, Kimberly, Lecturer in Theatre, 2006

BA, San Jose State University; MFA, American Conservatory Theater

Mok, Caroline, Lecturer in Psychology, 2013

BA, University of Miami, Florida; MA, John Jay College of Criminal Justice, NY; MS, Palo Alto University; PhD, Palo Alto University (*in progress*)

Morris, Eric, Lecturer in Music, 2003

BM, San Francisco Conservatory of Music

Musante, Virginia, Lecturer in Theatre Arts, 2004

BA, Secondary Credential, San Francisco State University; MAT, Notre Dame de Namur University

Nadim, Hatem, Lecturer in Music, 2012

BA, Cairo Conservatory, Egypt; MA, Musik Hochschule, Germany

Nayer, Louise, Lecturer in English, 2012  
BA, University of Wisconsin; MA, SUNY at Buffalo

Nguyen, William, Lecturer in Clinical Psychology, 2012  
BS, Saint Mary's College; MA, Ph.D., Alliant International University: California School of Professional Psychology

Norako, Leila, Lecturer in English Literature, 2012  
BA, The College of William and Mary; MA, University of Rochester; PhD, University of Rochester

Nyland, Jean, Professor of Psychology, 1989  
BA, University of Oregon; MA, University of Hawaii; MA, University of California, Berkeley; Ph.D., University of Hawaii

Olein, Ryan, Lecturer in Education, 2008  
BA, San Jose State University; M.Ed., Notre Dame de Namur University

Oliveira, Brian, Lecturer in Psychology, 2010  
BS, Penn State University; MA, University of South Florida; Ph.D., University of South Florida

Oringher, Jonathan, Lecturer in Psychology, 2013  
BA, University of California, Berkeley; Ph.D, California School of Professional Psychology at Alliant International University

Osborn, Melissa, Assistant Librarian, 2012  
BA, SUNY Geneseo; MS (MLS), Syracuse University

Ostrowski, David, Lecturer in Math/Computer Science, 2012  
BBA, University of Michigan; MS, Wayne State University; PhD, Wayne State University

Ozanne, Linda, Lecturer in Education, 2009  
BA, University of Illinois; MA, University of New Mexico

Panomitros, Eugenia, Lecturer in Biology, 2000  
BS, Ph.D., University of California, Davis

Parker, Anjana, Lecturer in Chemistry, 2011  
BA, Hollins College; Ph.D., University of Southern California

Parlante, Maria, Lecturer in Library, 2011  
BA, Macalester College; MLIS, Pratt Institute

Patterson, Richard, Lecturer in Music, 1982  
BA, University of California, Santa Cruz; MA, San Francisco State University

Pendergrass, Marsha, Lecturer in the School of Business and Management, 2011  
AA, Fidam; BS, College of Notre Dame; MPA, Baruch School of Public Affairs

Perez Etchavarria, Santiago, Lecturer in Natural Sciences, 2013  
BS, Florida Atlantic University; MS, Florida Atlantic University; Ph.D., Oregon State University

Poplack, Robert, Professor of Art, 1991  
BA, University of California, Santa Cruz; MA, MFA, University of California, Berkeley

Poza, Luis, Lecturer in Education, 2013  
BA, Yale University, Connecticut; MA, Columbia Graduate School of Arts and Sciences, New York; PhD, Stanford University School of Education (*in progress*)

Radian, Eugen, Professor of Mathematics and Computer Science and Chair, Mathematics and 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

Regalia, Christina, Lecturer in Education, 2003  
BA, University of San Francisco; MA, MS, MA, San Francisco State University

Remsen, Katherine, Lecturer in Education, 2003  
BME, University of Michigan; M.Mus., University of Colorado; Ph.D., University of Michigan

Rende, Michael, Lecturer in Philosophy, 2007  
BA, University of San Francisco; Ph.D., Marquette University

Reynoso, Luis, Lecturer in Business and Management, 2013  
B.S, California State University; M.S, California State University; Ed.D, University of San Francisco

Rhyne, William, Assistant Professor of Business and Management, 2011  
BA, University of Hawaii-Manoa; MBA, University of California, Davis; DBA, Golden Gate University

Rice, Douglas, Lecturer in Business and Management, 2012  
BSBA, University of Phoenix; MBA, University of Phoenix; DBA, Golden Gate University

Rollins, Irvin, Lecturer in Education, 1979  
BA, MA, San Francisco State University; Ed.D., University of San Francisco

Royce, Matthew, Lecturer in Music, 2008  
BA, Beloit College; MFA, University of California, Los Angeles



Sanders, Gwen, Assistant Professor of Art Therapy Psychology, 2000  
BFA, California Senior College of Arts and Crafts; MA, Notre Dame de Namur University;

Santamaria, Alicia, Lecturer in Business, 2011  
BA, Syracuse University; MA, University of New Mexico

Saytes, Linda, Lecturer in Business, 2011  
BS, MSW, State University of New York, Buffalo; MBA, University of Houston

Schilling, Tamara, Lecturer in Education, 2009  
BA, University of California, Santa Barbara; Teaching Credential, MA, Notre Dame de Namur University

Schmitz, Michael, Professor of Music, 1999  
BM, MM, Notre Dame de Namur University; DMA, University of Arizona

Schneider, Renee, Lecturer in Psychology/Sociology, 2012  
BA, University of California; MS, University of Georgia; PhD, University of Georgia

Shabudin, Rukhsaana, Lecturer in Art Therapy, 2013  
BA, Saint Mary's College of California; MA, Notre Dame de Namur University; PsyD, John F. Kennedy University

Shaw, Natacha, Lecturer in Natural Science, 2009  
BS, University of California, San Diego; Ph.D., Cornell University

Shellabarger, Rachel Marie, Lecturer in Natural Sciences, 2012  
BA, Wartburg College, Waverly; MS, North Carolina State University, North Carolina

Shove, Cindy Leanne, Lecturer in English, 2010  
BA, University of Weston Ontario; MBA, University of Toronto; MAE, Notre Dame de Namur University

Simons, Robert, Senior Lecturer in Art, 1978  
BFA, MFA, California College of Arts and Crafts

Simpson, Lisa, Instructor of Education, 2012  
BS, M.Ed., Texas Tech

Somera, Sandra, Lecturer in Education, 2013  
BA, San Jose State University; MA, San Jose State University

Springhorn, William, Lecturer in Theatre, 2007  
BA, University of Minnesota; MA, Mountview Theater School

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

Steensrud, Linda, Lecturer in Education, 2010  
BA, San Jose State University; MA, San Francisco State University; Administrative Credential, California State University, Hayward

Strawn, Lee, Lecturer in Music, 2001  
BME, Ohio State University; MM, DMA, Eastman School of Music

Streicher, Megan, Lecturer in History, 2012  
BA, College of William and Mary; MA, Brown University  
Sudmeier, Gregory, Lecturer in Music, 2011  
Dip. Mus, Oakland High School

Syverson, Patti, Lecturer in Kinesiology, 2006  
BA, Humboldt State University; MS, Humboldt State University

Tao, Peter, Lecturer in Business, 2011  
BS, University of Colorado; MBA, Columbia Business School

Tebbe, Laura, Lecturer in Education, 2005  
BA, MA, Northwestern University

Tedone, Diane, Lecturer in Library, 2011  
BA, University of San Francisco; MLIS, University of California, Los Angeles

Thompson, Frederick, Lecturer in Education, 2002  
BA, Humboldt State University; MA, San Francisco State University

Tolley, Kim, 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

Torres, Erika, Lecturer in Psychology/Sociology, 2012  
BA, San Francisco State University; MA, Alliant International University; PhD, Alliant International University

Tribuzi, Robyn, Lecturer in Dance, 2010  
AA, College of San Mateo; Multiple Subjects Teaching Credential, BA, San Francisco State University; Single Subject Teaching Credential, Notre Dame de Namur University

Uy-Barretta, Don, Lecturer in the School of Business, 2009  
BA, University of California, Santa Cruz; MA, MBA, Golden Gate University

Vaughn, Bobby, Professor of Anthropology, 2004  
AB, Lafayette College; MA, Ph.D., Stanford University

Vaughn, Kelly, Associate Professor of Education, 2009  
BA, MED, University of California, Los Angeles; MA, San Francisco State University; Ph.D., Stanford University

Verma, Sujata, Professor of Business and Management, 2002  
BA, Lady Shri Ram College; MA, MPhil., Delhi School of Economics; MS, Ph.D., University of California, Santa Cruz

Villarreal, Lisa, Lecturer in English, 2012  
BA, Loyola University Chicago Honors College; Ph.D., Stanford University

Visser Knoth, Maeve, Lecturer in English, 2012  
BA, Willamette University; MA, Simmons College

Wallace, Joanna, Lecturer in Art, 2004  
BA, Layola College; MA, Notre Dame de Namur University

Webster, Rachael, Lecturer in Biology, 2012  
BA, Rice University, Texas; PhD, University of California, San Francisco

Wehrle, Gretchen, Professor of Psychology and Chair, Department of Psychology/Sociology, 1999  
BA, University of California, Riverside; Ph.D., State University of New York at Stonybrook

Welch, Geraldine, Lecturer in Education 2007  
BA, MA, MA, San Francisco State University; MA University of Laverne

White, Dorothea, Lecturer in Dance, 2004  
Special Teaching Credential, State-Issued

Wolf, Marijude, Lecturer in Business, 2011  
BS, San Francisco State University; MS, Notre Dame de Namur University; Ed.D., University of San Francisco (*in progress*)

Wolterbeek, Marc, Professor of English and Chair, Department of English, 1987  
BA, MA, Ph.D., University of California, Berkeley

Wong, Wilbur, Lecturer in Mathematics, 2011  
BA, MA, San Francisco State University

Wong, Winnie, Lecturer in Mathematics, 2008  
BA, University of California, Berkeley; MA, Ph.D., University of California, Los Angeles

Wright, Clifford, Lecturer in Theatre, 2012  
BA, University of California, Los Angeles

Young, Heather, Assistant Professor of Psychology/Sociology, 2012  
BA, University of Cincinnati; MA, University of New Hampshire; PhD, University of New Hampshire

Youssefi, John A., Professor and Program Director of Computer Science, 1998  
MS, Western Michigan University; Ph.D., Clemson University

Yue, Yao, Lecturer in Natural Sciences, 2012  
BS, University of California, Berkeley; MS, Stanford University

# Trustees

## Board of Trustees

Anne Hannigan '70, '72  
Chair  
Associate Vice President for Research  
Administration, Emerita  
Stanford University  
Stanford, CA

Robert Webster  
Vice Chair  
Broker/Owner CR Realty/Attorney  
San Francisco, CA

Alicia Aguirre  
Professor, Cañada College  
Mayor  
Redwood City, CA

Sr. Ann Bernadette Barnes, SND '59  
Retired Administrator/Teacher -  
Secondary Catholic Schools  
Sacramento, CA

Gloria R. Brown '94  
Community Leader  
Trustee, Silicon Valley Community  
Foundation  
San Mateo, CA

Elaine Cohen, Ed.D.  
Community Leader  
Emerita Faculty and Dean of Graduate  
Studies, NDNU  
Hillsborough, CA

Carlos Collazo  
Chairman and CEO, Marys  
Atherton, CA

Andy Cresci  
Retired President, Standard Building Co.,  
San Francisco  
Director, The Carl Gellert and Celia Berta  
Gellert Foundation  
Daly City, CA

Chester Fisher  
Managing Broker, Pacific Core Realty  
Community Leader  
Redwood City, CA

Sr. Sally Furay, RSCJ  
Attorney and Provost Emerita, University  
of San Diego  
San Diego, CA

Richard Giardina, Ph.D.  
Associate Provost, Emeritus  
San Francisco State University  
San Francisco, CA

Judith Maxwell Greig, Ph.D.  
President, Notre Dame de Namur  
University  
Belmont, CA

Frank L. Hannig  
Partner, Office of the CIO  
Former V.P., Altera Corp.  
Woodside, CA

Joseph J. Heinen '78  
Vice President  
Genesys Telecommunications  
Laboratories, Inc.[new job, need to ask  
new title]  
Daly City, CA

Dennis Hobby, DDS '82  
Dentist  
Modesto, CA

Sr. Donna M. Jurick, SND  
Executive Vice President and Provost, St.  
Edward's University  
Austin, TX

Antje Newhagen  
Technical Writer, Altera Corporation,  
Retired  
Los Altos Hills, CA

**President Emerita**

Sr. Veronica Skillin

Richard Roche '82  
Owner, R.T. Roche & Associates  
Los Altos, CA

Sr. Barbara Thiella, SND '64  
Chancellor, Diocese of Stockton  
Stockton, CA

Cynthia Vrooman  
Retired Faculty, Dominican University  
Sonoma, CA

**Trustees Emeriti**

Marie Batton  
David Bensinger  
Donald C. Carroll  
Marc P. Desautels  
Sr. Mary Laxague  
Raymond P. "Dee" Tolles

# INDEX

## A

### Academic

- Advising, 10
- Affairs, 10
- Calendar, 3
- Disqualification, 91, 107
- Freedom Statement, 7
- Honesty, 19
- Honors, 94
- Overload, 79
- Policy, 51
- Probation, 90, 106
- Residency Requirement, 64
- Responsibilities, 21
- Standing Requirement, 64
- Success Center, 11
- Unit Load, 79
- Units, 52
- Warning, 90

Accounting, *See* Business

Accreditation, 8

Activities, 15

Adding/Dropping/Withdrawing from  
Course, 82, 96

### Administrative

- Course Withdrawal, 84, 98
- Drop, 83, 98
- Offices, *See* *Directories*

Admission 29, 37

Admission Status, Graduate, 41

- Conditional, 41
- Full, 41
- International Conditional, 41
- Provisional, 31, 41

Advance Registration, 78, 96

Advanced Placement (AP) Exam, 33

Advancement to Candidacy, 95

### Advising

- Academic, 9
- International Student, 31

### Alumni

- Association, 14
- Family Weekend, and, 14

Americans with Disabilities Act  
(ADA), 11

AP, Advanced Placement Exam, 33

### Application

- Bridge Program for International  
Students, 39
- Freshman, 29
- Graduate, 37
- Graduate Certificate, 40
- IGETC, 35
- International Students, 32, 38
- Master's and Credential, 37, 40
- Middle College or Running Start  
Programs, 35
- Nonmatriculated Enrollment, 33
- Professional Studies and Evening  
Programs, 31
- Second Bachelor's Degree, 31
- Submission and Acceptance  
Schedule, 41
- Term of
  - Unclassified Graduate Status, 42
  - Undergraduate Admission, 33
- Transfer, 30

Art Gallery, *See* Wiegand Gallery

Art/Art and Graphic Design, 108  
Art  
    BA, 110  
    Bachelor of Fine Arts, 111  
    Minor, 111  
Art and Graphic Design  
    BA, 111  
    Minor, 112  
  
Art Therapy Psychology, 112  
    Art Therapy, MA-AT, 114  
    Marriage and Family Therapy,  
        MA-MFT, 114  
    Post-Master's Advanced Standing, 118  
  
Articulated Degree Programs, 81, 104  
  
Articulation Agreement, 191, 193, 225, 227  
  
Associated Students of NDNU  
(ASNDNU), 15  
  
Athletics, 17, 91  
  
Attendance Policy, Undergraduate, 92  
  
Audit, Degree, 93, 105  
  
Auditing Courses, 90, 103  
  
Authorized Leave of Absence, 93, 98  
  
Autism Add-on, 229

## B

Bachelor's Degrees, 61,  
    *See Individual Programs*  
  
Biochemistry, *See* Natural Sciences  
  
Biology, *See* Natural Sciences  
  
Board of Trustees, 420

Board, Room and, 23  
  
Bookstore, *See Directories*  
  
Bridge Program for International Students, 39  
  
Business  
    Accounting, 188  
        BS, 182  
        Minor, 189  
    Administration, 193  
        BS (Day), 193  
        BS (Evening), 190  
        Master of Business  
            Administration, MBA, 203  
        Minor, 196  
    Career Development, 196  
    Communication, 197  
        BA, 197  
        Minor, 199  
    Human Services, 199  
        BS, 201  
        Minor, 203  
    Master of Public  
        Administration, MPA, 206  
    Master of Science in Systems  
        Management, MSSM, 209  
  
Business Administration, *See* Business  
  
Business Office, *See Directories*

## C

Cal Grants, *See* Financial Aid  
  
Calendar, 3  
  
Campus Chaplain, *See Directories*  
  
Candidacy, 105  
  
Career Services, 11



Career Development, *See* Business

Carl Gellert and Celia Berta Gellert Library, 13

Catalog of Record, 93, 104

Center for Spirituality, 14

Central Services, *See* *Directories*

Certificates, 56  
     Clinical Gerontology, 128  
     Inner City Studies, 181  
     Performance, 153  
     Postbaccalaureate Premedical Graduate Certificate, 163  
     Time Limit to complete, 99

Challenge of Courses, 80, 100

Change of Major or Minor, 84

Changing from One Graduate Program to Another, 104

Chaplain, Campus, *See* *Directories*

Chemistry, *See* Natural Sciences

Class Attendance Policy, Undergraduate, 92

Class Standing, Undergraduate, 54

Clear Academic Standing, 90

Clear Administrative Services Credential Level II, 215

CLEP Exams, 36, 80

Clinical Gerontology  
     Concentration/Certificate, 128

Clinical Psychology, 119  
     MS, 120

Clinical Psychology/Marriage and Family Therapy, MFT, MS, 121

Clinical Psychology/Marriage and Family Therapy/Licensed Professional Clinical Counselor, MFT/LPCC, MS, 122

College of Arts and Sciences, 108

Commencement, 15  
     Speaker, 95, 106

Communication, *See* Business

Community and Criminal Justice, *See* Sociology

Community  
     Engagement, 60, 75  
     Service Learning, 193, 200, 283

Completion of Requirements for Master's Degree, 105

Computational Sciences, 73

Computer and Information Science, 129  
     BS, 130  
     MS, 132

Concurrent Master's Degrees, 100

Conduct, Student, 14, 19

Continuing Education Units, 53

Convocation, 16

Counseling Services, 12

Course  
     Descriptions, 231  
     Designations, 51  
     Numbering System, 52

## Credentials

- Clear Administrative Services Credential Level II, 215
- Education Specialist, 227
- Multiple Subject, 223
- Single Subject, 225
- Time Limit to complete, 99

## Credit

- Hour Definition, 52
- Transfer Policies, 34, 99
- Credit by Examination, 35, 80
  - Advanced Placement Exam (AP) Scores, 35
  - College Level Examination Program (CLEP), 36
  - International Baccalaureate (IB) Diploma, 36
  - International Baccalaureate (IB) Exam Scores, 35
- Limitation, 81

## Critical Thinking, 57

## Crosstown Agreement - AFROTC at Cal Berkeley, 37

## Cultural Diversity (CDiv), 60, 76

## Culture and Language (CUL), 68, 145

# D

## Dance, *See* Theatre and Dance

## Deadlines

- Academic Calendar, 3
- Adding/Dropping/Withdrawing from Course, 82, 96
- Certificates, 99
- Credentials, 99
- Financial Aid, 43
- Master's, 99
- Seven-Year Limit, 99, 100, 124

## Dean of Students, 12, *See Directories*

## Dean's List, 94

## Declaration or Change of Major or Minor, 84

## Degrees

- Undergraduate, 61
- Graduate, *See Individual Programs*

## Degree Audit, 93, 105

## Degree Requirements, Undergraduate, 62

## Department Codes, 51, 231

## Dining Services, 12

## Diplomas, 55

## Directories, 394

- Administrative Offices, 394
- Division of University Advancement, 397
- Emeriti Faculty, 399
- Enrollment, 395
- Faculty, 402
- Finance and Administration, 396
- Office of the Provost, 394
- Student Affairs, 398
- Trustees, 420

## Disability

- Americans with Disabilities Act (ADA), 11
- Statement, 7
- Veteran's Affairs, 54

## Discrete Unit Requirement, 63

## Disqualification, Academic, 91, 107

## Diversity

- Cultural Diversity (CDiv), 60, 76
- Dorothy Stang Center, Sister, 13

## Dropping/Adding/ Withdrawing from Courses, 82, 96

# E

## Education

- Autism Add-on, 229
- Clear Administrative Services Credential
  - Level II, 215
- Credentials, 213
- Education Specialist Credential, 227
- Education, MA, 219
- Liberal Studies, 216
- Multiple Subject Credential, 223
- School Administration, MA, 213
- Single Subject Credential, 225
- Special Education, MA, 230

## Emiriti Faculty, *See* Directories

## Employment, Student, 10

## English, 134

- BA, 136
- International Students, for, 140
- MA, 138
- Minor, 136
- Second Language, as a, 87

## Environmental Justice, *See* Natural Sciences

## Events, Organizations, and Activities, 15

# F

## Faculty, *See* Directories

## Family Educational Rights and Privacy Act, 1974 (FERPA), 20

## Fees and Deposits, 22

- Full-time, Graduate, 22
- Full-time Undergraduate, 22
- Student Fees, 23
- Tuition, 22

## FERPA, 20

## Final Examinations, Retention, 54

## Financial Aid, 43

- Applying for, 43
- Deadlines, 43
- Graduate, 50
- Merit Scholarships, 50
- Need-Based Grants/Scholarships, 49
- Policies, 43
- Refund/Return of Title IV Funds, 48
- Satisfactory Academic Progress (SAP), 44
- Student Loans, 43
- Undergraduate, 43

## Financial Information, 22, *See* Fees

## Foundation Courses, 58

## Foundation Course Requirements, 65-66

- Culture and Language, 68
- Lower-Division Writing, 66
- Mathematics, 67
- Modern Language, 67
- Upper-Division Writing, 69
- World History, 66

## French Studies, *See* Modern Languages and Cultures

## G

General Academic Policies and Procedures, 51

General Education, 65

- Community Engagement, 75
- Computational Sciences, 73
- Creative Arts, 73
- Culture and Language, 68
- Cultural Diversity, 76
- Freshman Year Seminar, 66
- Individual, Society, and the Environment, 71
- Literature, 73
- Lower-Division Writing, 66
- Mathematics, 67
- Modern Language, 67
- Natural and Physical Sciences, 71
- Philosophy, 70
- Religion, 71
- Social and Behavioral Sciences, 72
- Social and Personal Responsibility, 70
- Upper-Division Writing, 69
- Visual and Performing Arts, 74
- World History, 66

General Education (Foundation) Course Requirements, 58, 66

Grade, 85, 101

- Appeal, 86, 90, 103
- Changes, 86, 102
- Grade Points per Unit, 85
- In Progress, 85, 102
- Incomplete, 86, 102
- Pass (P)/Not Pass (NP), 85
- Reports, 87, 103

Grading System, 85, 101

Graduate

- Admission, 37
- Disqualification, 107
- General Regulations, 96
- Teaching Assistantship, 104

Graduation

- Application Deadline, 94, 105
- Application Fee, 23-24
- Clearance to Graduate, 93, 105
- Degree Audit, 93, 105
- Participation in, 105
- Petition to Walk with Units
  - Outstanding, 94
- Requirements, 94, 105
- With Honors, 94
- Requirements
  - Graduate, *See Individual Programs*
  - Undergraduate, 61

Grade-Point Requirements, 64

- Foundation Course Requirements, 65
- Major Requirement, 61, 62
- Residence Requirement, 64
- Unit Requirement, 62
- Upper-Division Writing Requirement, 69

Grant and Scholarship Programs, NDNU, 49

## H

Health and Wellness

- Services, 13, *See Directories*

Health Insurance, 25

Higher Education Act Disclosures, 8

History, 140

- BA, 141
- Minor, 142
- History of NDNU, 6

Honor Societies, 16

Honors at Graduation, 94

Housing and Residence Life, 13, *See Directories*

Human Services, *See Business*

## I

Identification Cards, Student, 21

IGETC, 35

In-Residence Requirement, Undergraduate, 64

Incomplete (I) Grades, 86, 102

Independent Study, 79, 100

Inner City Studies, *See Sociology*

Institutional Requirements, 63

Academic Residency, 64

Academic Standing, 64

Second Bachelor's Degree, 64

Total Unit, 63

U.S. History, 64

Intercollegiate Athletics, 17, 91

Interdisciplinary

Courses, 142

Majors/Minors, 63

Interim Postbaccalaureate Standing, 104

International

Baccalaureate (IB)

Diploma, 36

Exam Scores, 35

Bridge Program, 39

Students, 32, 38

Office, 13, *See Directories*

English for, 140

Intersegmental General Education Transfer  
Curriculum (IGETC), 35

## J

## K

Kinesiology, *See Natural Sciences*

## L

Latin American Studies, 63, 386,  
*See Independent Study*

Learning

Outcomes, 56

Resources, 10, 11

Student Services, and, 10-14

Leave of Absence, 93, 98

Liberal Studies, 216

BA (Day), 216

BA (Evening), 218

Library, Carl Gellert and  
Celia Berta Gellert, 13

Library Services, 13

Loans, Student, *See Financial Aid*

Lower-division Course Numbering System, 52

## M

Mailroom, *See Directories*

Major Requirements, 62

Master of Arts

Art Therapy, 114

Art Therapy Post-Master's Advanced  
Standing, 118

Education, 219

English, 134

Marriage and Family Therapy, 114

School Administration, 213

Special Education, 230

Master of Business Administration  
(MBA), 203

Master of Fine Arts in Musical  
Performance, 151

Master of Public Administration  
(MPA), 206

Master of Science

Clinical Psychology, 119

Clinical Psychology/Marriage and Family  
Therapy (MFT), 121

Clinical Psychology/Marriage and Family  
Therapy/Licensed Professional Clinical  
Counselor (MFT/LPCC), 122

Computer and Information Science, 129

Systems Management (MSSM), 209

Master's Thesis and Capstone Project,  
Education, 213, 300

Master's Degrees, 96

Time Limit to complete, 99

Mathematics, 67

Minor, 143

Placement Test Requirement, 87

Statistics, and, 143

Meals, 12, 23

Merit Scholarships, 50

Middle College Programs, 35

Military Credit, 37

Minor Requirement, 62

Mission, Values, and Engagement, 58  
Mission Statement, 6

Modern Language, 67  
Exemption, 69

Modern Languages and Cultures, 144  
French Studies Minor, 145  
Spanish Studies Minor, 146

Monthly Payment Plan, 24

Music and Vocal Arts, 146

Musical Performance

BFA, 147

MFA, 151

Minor, 150

Performance Certificate, 153

## N

Natural Sciences, 156

Biochemistry

BS, 156

Minor, 158

Biology

BS, 158

Minor, 160

- Chemistry Minor, 158
- Environmental Justice Minor, 161
- Kinesiology, BS, 161
- Postbaccalaureate Premedical Program, 163
- Pre-Nursing, 164
- Preprofessional Preparation for the Medical and Allied Health Fields, 166

Nature of Catalog, 8

New Student Orientation, 14

Nondiscrimination Statement, 7

Nonmatriculated Enrollment, 33

## O

On-Campus Residence, 25, 31

Optional Health Insurance, 25

Oral Communication, 57

Organizations, Activities, and Events, 15

Organization of the College, *See* Directories

Orientation, 14

## P

PASS, Program for Academic Success and Services, 11

Pass/Not Pass (P/NP) Grades, 85

Payments and Policies, 24

Performance/Activity Courses, 80

Petition to Walk with Units  
Outstanding, 94

Philosophy, 168  
BA, 168  
Minor, 169

Physical Education, 169

Placement and Diagnostic Tests, 87  
English as a Second Language, 87  
Mathematics, 87  
Modern Language, 89  
Music, 89

Plagiarism, 21

Policies and Procedures  
Graduate, 96  
Undergraduate, 78

Political Science, 170  
BA, 170  
Minor, 171

Postbaccalaureate Premedical Program, *See* Natural Sciences

Pre-Law, 171  
Minor, 171

Pre-Nursing, *See* Natural Sciences

Preprofessional Preparation for the Medical and Allied Health Fields, *See* Natural Sciences

President's Welcome, 5

Privacy Rights, 19

Probation, Academic, 90, 106  
Appeal, 90

Professional Studies and Evening Programs, 31, 61, 190

Program for Academic Success and Services (PASS), 11

Program Termination, 104

Programming Board, 12

Provost, *See* Directories

Provisional Admission, 31

Psychology, 173  
BA, 174  
Minor, 175

Public Safety, 14, *See* Directories

## Q

Quantitative Reasoning, 56

## R

R.N.  
Continuing Education Credit, 53  
Transfer Credit, 37

Reactivation after Leave of  
Absence, 93, 98

Refund Policies, 26

Registrar, 14, *See* Directories

Registration  
Graduate, 96  
Undergraduate, 78

Reinstatement After Disqualification, 91

Release of Student Information, 20

Religious Functions, 14, *See* Directories

Religious Studies, 176  
BA, 176  
Minor, 177  
Second Major, 177

Repeat Policy, 84, 103

Residency Requirement,  
Undergraduate, 25, 31, 64

Retention and Student Success, *See* Directories  
Academic Success Center, 11

Rights and Privacy Act, 19

Rights and Responsibilities, Student  
Academic, 19

Room and Board, 23

Running Start Programs, 35

## S

Satisfactory  
Academic Progress (SAP), 44  
Performance, 106

Scholarship Programs, NDNU, 49

School of  
Business and Management, 188  
Education and Leadership, 212

Second  
Bachelor's Degrees, 31, 64  
Master's Degrees, 100

Sister Dorothy Stang Center, 13

Sociology, 178  
BA, 179  
Minor, 180



Sociology  
    Certificate in Inner City Studies, 181  
    Community and Criminal Justice  
        Minor, 181

Spanish Studies, 146

Spirituality, Center for, 14, *See Directories*

Student  
    Academic Rights and  
        Responsibilities, 19  
    Affairs, 10  
    Clubs, 12  
    Conduct, 14, 19  
    Government, 15  
    Grievances, 21  
    Health and Wellness  
        Services, 13, *See Directories*  
    Housing, 12, *See Directories*  
    Identification Cards, 21  
    Life and Leadership, 12, *See Directories*  
    Organizations, 12  
    Organizations, Activities, and  
        Events, 15  
    Loans, *See Financial Aid*

Study Abroad and Off-Campus  
    Study, 17, 145

Success Center, Academic, 11

## T

Technical Support (OIT), *See Directories*

Theatre and Dance, 182  
    Dance Minor, 186  
    Interdisciplinary  
        Dance/Theatre Major, 187  
    Theatre Arts  
        BA, 184  
        Minor, 187

Thematic Curriculum, 60  
    Requirements, 65, 70  
        Computational Sciences, 73  
        Creative Arts, 73  
        Individual, Society, and the  
            Environment, 71  
        Literature, 73  
        Natural and Physical Sciences, 71  
        Philosophy, 70  
        Religion, 71  
        Social and Behavioral Sciences, 72  
        Social and Personal Responsibility, 70  
        Visual and Performing Arts, 74

Third Party Authorization, 18

Time Limits to complete  
    Certificates, 99  
    Credentials, 99  
    Master's, 99

Test of English as a Foreign Language  
    (TOEFL), 32

Transcripts, 55

Transfer, 30, 34  
    Credit Policies, 34, 99  
    Work After Matriculation, 37

Tuition, Fees, Room, and Board, 22  
    Payments and Policies, 24  
    Refund Policy, 26

Tutorial and Academic Support  
    Programs, 10-11  
    Tutorial Center, 11

## U

U.S. History Requirement, 64

Unauthorized Leave of Absence, 93, 98

Unclassified Graduate Status, 42

Undergraduate

- Academic Information, 61
- Admission, 29
- Class Standing, 54
- Degree Requirements, 62
- Degrees, 61
  - Degrees with Multiple Majors, 61
  - Majors and Minors, 62
- Policies and Procedures, 78

Unit of Credit, Quantification of, 52

Unit Requirements, 63

University

- Accreditation, 8
- Services, 10
  - Academic
    - Advising, 10
    - Success Center, 11
  - Career Services, 11
  - Counseling Services, 12
  - Dean of Students, 12
  - Dining Services, 12
  - Health and Wellness Services, 13
  - Housing and Residence Life, 13
  - International Student Office, 13
  - Library Services, 13
  - Orientation, 14
  - Program for Academic Success and Services (PASS), 11
  - Programming Board, 12
  - Public Safety, 14
  - Registrar, 14
  - Sister Dorothy Stang Center for Social Justice and Community Engagement, 13
  - Spirituality, 14
  - Student
    - Clubs and Organizations, 12
    - Conduct, 14
    - Life and Leadership, 12
  - Tutorial Center, 11
  - Writing Center, 11

Upper-Division Courses, 80  
Course Numbering System, 52  
Enrollment In, 80

V

Veterans'

- Affairs, 54
- Alliance, 55

Vision Statement, 6

Visiting Scholars Program, 18

W

Warning, Academic, 90

Wellness Services, Health, 13

Wiegand Gallery, *See Directories*

Withdrawal

- Military, 84
- University, from the, 84, 98

Withdrawing from

- Course/Adding/Dropping, 82, 96

Work-Study, 43

World History, 66

Writing

- Center, 11
- Requirements
  - Lower-Division, 66
  - Upper-Division, 69

Written Communication, 56