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2019-2020 CATALOG

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.

The catalog is a production of the Office of the Provost and the Office of the Registrar. Please direct any comments to the Office of the Registrar.

ACADEMIC CALENDAR**Fall Semester 2019**

CLASSES BEGIN: 15-week and Term 1	August 26
Deadline to ADD/DROP courses ONLINE: 15-week and Term 1	September 1*
Holiday – Labor Day	September 2
Deadline to ADD courses with instructor permission: 15-week and Term 1	September 8*
Deadline to DROP courses: 15-week and Intensive Term 1	September 8*
Call to Action Day – no classes before 3:00	October 8
CLASSES END: Term 1	October 12
Midterms: 15-week Undergraduate	October 14-17
Midterm Holiday	October 18
Deadline to ADD Term 2 courses ONLINE	October 20*
CLASSES BEGIN: Term 2	October 21
Grades Due: 15-week midterm/Term 1 Final	October 25
Deadline to ADD courses: Term 2 with instructor permission	October 27*
Deadline to DROP courses: Term 2	October 27*
Advance Registration for Spring 2020	October 28
Last Day to WITHDRAW from courses: 15-week	November 1
Holiday – Thanksgiving	November 28 – 29
CLASSES END: 15-week Undergraduate and Term 2	December 7
FINAL EXAMS: 15-week Undergraduate	December 9-13
Final Grades Due – Fall Semester 2019	December 20

Spring Semester 2020

CLASSES BEGIN: 15-week and Term 1	January 13
Deadline to ADD courses ONLINE: 15-week and Term 1	January 17*
Holiday – Martin Luther King Day	January 20
Deadline to ADD courses with instructor permission: 15-week and Term 1	January 24*
Deadline to DROP courses: 15-week and Term 1	January 24*
Professional Development Day – no classes before 3:00 pm	February 6
Holiday – President’s Day	February 17
CLASSES END: Term 1	February 29
Midterms: 15-week Undergraduate	March 2 – 6
Holiday – Spring Break	March 9 – 13
Grades Due: 15-week midterm/Term 1 Final	March 13
Deadline to ADD courses: Term 2 ONLINE	March 13*
CLASSES BEGIN: Term 2	March 16
Deadline to ADD classes: Term 2 with instructor permission	March 20*
Deadline to DROP classes: Term 2	March 20*
Advance Registration Summer / Fall 2020	March 23
Deadline to WITHDRAW from classes: 15-week	March 27
Holiday – Good Friday	April 10
Reading Day for Final Exams: 15-week Undergraduate and Term 2	April 30
CLASSES END: 15-week Graduate and Intensive T2	May 2
Final Exams: 15-week Undergraduate	May 1-7
Commencement	May 9
Final Grades Due – Spring Semester 2020	May 15

Summer Term 2020

CLASSES BEGIN Term 1	May 11
Last Day to ADD classes: Term 1	May 15
Holiday – Memorial Day	May 25
Last Day to DROP classes: Term 1	May 26
CLASSES END: Term 1	June 27
CLASSES BEGIN Term 2	June 29
Final Grades Due – Summer Term 1 2020	July 2
Holiday Observed – Fourth of July	July 3
Last Day to ADD courses: Term 2	July 6
Last Day to DROP courses: Term 2	July 14
CLASSES END: Term 2	August 15
Final Grades Due – Summer Term 2 2020	August 21

*Add/Drop must be completed online and/or the form received in the Office of the Registrar by close of business on the date indicated.

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 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 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 built 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 third 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 nearly 1800. 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 Psychology—offering 19 liberal arts and career preparation undergraduate programs, 9 graduate degrees, four credentials, and 1 doctoral program yet it is small enough to boast a 12-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 (NDNU) 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 Catholic, not-for-profit, coeducational institution serving about 1800 traditional age and adult students from diverse backgrounds. The university is fully accredited and offers 34 undergraduate, graduate, and teacher credential programs. The 50-acre campus is located in the city of Belmont on the San Francisco Peninsula in Silicon Valley.

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. The school was chartered in 1868 as the first college in the state of California authorized to grant the baccalaureate degree to women.

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

Since then, the university has undergone a number of changes. In 1955, College of Notre Dame began offering its first evening classes, followed by the introduction of teaching credential programs in 1965. Initially a women's college, the institution became coeducational in 1969; three men graduated as part of the class of 1970. The college expanded its offerings to include master's degrees in 1972 and added evening undergraduate programs in 1988.

In 2001, the college established four schools: School of Arts and Humanities, School of Sciences, School of Business and Management, and School of Education and Leadership. The institution's name was changed to Notre Dame de Namur University that same year. In 2009, the School of Arts and Humanities and School of Sciences merged to become the College of Arts and Sciences. The School of Education and Leadership was changed to the School of Education and Psychology in 2016.

In an effort to provide access to a greater number of students, the university began offering partnerships in specific degree programs with local community colleges in 2009, allowing students to complete an NDNU degree on the community college campus. NDNU first achieved its status as a Hispanic-Serving Institution, meaning its undergraduate population is at least 25% Hispanic, in 2009, and maintains that status to this day. In 2010, NDNU launched its Gen 1 program for first-generation

students. Online degrees were added in 2012, and a new Ph.D. program in art therapy, NDNU's first doctoral program and the first Ph.D. program in art therapy in the nation, was established in 2013. The University expanded its program offerings to the city of Tracy in fall 2015.

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 Student Affairs 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

Institutional Accreditation

Notre Dame de Namur University is accredited by the: WASC Senior College and University Commission (WSCUC) 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.

The MA Marriage and Family Therapy program (MA MFT) and the MA Art Therapy program (MA AT), both in the Art Therapy Psychology Department, are approved by the American Art Therapy Association. These programs are in compliance with the California Board of Behavioral Sciences requirements for programs leading to MFT licensure (MA MFT) and LPCC licensure (MA AT), respectively.

The MS Clinical Psychology program with the Marriage and Family Therapy concentration (MSCP/MFT), or with the Marriage and Family Therapy and Licensed Professional Clinical Counseling concentration (MSCP/MFT/LPCC), is in compliance with the California Board of Behavioral Sciences requirements for programs leading to MFT licensure (MSCP/MFT), or to both MFT and LPCC licensure (MSCP/MFT/LPCC).

The following business programs at Notre Dame de Namur University are accredited by the Accreditation Council for Business Schools and Programs (ACBSP): 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://www.ndnu.edu/disclosures/>.

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OFFICE OF THE PROVOST

Hernan Bucheli, Provost and Senior Vice President

Gregory B. White, Vice President for Academic Affairs

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 of 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 Psychology

The Academic Affairs Division also oversees and promotes many of the resources of the University that support students throughout their career here. Services overseen by Academic Affairs include academic advising, Student Success, Library, 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 Student Affairs are overseen by the Dean of Students Office and include Campus Programs, Career Services, Counseling and Health Services, Dining Services, Disabilities Services, Housing and Residential Life, Spirituality, and the Sr. Dorothy Stang Center for Social Justice and Community Engagement.

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.

Student Success Center

The Student Success Center provides learning and support services for day, evening, accelerated, undergraduate and graduate students to reach their academic goals while attending NDNU. The Student 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 Student Success 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.

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 Gellert Library upholds the core values of Notre Dame de Namur University and serves its students and community by:

- Providing reliable and guided access to diverse information resources and technologies that reflect the campus' current and future academic programs;
- Encouraging the community to use information creatively, critically, and ethically by integrating our services into the instructional and planning activities of the University;
- Designing an inclusive and dynamic space that offers a range of learning environments conducive to research and collaboration.

Disabilities Services

The Disabilities Services 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, 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.

Office of the Registrar

The Office of the Registrar 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.

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.

Campus Programs

The Campus Programs Office coordinates a host of student activities and services to promote a vibrant campus life at NDNU. Based on the University's mission of values-based learning the office develops student leadership to encourage a diverse and dynamic campus community. Among the operations within the Campus Programs Office are Programming Board - a student team which plans and coordinates a calendar of programs and activities to promote learning, school spirit, and fun; Registered Student Organizations - more than 30 clubs representing a wide array of interests, cultures, and activities at NDNU; New Student Programs - which offers orientation experiences for all new students; and Student Assembly - a representative student governance system that provides a student voice on campus issues.

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.

Counseling and Health Services

The primary focus of Counseling and Health Services is to enhance and promote the psychological well-being, personal growth, and academic success of students. The Counseling and Health Services Office provides students an opportunity to discuss concerns and generate options with trained professionals in a confidential setting. In counseling services students can explore ways to become more effective in personal relationships, to increase self-understanding and acceptance, to gain support during emotional crises, and to clarify short- and long-range goals. Health services offers health education, triage, and referrals to manage physical health.

Student Affairs

The Student Affairs Office is led by the Dean of Students and is responsible for overseeing the operation on campus which includes most of the student service programs. The Dean and Assistant Dean of Students promote the mission of the University in the co-curricular programs and activities on campus. The Office collaborates in the development and implementation of policies, procedures,

and initiatives based on student development needs and trends in higher education. The Deans also advocate for student and community needs and provide 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.

Housing and Residential Life

Housing and Residential Life provides a healthy and safe living and learning community that embraces all forms of diversity. It also is a place 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.

Public Safety

The Office of Public Safety strives to provide a safe and secure campus environment to ensure an appropriate living, learning, and work place for everyone at NDNU. Officers are on duty around the clock every day to patrol campus and provide assistance where they are needed. Public Safety also oversees the parking management program on campus.

Spirituality

The Spirituality Office 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 Spirituality Office strives to create diverse opportunities for all members of the University community to tend to the holy in themselves, each other, and the world. It offers annual retreats, spiritual direction, immersion experiences and opportunities to participate in liturgy and spirituality workshops. Spirituality 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.

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.

Organizations, Activities, and Events

The University offers numerous opportunities to make connections, honor excellence, and develop deeper understandings of our community, our world, and ourselves through participation in activities, organizations, and events.

NDNU Alumni Community

The Office of Alumni and Parent Relations serves all NDNU alumni and family members of current students, helping them to stay connected with each other and with the University. The goal of the Office is to encourage alumni to support their alma mater through service, leadership, advocacy, and philanthropy.

Alumni Events

The Office of Alumni and Parent Relations sponsors many events including class reunions, alumni social mixers, and alumni athletic reunions that provide networking opportunities to meet fellow alumni in the area and develop personal and professional connections. In the spring the Office hosts the annual *Alumni Reunion Week* which is an opportunity to welcome alumni back on campus to celebrate their individual school/college (School of Business and Management, College of Arts and Sciences, School of Education and Psychology). In the fall the Office hosts the annual *Homecoming*, an opportunity to reconnect, remember, and reengage with fellow alumni, students, parents, faculty, and staff on campus.

Student Assembly

The Student Assembly aims to provide active and meaningful representation for students in the governance of Notre Dame de Namur University, to honor the Hallmarks of the Notre Dame Learning Community, and to promote the general welfare of the community of Notre Dame de Namur University. The Board of Trustees of Notre Dame de Namur University recognizes and authorizes the Student Assembly as the representative system of the entire student body.

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 Mu Delta

Delta Mu Delta is an international honor society that recognizes academic excellence in Baccalaureate, Master's, and Doctorate degree business administration programs at Association of Collegiate Business Schools and Programs (ACBSP)-accredited schools. The purpose of the society is to promote higher education in business administration by recognizing and rewarding scholastic accomplishment. Undergraduate and graduate business administration students who fulfill minimum units completed in the program and rank in the top 20 percent of the School of Business and Management are invited to become lifelong members.

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, 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.

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.

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 and Women's track and field
- Men's golf
- Men's lacrosse
- Women's softball
- 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.

Notables appearing in past years include Linda Darling-Hammond, education professor and reformer; 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.

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. Recent speakers include: Dr. John F. Haught, Ph.D., Tomas Henley Professor of Theology at Georgetown University; Bishop Robert W. McElroy, Ph.D., Auxiliary Bishop of San Francisco; Fr. Gerald D. Coleman, S.S., Ph.D. Former Rector of St. Patrick's Seminary, Ethicist for Daughter of Charity Hospitals; Archbishop John R. Quinn, Ph.D., Retired Archbishop of San Francisco; Dr. Amanda Quantz, Ph.D., Former President of the American Theological Society; Fr. Richard M. Gula, S.S., Ph.D., Professor of Theology, Franciscan School of Theology; Fr. Ronald Rolheiser, OMI, Ph.D. Writer and columnist, President of the Oblate Center; Fr. Richard Sparks, SCP, Professor of Theology, Graduate School of Theology, Berkeley; Sr. Sharon McMillan, SNDdeN, Ph.D., Director of Liturgy, Cathedral of Monterey; Dr. Jerome Baggett, Ph.D., Jesuit Graduate School of Theology.

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)
- NDNu student email address
- Telephone numbers
- Date and place of birth
- Photograph
- 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 Office of the Registrar. 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 Office of the Registrar.

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 Office of the Registrar.

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, 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.

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 for detailed policies and procedures.

A student who feels that he or she cannot resolve a complaint through NDNU's informal and formal processes may choose to contact the Bureau for Private Postsecondary Education.

The bureau may be contacted at:
2535 Capitol Oaks Drive, Suite 400,
Sacramento, CA 95833
<http://www.bppe.ca.gov>
Tel: (916) 431-6924,
Fax: (916) 263-1897.

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 Housing Office in Saint Joseph's Hall, first floor.

FINANCIAL INFORMATION

Tuition, Fees, Room, and Board

Rates Effective Summer 2018

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)	\$200.00
Undergraduate PT Enrollment Deposit (nonrefundable)	\$100.00
Graduate Enrollment Deposit (nonrefundable)	\$100.00
International Deposit (refundable only if refused visa)	\$600.00

Tuition and Fees

Undergraduate Day Tuition (per year)	\$34,910.00
Undergraduate Day Overload (per unit charge over 18 units per semester)	\$1,126.00
Undergraduate Part Time Day (1-11 units -- per unit)	\$1,126.00
Professional Studies/Evening (1-18 units -- per unit)	\$614.00
Intensive Business and MBA program pre-req coursework* (per unit) *conditions apply	\$300.00
English for International Students (EIS) Courses (per unit)	\$614.00
Credential and Special Education (Cred and MA) Programs (per unit)	\$741.00
Master's Programs in Education (except MA Special Ed) (per unit)	\$841.00
Master's Programs (including	\$922.00

online, excluding Education; per unit)

Doctoral Program (per unit)	\$1,021.00
Post-bac Premed Tuition (per unit)	\$922.00
Graduate Certificate Programs (per unit)	\$461.00
Summer Undergraduate Tuition Rate (per unit) (Summer 2018)	\$614.00
Summer Music Theatre Conservatory	
Undergraduate (per unit)	\$1,126.00
Graduate (per unit)	\$922.00
Late audition fee	\$100.00
Continuing Education Unit (CEU) Course Tuition	Variable
Undergraduate Audit Rate	50%
Senior Citizen (65+) Rate (except doctoral)	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)	\$145.00
Student Services Fee (Undergraduate 1-11 units, Professional Studies and Graduate - per semester, Fall/Spring)	\$50.00
Resident Activities Fee - per semester (for those living in University Housing)	\$125.00
Technology Fee (per unit)	\$5.00

Room and Board

Meal Plan #1 (11 meals/wk -- +\$400 flex -- per semester)	\$2,274.00
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Meal Plan #2 (15 meals/wk -- +\$300 flex -- per semester)	\$2,394.00	Music Lesson Fee (undergraduate and graduate per semester)	\$739.00
Meal Plan #3 (19 meals/wk - +\$200 flex -- per semester)	\$2,466.00	Education Supervision Fee (EDU 4230, EDU 4231, EDU 4342, EDU 4345, EDU 4442, EDU 4445 -- per course)	\$200.00
Meal Plan #4 (7 meals/wk - +\$100 flex -- per semester) (available for commuters and apartment residents only)	\$1,485.00	Doctoral Dissertation Fee (one-time)	\$250.00
Annual Housing Application Fee (nonrefundable fee)	\$50.00	Challenge Fee (per unit)	\$120.00
Triple Occupancy in Standard Room (per semester)	\$3,682.00	International Fee -- (undergraduate and graduate one time)	\$500.00
Double Room (per semester)	\$4,477.00	Re-activation Fee	\$25.00
Triple Apartment (per semester)	\$5,002.00	Transcript Fee	\$10.00
Double Apartment (per semester)	\$5,333.00	Transcript 24-hour service fee (plus transcript fee)	\$30.00
Single Room/Quad Single (per semester)	\$5,216.00	Employer Deferral and Document Fee (per trimester)	\$100.00
Housing Sanctions/Damages	Variable	Bad Check Charge	\$25/\$35
Student Summer Rates		Printing Fee (first 250 pages/student/term are free)	6 cents/page
Double Room (per week)	\$240.00	Lost ID Cards	\$15.00
Triple Apartment (per week)	\$325.00	Lost Library Book/Other Equipment Fee (plus replacement cost)	\$20.00
Double Apartment/Single Room (per week)	\$362.00	Graduation Application Fee	\$80.00
Half Room Single (per week)	\$362.00	Credential Audit Fee	\$35.00
Single Apartment (per week)	\$433.00	Credential Audit Fee for Professional Clear Credential only	\$80.00
Other Fees		Academic Certificate Completion Audit Fee	\$25.00
Parking Fee (per year - resident students)	\$180.00	Teacher Performance Assessment Fee (one-time)	\$250.00
Parking Fee (per year - commuter students)	\$140.00	Administrative Services Program Assessment Fee (one-time)	\$75.00
Parking Permit Replacement	\$25.00	Special Education Program Assessment Fee (one-time)	\$75.00
Parking Violations	Variable	Learning Disability Testing Fee (Full)	\$1,500.00
Orientation/Week of Welcome Fee (undergraduate full-time, on entry)	\$300.00	Learning Disability Testing Fee (Partial)	\$600.00
Transfer Orientation Fee	\$60.00		
Online Orientation Fee	\$0.00		
Late Registration Fee	\$150.00		
Cancellation (Drop) Fee (Full-time undergraduate only)	\$200.00		

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.

Payment or payment arrangements must be made with the NDNU Business Office by the published due date for all pre-registered students. Students who register after the pre-registration period must make their payment arrangements at the time of registration.

	Full-Time/Part Time <u>Day</u> <u>Undergraduate</u>	Intensive, Evening <u>Credential</u> , <u>Graduate</u> , <u>Ph.D.</u>
Fall (Registration in both Term 1 & Term 2)	August 15	August 15
Fall Term 2 (Registration in Term 2 only)	N/A	October 15
Spring (Registration in both Term 1 & Term 2)	January 5	January 5
Spring Term 2 (Registration in Term 2 only)	N/A	March 5
Summer (Registration in both Term 1 & 2)	May 5	May 5
Summer Term 2 (Registration in Term 2 only)	June 15	June 15

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. The

preceding sentence does not apply to domestic students in the MA TESOL program.

Appointments are available to discuss payment options regarding financial status. Call (650) 508-3565 or e-mail business.office@ndnu.edu.

Policies

Policy Regarding Unpaid Bills

Unpaid tuition and fees (including delinquent/unpaid Perkins loans) will be subject to finance charges and legal and collection costs. Diplomas are issued only when all charges due Notre Dame de Namur University are paid in full.

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. See the NDNU Health Services Web page for details.

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 Admissions. 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 Housing and Residential Life Office (HRL) for approval. Approval of exemptions is case-by-case and is not automatic. Failure to attain an approved exemption from the HRL Office 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 drop deadline for the semester or term and nonrefundable after the drop deadline for 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

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 are required to return any unearned federal funds. The amount of the return is calculated based on the percentage of the semester completed by the student. Please see the Financial Aid section for details.

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 Office of the Registrar 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 Office of the Registrar. Based on the date of receipt of written notification of a dropped course by the Office of the Registrar, the difference in tuition charges will be refunded according to the schedules below.

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 Office 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

- No refund after the third 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 (third 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 (third 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 Office of the Registrar. Any refund due will be made within 30 days of the last day to drop.

The refund schedule is:

- 100 percent reduction; no drop penalty, prior to beginning of the semester or term
- 100 percent reduction, less \$200 cancellation fee, prior to close of business on the third Tuesday of the semester
- No refund after the third Tuesday of the semester or term (last day to drop)

ADMISSION INFORMATION

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 Admissions at (650) 508-3600 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
 - a. English - four years
 - b. Mathematics - Algebra and Geometry
 - c. Foreign Language - two years of the same language
 - d. Laboratory Science - one year in grades 10-12
 - e. Social Science - two years in grades 10-12
 - f. 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 (p. 23).

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. See Revocation of Admission (p. 24) below for additional conditions.

*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.

- If you are an international transfer student, please refer to the International Student admission (p. 23) requirements.

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.
 - a. All transcripts from universities outside of 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>).
 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. Prompt: Please provide a statement that addresses your reasons for transferring and the objectives you hope to achieve.
- 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.

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

See Revocation of Admission (p. 24) below for additional conditions.

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 Student Success Center
- Expected to complete all of the requirements for the Learning Strategies course
- Expected to meet weekly with a Student 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 (p. 18).

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 (p. 41) 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 Arts)

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

semester units may be accepted by decision of the Program Director with the understanding that an academic plan is created to make up the missing units. Applicants with fewer than 35 units may be accepted as Professional Studies "Special Status" students with appropriate written rationale provided by the Program Director.

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

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.

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 international transcripts from foreign secondary schools/high schools must either be in English, or translated into English by a qualified

translator. Translations must be submitted with the original source transcripts upon which the evaluation was based. Coursework completed at foreign secondary schools /high schools shall be evaluated by an NDNU admissions officer to determine equivalency to a U.S. high school diploma, and converted to a U.S. grade point average (GPA) on a 4.0 scale. In limited and exceptional circumstances, the NDNU Office of Admissions reserves the right to request a third-party transcript evaluation from international applicants. For transfer students, all foreign university level coursework must be evaluated by a professional credential evaluation service. In cases where a third party evaluation is required, the NDNU Office of Admissions will accept evaluations from any National Association of Credential Evaluation Services (NACES) member organization.

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. For the Cambridge English Scale, a minimum score of 162 is required. Students submitting results from one of the approved English proficiency assessments listed in this catalog 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 one of the approved English proficiency assessments. If an international applicant has completed 30 semester/45 quarter transferable units from an English speaking regionally accredited college or university with a GPA of 2.0 ("C" average or above), or has completed a college degree-level English course with a grade of "C" (2.0) or higher, then he/she does not have to submit scores from one of the approved English proficiency assessments.

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 Admissions 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.

NDNU grants international conditional admission in some cases. Please contact the Office of Admissions for more details.

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 Admissions, 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 Admissions 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 Admissions. 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.

Revocation of Admission

Notre Dame de Namur University reserves the right to revoke admission should final transcripts change admission eligibility, if at any time it is revealed that any application materials were falsified or misrepresented, or if a serious infraction regarding character or conduct occurs after the application was submitted. Students are responsible for notifying NDNU should a disciplinary or conduct infraction occur after the application is submitted. Failure to do so may result in revocation of the offer of admission.

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 Office of the Registrar. (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 Office of the Registrar. 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. NDNU will upon request, review credits earned

at a non-regionally accredited institution to determine if the coursework is acceptable for transfer credit. Courses from California community colleges are generally accepted according to the published recommendations for transfer of courses to the California State University system. NDNU has established articulation agreements with various schools that specify how courses will transfer for General Education and/or major requirements. If NDNU does not have an existing articulation agreement with a school, then a transferrable course may only be used to satisfy a GE requirement if it is approved by the department corresponding to the requirement. No transfer credit decision is final until a final Transfer Credit Evaluation is processed by the Office of 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.

Course Articulation Policy

A transferable lower-division course taken at another institution may be articulated with an NDNU program requirement, if relevant faculty have determined such course to be equivalent to an NDNU course satisfying the requirement or that such course has appropriate content, is at an appropriate level, and meets the intended learning

outcomes for the requirement. Articulated courses will be listed on articulation agreements or in the Articulation Tracker.

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, subject to the Credit by Examination Limitation (p. 55)

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/advanced-placement-credits/>.

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/international-baccalaureate-credits/>.

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/international-baccalaureate-credits/>. 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. A full listing of exams, scores, and corresponding NDNU credit is available at <http://www.ndnu.edu/academics/clep-credits/>.

Credit for Prior Learning

Prior learning, sometimes called experiential learning, is knowledge that is obtained outside the university setting prior to entering or returning to college. Adults entering

or returning to college bring with them a wealth of learning experiences that NDNU recognizes as important to the total university experience. In recognition of the value of these experiences, NDNU provides students with the option to receive undergraduate credit. All undergraduate students are eligible to receive academic credit by completed standardized tests or, with approval, by challenging courses. Students enrolled in the Evening and Intensive Bachelor's Completion Programs may also be awarded transfer credit for certain courses through the use of portfolios to assess their mastery of the specific course content. Portfolio assessment in such cases will take place through Learning Counts (www.learningcounts.org) or an organization with similar expertise. Up to nine units of transfer credit may be awarded through portfolio development. These nine units fall within the 30-unit Credit by Examination Limitation. Decisions regarding transfer credit earned through portfolio development are made by the relevant NDNU Department Chair or Program Director and are final. Credit via portfolio development and assessment is only allowed for lower-division elective courses and lower-division courses in the major, including pre-requisite courses. Such credit cannot be earned for General Education courses.

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 (p. 24)) 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 Office of the Registrar. 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 and recommend World Education Services, Inc. (WES). 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. For the Cambridge English Scale, the minimum requirement is a score of 168 (with the MA Education requiring a minimum score of 185).

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 Admissions 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.

If an international applicant's bachelor's degree course work was completed at an English speaking regionally accredited college or university, then he/she does not have to submit scores from one of the approved English proficiency assessments.

International students must also complete the International Student Certificate of Finances upon acceptance to the University. This form is available from the Office of Admissions, 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 Admissions processes immigration and intergovernmental documents related to enrollment at NDNU.

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.

Revocation of Admission

Notre Dame de Namur University reserves the right to revoke admission should final transcripts change admission eligibility, if at any time it is revealed that any application materials were falsified or misrepresented, or if a serious infraction regarding character or conduct occurs after the application was submitted. Students are responsible for notifying NDNU should a disciplinary or conduct infraction occur after the application is submitted. Failure to do so may result in revocation of the offer of admission.

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 (p. 30) section for further information.

OFFICE OF FINANCIAL AID

Mission Statement

The Notre Dame de Namur University Office of Financial Aid is committed to the ideal, rooted in the institution's Catholic tradition, that financing a college education is a right rather than a privilege. To this end, we communicate with and counsel our students on college financing matters in a clear, ethical, and timely manner. Employing new technologies, well-defined processes, and attention to detail, the Office of Financial Aid staff promotes academic and career success through the financial well-being, both immediate and long-term, of all our students.

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.

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.

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.

Deadlines

Deadlines for filing the FAFSA vary according to the student's academic level and state of residence. Financial aid applicants wishing to be considered for all forms of State of California Aid including the Cal Grant are urged to file the FAFSA as early in the cycle as possible. In recent years, the State of California has set the FAFSA filing deadline at **March 2nd** for full consideration of State awards. All other applicants are encouraged to file the FAFSA as early in the admission/enrollment cycle as possible. This allows the NDNU Office of Financial Aid the time to create a financial aid package for the student in a timely fashion.

Applying for Financial Aid

To apply for federal and/or state financial aid, students are required to submit the Free Application for Federal Student Aid (FAFSA). Supporting documents such as parent and student tax information may be requested by the OFA after the processed FAFSA is received. Financial assistance is awarded only after admission to the University.

Return of Title IV Funds

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 are required to return any unearned federal funds. The amount of the return is calculated based on the percentage of the semester completed by the student.

In situations where a student's withdrawal date is not known from attendance records, the withdrawal date for the return of Title IV calculation will be:

- The date the student provides notification, orally or in writing, to the Office of the Registrar that he or she intends to withdraw; or
- The date provided by the instructor(s) indicating the student's last date of attendance in class or involvement in a class-related activity; or
- The midpoint of the semester for students who do not officially withdraw;•

The NDNU Office of the Registrar determines the withdrawing student's official date of withdrawal. Funds to be returned are determined by the federally defined order for this purpose:

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

These funds to be returned are divided between the school and the withdrawing student. The Office of Financial Aid informs the student of the portion of the

student's financial aid to be returned. This Return of Funds process is to be completed within 30 days of the NDNU Office of Financial Aid becoming aware of the student's complete withdrawal from classes.

Satisfactory Academic Progress SAP Policy

Overview

In order to maintain eligibility for federal, state, and institutional financial aid, a student must maintain Satisfactory Academic Progress towards the completion of a degree or its equivalent. This satisfactory academic progress is measured both qualitatively and quantitatively.

Qualitative Measures

Undergraduate

All undergraduate students are required to maintain a cumulative GPA of 2.0 while pursuing a degree. This GPA is calculated only using those classes taken at NDNU – it does not include transfer GPA if the student enrolls at NDNU subsequent to studies at another institution.

Graduate

Graduate students are expected to maintain a minimum cumulative GPA of 3.0.

Quantitative Measures

Course Completion Standard

Students are expected to successfully complete the courses in which they enroll within a satisfactory quantity/percentage as defined below.

Undergraduate

Full-time: 12 – credit hours enrolled

Successful completion of a minimum of 21 credit hours for the fall/spring semesters combined. If the student attends only the fall or the spring semester, completion of at least 10.5 credit hours is required.

Part Time: less than 12 credit hours enrolled

Successful completion of a cumulative percentage of at least 67% of credits attempted.

Graduate

Successful completion of a cumulative percentage of at least 75% of credits attempted

Maximum Time Frame Standard

Students are expected to complete their academic program within a maximum time frame which encompasses all credits attempted within the duration of the students' studies at NDNU. The standard set for this maximum time frame is 150% of the credit hours required to complete the degree or its equivalent. Thus, for example, a program that requires 120 credit hours to earn a degree should require no more than 180 credit hours attempted to complete.

Definitions of Successful Course Completion

Only graded units of A, B, C, and D, and P are considered as completed units.

1. F, NP, W, IP, AW 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.
2. 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.
3. Consortium Agreement units taken at other institutions under a 'Consortium Agreement' will be considered transfer units and will be part of the SAP calculation.
4. 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.
5. 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.

Consequences of Failure to Maintain Satisfactory Academic Progress

NDNU evaluates students following Spring Semester in regards to satisfactory academic progress.

Once this evaluation is completed, the process for students failing to maintain satisfactory academic progress:

1. The student is immediately disqualified from consideration for all forms of federal, state and

institutional student aid for any future semester(s) of enrollment at NDNU.

2. This disqualification status is communicated to the student in writing by the NDNU Office of Financial Aid.
3. The disqualified student considers whether to appeal the SAP disqualification if the student has not previously appealed.

If the student decides to appeal, the appeal process consists of these steps:

1. Student submits a letter of appeal to the Financial Aid SAP Appeal Committee explaining the circumstances which led to the failure to achieve SAP and how the student's academic performance will improve in the future.
2. Student submits any supporting documentation as to why SAP standards were not met to the Committee.
3. The Committee reviews the student's appeal and renders one of the following decisions:
 - Approve unconditional – the student is reinstated on probation without a specific remediation plan.
 - Approve conditional – the student is reinstated on probation with a specific remediation plan.
 - Deny – the student's disqualification status remains with no further opportunity for appeal.
 - Hold – the student will receive a letter stating that the student's appeal requires further documentation to render a decision. Once the student has submitted the required documentation, the student's appeal will be reviewed by the Committee and a decision will be rendered.

NDNU students are allowed one appeal per degree level during their enrollment at NDNU.

Probation Status Review

Students placed on probation status will be reviewed at the end of the student's next semester of enrollment at NDNU. It is expected that at the end of this next semester of enrollment the student will have met all standards required for SAP. At the end of this next semester of enrollment, the NDNU Office of Financial Aid will place the student in one of the following statuses:

- SAP Qualified – probation status is removed.

- SAP Disqualified – student is no longer eligible for federal aid and does not have the right to further appeal.

If a student has been placed on a study plan following a successful appeal, it may be determined that the student needs more than one semester to achieve a satisfactory SAP level. Also, there may be occasions in which the student has made excellent academic progress during a given semester while on SAP probation, but still falls short of meeting the cumulative SAP standard(s) required. In these cases, the following status is assigned:

- Probation Continued – student has met remediation plan goals or has otherwise demonstrated improvement, but still falls short of cumulative SAP standards.

The results of this probationary evaluation will be communicated to the student in writing by the NDNU Office of Financial Aid.

Reestablishing SAP Eligibility After Losing SAP Eligibility

Once a student has lost eligibility due to non-achievement of SAP standards, the student can regain eligibility by attending NDNU without federal financial aid. The student could then regain SAP eligibility by attaining the cumulative standards required by the student's level of study.

Undergraduate Grants and Scholarships

NDNU Awards

Notre Dame de Namur recognizes academic and extra-academic merit and also the financial need demonstrated through the FAFSA process in awarding institutional forms of financial aid.

Need-Based: Grants

The On and Off-Campus Grants are awarded by Notre Dame de Namur based on financial need. These grants are recalculated on an annual basis, but most qualifying students will receive a grant that is substantially equal across award years.

Merit Aid: Scholarships

Presidential/Provost Scholarship

Presidential and Provost Scholarships are competitive awards granted to a select few students annually. Candidates for these scholarships are expected to submit an essay and to interview with the Scholarship Committee on-campus.

Belmont Scholarship

The Belmont Scholarship is the primary merit award granted to incoming freshman and transfer students enrolling at the full-time degree seeking level. The amount of the scholarship is determined by consideration of the student's applicant grade point average and, for freshmen, the cumulative SAT or ACT score.

Emerging Talent Scholarship in Art, Writing, Music, and Theater

Emerging Talent Scholarships are awarded to students majoring in art, writing, music, or theater upon the recommendation of the NDNU academic program director in collaboration with the Director of Admissions and Financial Aid. These scholarships vary in amounts and are renewable only upon the recommendation of the program director and the approval of the Director of Financial Aid.

Financial Aid for Graduate, Credential, Evening, and Part-time Undergraduate Students

The majority of students of adult age at NDNU are working professionals who enroll in a less than full-time status. For this reason, NDNU merit and need-based grants and scholarships are generally not available for the adult student. Some forms of need-based gift aid are, however, available to credential students and to evening and part-time undergraduates.

Evening and Part-time Undergraduate Students

Students pursuing a first bachelor's degree are eligible for federal Pell Grants and State of California Cal Grants if they demonstrate eligibility. These students are also eligible for Federal Direct Loans for undergraduate students.

Credential Students

Students intending to earn a post baccalaureate teaching credential are eligible for Federal Pell Grants, TEACH Grants, and Federal Direct Loans at the undergraduate borrowing level.

Graduate Students

The only federal grants available to graduate students are TEACH Grants for those students pursuing a teaching degree and who are willing to complete the specific requirements for this grant. Federal Direct Loans at the graduate borrowing level are available for all qualifying students who submit the FAFSA. Federal Graduate PLUS loans are also available to graduate students.

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, 1 character activity component (if applicable), 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

College of Arts and Sciences

ART	Art
BIO	Biology
CHE	Chemistry
CIS	Computer and Information Sciences
CUL	Culture and Language
DAN	Dance
EIS	English for International Students
ENG	English
FRE	French
HSC	Health Sciences
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

SOC	Sociology
SPA	Spanish
THE	Theatre Arts

School of Business and Management

ACC	Accounting
BUS	Business
COM	Communications
HSP	Human Services

School of Education and Psychology

CPY	Clinical Psychology
DAT	Art Therapy Psychology Ph.D.
EDU	Education
GER	Gerontology
GPY	Art Therapy Psychology Master's
TSL	Teaching English to Speakers of Other Languages

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

Activity Component

If applicable, the one-character code following designates what type of activity is associated with the course.

C	Community Engagement
L	Lab
W	Writing-Intensive

Academic Units

Each semester unit (credit) represents 15 hours of instructional contact hours and additional study hours appropriate to the course level, as defined below.

Quantification of a Unit of Credit

NDNU courses meet for the designated number of hours and offer an opportunity to prepare, to study, and to cogitate for enough 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" (C) 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 Office of the Registrar.

Noncredit Study

Noncredit study is not transcribed by the Office of the Registrar.

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-veteran-students/> for current information or e-mail the Veterans' Coordinator, Mary Vice, in the Office of the Registrar at 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.

Official Transcripts

Students may obtain official transcripts of credit work at Notre Dame de Namur University. Transcripts can be ordered in person at the Office of the Registrar with a

written request or online through the National Student Clearinghouse's website. Please allow three to 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 or disciplinary 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 two months after verification for receipt of diploma.

Diplomas show the degree earned and the date conferred. The month posted on the diploma corresponds to 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. Multiple majors in more than one degree do not yield two degrees; the degree is determined by the primary major.

Academic honors are not awarded at the graduate level.

Certificates

To receive a certificate earned at NDNU, students must complete an Application for NDNU Certificate form and return it to the Office of the Registrar 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: Institutional, GE, and Program

NDNU has developed learning outcomes at three levels:

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

Undergraduate Institutional Learning Outcomes and General Education outcomes are described in this section

while program level learning outcomes are given with the program descriptions later in the Catalog. Graduate Institutional Learning Outcomes are under development.

Undergraduate Institutional Learning Outcomes

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

Written Communication (ILO-1)

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

Oral Communication (ILO-2)

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 (ILO-3)

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 relative criteria and standards
- Communicate effectively with others in determining solutions to complex problems

Quantitative Reasoning (ILO-4)

Upon graduation from NDNU, students will be able to:

- Translate written phrases and real-life situations into fractions, decimals, percents, algebraic expressions, simple equations, inequalities, diagrams, graphs, charts, geometric representations or other mathematical models as appropriate (Representation)
- Accurately use arithmetical, algebraic, geometric, and statistical methods and appropriate technology to analyze and solve practical problems. (Calculation/Reasoning)
- Reason precisely and logically with mathematical ideas. Understand and use abstract concepts and reasoning (Calculation/Reasoning)
- Interpret mathematical models such as formulas, algorithms, graphs, tables, and schematics and draw inferences and construct deductive arguments from them (Interpretation/Communication)
- Organize and communicate mathematical information symbolically, visually, numerically, and verbally (Interpretation/Communication)
- Analyze and discuss the underlying assumptions and limitations of simple mathematical statements and models (Assumptions)

- Critique the assumptions of a completed study or appropriately state the assumptions of a proposed study based on estimation, data-analysis, and modeling (Assumptions)
- Make judgments about and draw appropriate conclusions from a study based on quantitative analysis of data, modeling, or estimation (Application/Analysis)

Mission, Values, and Engagement (ILO-5)

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 out-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

Information Literacy (ILO-6)

- Students will be able to integrate and synthesize information effectively to accomplish a specific purpose
- Students will be able to access and use informational ethically and legally

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 Seminar

The Freshman 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 (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 Arts, Liberal Studies, Political Science, Psychology, and Sociology
- The Bachelor of Fine Arts degree in Art and Musical Performance
- The Bachelor of Science degree in Accounting, Biological Sciences, Business Administration, Computer and Information Science, Health Sciences, 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 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.

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 Arts are offered in six seven-week terms in the Fall, Spring, and Summer.

Only students accepted into one of the Evening Programs may enroll in seven-week accelerated courses; however, Evening Program students may also 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, Social Justice Studies and Women Studies.

Definition of Concentration

At the undergraduate level, a concentration is defined as a structured program of study within a major consisting of elective courses that are concentration-specific (i.e., courses specifically and by title related to the topic of the concentration) and sufficiently structured and formalized to merit placement on a student's transcript. In undergraduate majors, a concentration requires a minimum of 12 upper-division units.

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 BACHELORS 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 (p. 21) 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.

GENERAL EDUCATION REQUIREMENTS

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

Summary

Foundations Requirements

Freshman Seminar - IDS 1300 (p. 206) (For traditional aged students entering day undergraduate programs with 12 or fewer transfer units)	3
Lower-Division Writing	3
World History/History (The History Section B requirement may be satisfied with an approved general history transfer course.)	6
Mathematics	3
Modern Language (for BA, BFA) or Culture and Language (for BS)	6

Upper-Division Writing	3
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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 from Computational Sciences for all students	3

Creative Arts

Literature (The ENG 1036 - Literary Engagements requirement may be satisfied with an approved transfer course.)	3
Visual and Performing Arts	3
Additional course from either of the above disciplines 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 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 SEMINAR (3 UNITS)

Freshman Seminar	
IDS 1300 Freshman Seminar	3

Students in evening programs, students matriculating with more than 12 units, and nontraditional age students need not satisfy this requirement. Students who transfer 12 or more units of Advanced Placement and or International Baccalaureate coursework are not eligible for an exemption to this requirement.

LOWER-DIVISION WRITING (3 UNITS)

Lower Division Writing

ENG 1030 First Year Composition 3

Transfer students with 30 units or more and nontraditional age students may substitute for ENG 1030 an equivalent course in freshman composition from another institution or an additional upper-division writing course at NDNU.

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

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 one or both of the Lower-Division Writing and Creative Arts - Literature requirements.

WORLD HISTORY (6 UNITS)

At least 3 of the 6 units must be in World History.

First-time Freshmen: Students entering with no college credit at the time of matriculation to NDNU may fulfill this requirement by taking and passing HST 1000 and HST 1010. **Restriction:** Students who have received three units of AP credit for World History may take any Section B course other than HST 1000, HST 1010, HST 2000, HST 2010 or HST 2020 to satisfy the remainder of the World History requirement.

Transfer Students: Students entering with college credit at the time of matriculation to NDNU may transfer a World History course to satisfy the Section A or Section B requirement; or may take an approved general history course to satisfy the Section B requirement. A course in Western Civilization does not have sufficient global content to satisfy World History Section A or B, and will transfer for general elective credit only.

Section A: Three units of World History

To fulfill this section of the requirement, students may take any NDNU course from the following list:

HST 1000	World History I	3
HST 1010	World History II	3
HST 2000	World History I	3
HST 2010	World History II	3

HST 2020	World History	3
HST 2100	History of Western Culture	3
HST 2110	History of Political and Social Thought	3
HST 2120	Modern Western Thought	3
HST 2410	Modern Times	3

Section B: Three additional units of World History or Area Studies

This part 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, subject to the restrictions above:

PSC 2130	Latin American Area Studies	3
PSC 2140	African Area Studies	3
PSC 2150	Asian Area Studies	3
PSC 2160	Middle East Area Studies	3
PSC 2330	Gender and the Law	3

MATHEMATICS (3 UNITS)

Students may choose from one of the following options

MTH 1105	Math and Life	3
MTH 1111	Statistical Concepts	3
MTH 1216	Pre-Calculus With Trigonometry	4
MTH 1320	Calculus I	4
MTH 1321	Calculus II	4
MTH 1322	Applied Calculus	4
MTH 2330	Multivariable Calculus	4
MTH 2419	Discrete Mathematics	4
MTH 2450	Linear Algebra	4
MTH 2502	Statistics	3
MTH 2522	Probability and Statistics	4
MTH 2606	Math for Elementary Teachers I	3

All courses that fulfill the requirement assume mathematics placement at Level 1 or higher. Per Policies for Awarding Transfer Credit (p. 24), to satisfy the Mathematics GE Foundations requirement, transferable courses that are not covered by current articulation agreements must be approved by the Mathematics Department.

MODERN LANGUAGE (6 UNITS AT NDNU OR A PLACEMENT TEST SCORE OF 3, WHICH IS EQUAL TO LEVEL 2 PROFICIENCY)

At entrance, BA/BFA students may be tested for proficiency and placed at a skill level commensurate with prior experience in the language, unless eligible for exemption. (See exemption list below*.)

Two courses from another institution equivalent to the academic content of two NDNU courses of the same language will also satisfy the Modern Language

requirement, provided that the courses appear on an NDNU articulation agreement or are otherwise approved by the Modern Languages department chair.

Note: Many community colleges are offering full-semester courses that cover only half of the academic content of NDNU language courses, requiring **four** of these half-semester-equivalent courses to meet the NDNU two-semester course requirement.

Note: For colleges on the quarter system, **three** (3) quarter courses are equivalent to two semester-equivalent courses to meet the requirement.

Students who place into the first semester of language study at NDNU are required to take the equivalent of two NDNU semester courses, mastering proficiency level 2.

These students may choose any two courses in the same language from this list:

FRE 1001	Basic Practical French I	3
FRE 1008	Basic Practical French II	3
ITA 1001	Introduction to Italian I	3
ITA 1008	Introduction to Italian II	3
LAT 1001	Introduction to Latin I	3
LAT 1008	Introduction to Latin II	3
SPA 1001	Introduction to Spanish I	3
SPA 1008	Introduction to Spanish II	3

****Students who place into and pass any one of the following second-semester (or higher) NDNU language courses are considered to have satisfied the Modern Language requirement.**

FRE 1008	Basic Practical French II	3
FRE 1016	Intermediate Conversation I	3
FRE 1024	Intermediate Conversation II	3
FRE 2100	Advanced Conversation I	1-3
FRE 2108	Advanced Conversation II	1-3
FRE 2116	Pronunciation in Cultural Context	1-3
FRE 2124	French Society in Texts and Films	3
FRE 2126	French Culture and Gastronomy	3
FRE 2128	Litterature de Jeunesse	3
FRE 2132	The French Today	1-3
FRE 2134	Introduction to French Civilization	3
FRE 2140	Women in French Literature	3
FRE 2886	Special Topics in French	1-3
ITA 1008	Introduction to Italian II	3
LAT 1008	Introduction to Latin II	3
SPA 1008	Introduction to Spanish II	3
SPA 1016	Intermediate Spanish I	3
SPA 1024	Intermediate Spanish II	3
SPA 2106	Spanish Conversation Through Theatre	3
SPA 2108	Advanced Spanish: La herencia cultural de latinoamérica	3

SPA 2124	Spanish for a Bilingual World: Community Service and Business	3
SPA 2125	Spanish for the Professions	3
SPA 2134	Reel Latin America: A Continent through Film	3
SPA 2135	Introduccion a la literatura latinoamericana	3
SPA 2136	Literature and Film of the Spanish-Speaking World	3

CULTURE AND LANGUAGE (6 UNITS)

BS students may choose from the following options:

1. Two courses of the same Modern Language equivalent to two semesters at NDNU. See requirements for BA/BFA students;
2. Two Culture and Language courses at NDNU from the following list;
3. One Modern Language course equivalent to a semester course at NDNU and one course from the following list of Culture and Language courses.

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.

Students may choose from one of the following options

CUL 2100	Introduction to French Literature in Film	3
CUL 2108	French Cinema, Culture, and Language	3
CUL 2124	Modern France: Culture and Language	3
CUL 2135	Business Culture of France vs. US	3
CUL 2140	Business French II	3
CUL 2150	Social Justice in French Literature and Culture	3
CUL 2200	Mexico: Politics, Culture, and Language	3
CUL 2208	Central America: Politics, Culture, and Language	3
CUL 2216	Andean Nations: Politics, Culture, Language	3
CUL 2224	Indigenous Cultures of Latin America	3
CUL 2232	Latino/Hispanic Experience in USA	3
CUL 2240	Mexican-American Literature, Language, and Film	3
CUL 2248	Culture and Language of Latin America Thru Film	3
CUL 2250	Literature of Latin America	3
CUL 2308	Intercultural Cinema	3

CUL 2316	Cultural Heritage and Language of China	3
CUL 2400	African Cinema, Culture, Language	3
CUL 2500	Service Learning: Spanish Community Service Project	1-3
CUL 2886	Special Topics in Culture and Language	3
HST 2200	History, Culture, and Language of France I	3
HST 2210	History, Culture, and Language of France II	3

*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 (for information on specific CLEP exams, visit <http://www.ndnu.edu/academics/clep-credits/>)
- Transfer in a course equivalent to a second-semester NDNU course of a language with a C (*2.0) or higher

UPPER-DIVISION WRITING REQUIREMENT (3 UNITS)

All students must complete 3 upper-division units in writing (in addition to the Lower-Division 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:

Writing-intensive courses are identified by a "W" suffix and include the courses below. Each of these courses satisfies 1 unit of the upper-division writing requirement.

BUS 2116 W	Economic Development of Less Developed Countries	3
BUS 2335 W	International Business	3
BUS 2980 W	Business Policies/Strategies	3
PSY 2109 W	Research Methods	4
PSY 2157 W	Abnormal Psychology	4
PSY 2180 W	History and Systems of Psychology	4

By taking units in:

ENG 2000	Writing Center	1
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By taking one of the following upper-division courses in writing:

ART 2278	Writing About Art	3
BUS 2006	Contemporary Professional Writing	3
COM 2440	Writing for the Media	3
ENG 2010	Writing in the Disciplines	3
ENG 2108	Advanced Writing	3
HSP 2206	Professional Writing	3
HSP 2233	Grant Writing	3
NSC 2432	Writing for the Sciences	3

FULFILLING THE THEMATIC CURRICULUM REQUIREMENTS:

SOCIAL AND PERSONAL RESPONSIBILITY

Philosophy (3 units)

PHL 1001	Introduction to Philosophy	3
PHL 1100	Ancient Philosophy	3
PHL 1105	Modern Philosophy	3
PHL 1110	Nineteenth Century Philosophy	3
PHL 1200	Moral Problems	3
PHL 1205 C	Law, Morality, Society	3
PHL 1215	Theories of the Good Life	3
PHL 1405	Philosophy of Mind	3
PHL 2100	Ancient Philosophy	3
PHL 2105	Modern Philosophy	3
PHL 2110	Nineteenth Century Philosophy	3
PHL 2115	Asian Philosophies	3
PHL 2200	Moral Problems	3
PHL 2205	Law, Morality, and Society	3
PHL 2210	Political and Social Philosophy	3
PHL 2215	Theories of the Good Life	3
PHL 2220	Philosophy and the Environment	3
PHL 2235	Bioethics	3
PHL 2301	Logic	3

PHL 2400	Philosophy of Science	3
PHL 2405	Philosophy of Mind	3
PHL 2410	Women and Philosophy	3
PHL 2415	Philosophy of Religion	3
PHL 2420	Philosophy of Love	3
PHL 2425	Ethics of Emerging Technologies	3

Religious Studies (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.

ART 2225	Art History: Medieval	3
ART 2230	Art History: Art and Religion of the Far East	3
COM 2416	The Holocaust	3
HST 2430	Islam and the West	3
PHL 2415	Philosophy of Religion	3
REL 1000	Introduction to the Old Testament	3
REL 1005	Introduction to the New Testament	3
REL 1105	Jesus and the Gospels	3
REL 1215	World Christianity	3
REL 1250	Religions of the World	3
REL 1300	Church/Sacraments	3
REL 1400	Challenged by Christian Ethics	3
REL 1405	The Christian in Society	3
REL 1620	Way of the Earth	3
REL 2100	Jesus of History/Christ of Faith	3
REL 2110	The Study of the Gospel of Mark	3
REL 2120	Study of Gospel of Luke and Acts	3
REL 2130	John: The Gospels and Letters	3
REL 2140	The Pauline Letters	3
REL 2145	Mystical Experience in the Religions of the Book	3
REL 2210	Reel Religion: Christianity in Film	3
REL 2250	Religions of the World	3
REL 2255 C	Social Justice in the World Religions	4
REL 2260	Islam: Faith and Practice	3
REL 2265	Buddhist Traditions	3
REL 2270	The Catholic Imagination	3
REL 2280	African and Afro-Diasporic Religion	3
REL 2310	Religion and Technology	3
REL 2425 C	Theologies of Liberation	3
REL 2430	Developments in Gender and Sexuality in Christianity	3
REL 2435	All You Need is Love: The Spiritual and Social Implications of Love	3
REL 2600	Voices in Christian Spirituality	3
REL 2605	Women's Spirituality	3
REL 2610	Early Christianities and Feminist Critique	3

REL 2620	Way of the Earth	3
REL 2625	Religious Communes in the United States	3

THE INDIVIDUAL, SOCIETY, AND THE ENVIRONMENT

Natural and Physical Sciences (3 units)

BIO 1004	Human Biology	3
BIO 1009	Introduction to Biology	3
BIO 2108	Contemporary Environmental Issues	3
BIO 2124	Forensic Science	4
BIO 2138 C	Environmental Toxicology	3
BIO 2138 L	Environmental Toxicology Lab	1
CHE 1202	General Chemistry I	3
HSC 1002	Microbes and Diseases	3
KIN 2110	Wellness and Stress Management	3
NSC 1012	Introduction to Nutrition	3
NSC 2012	Introduction to Nutrition	3
PHY 2000 C	Science in Action	4

Please note that BIO 2138 C and BIO 2138 L must be taken together in order to receive credit for Natural and Physical Sciences.

Social and Behavioral Sciences (3 units)

BUS 1100	Macroeconomics	3
BUS 1108	Microeconomics	3
BUS 1200	Personal Financial Planning	3
HST 2110	History of Political and Social Thought	3
HST 2120	Modern Western Thought	3
HST 2230	Europe Since World War II	3
HST 2300	American History: 1607-1877	3
HST 2310	American History: 1877-Present	3
HST 2320	Modern America: 1932 to Present	3
HST 2330	History and Politics of the Civil Rights Movement in the United States	3
HST 2340	America's Ethnic History	3
HST 2350	California History	3
HST 2400	Novels as History	3
HST 2410	Modern Times	3
HST 2420	History and Politics in Films	3
HST 2430	Islam and the West	3
HST 2440 C	Environmental History/Environmental Justice	4
HST 2450	Food: Substance and Symbol	3
PSC 1000	Introduction to American Government	3
PSC 1100	Introduction to Comparative Government	3
PSC 2100	Introduction to Comparative Government	3

PSC 2110	International Relations	3
PSC 2120	World Geography	3
PSC 2130	Latin American Area Studies	3
PSC 2140	African Area Studies	3
PSC 2150	Asian Area Studies	3
PSC 2160	Middle East Area Studies	3
PSC 2301 C	State and Local Government	4
PSC 2310	Parties, Politics, and Campaigning	3
PSC 2320	The Constitution	3
PSC 2330	Gender and the Law	3
PSY 1001	Introduction to Psychology	3
PSY 2101	Personality Theory	3
PSY 2133	Social Psychology	3
PSY 2141	Developmental Psychology	3
PSY 2149 C	Developmental Psychology in the Classroom and Community	4
PSY 2150	Lifespan Development	3
PSY 2157	Abnormal Psychology	3
PSY 2157 W	Abnormal Psychology	4
PSY 2201	Counseling and Psychotherapy	3
PSY 2217	Conflict Resolution	3
PSY 2233	Jungian Psychology	3
PSY 2309 C	Community Psychology	4
PSY 2409	Building Community Thru Diversity	1
PSY 2701	Human Sexuality	3
PSY 2717	Psychoanalysis, Shakespeare, and Gender	3
SOC 1001	Introduction to Sociology	3
SOC 1009	Cultural Anthropology	3
SOC 2301	The Family	3
SOC 2309	Criminology	3
SOC 2317	Deviant Behavior	3
SOC 2345	The Color of Crime: Race and Criminal Justice	3
SOC 2349	Youth, Crime, and Society	3
SOC 2417	Interpersonal/Intercultural Communication	3
SOC 2750	Social Change: Advocacy and Activism	1

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

MTH 2419	Discrete Mathematics	4
MTH 2450	Linear Algebra	4
MTH 2522	Probability and Statistics	4
MTH 2606	Math for Elementary Teachers I	3

CREATIVE ARTS

Literature (3 units)

First-time Freshmen: Students entering as freshmen with no college credit at the time of matriculation to NDNU fulfill this requirement by taking and passing ENG 1036.

Transfer Students: Students entering with college credit at the time of matriculation to NDNU, and nontraditional age students, may satisfy this requirement with an approved transfer course.

ENG 1036	Literary Engagements	3
ENG 1040	Classics of World Literature I	3
ENG 1041	Classics of World Literature II	3
ENG 2200	Survey of American Literature I	3
ENG 2201	Survey of American Literature II	3
ENG 2220	American Literature Movements: Jazz Age	1
ENG 2222	American Literature Movements: Harlem Renaissance	1
ENG 2224	American Literature Movements: Beat Poets	1
ENG 2248	Great American Writers: Hawthorne	1
ENG 2252	Great American Writers: Melville	1
ENG 2256	Great American Writers: Twain	1
ENG 2260	Great American Writers: Hemingway	1
ENG 2264	Great American Writers: Faulkner	1
ENG 2268	Great American Writers: Morrison	1
ENG 2270	Great American Writers: Poe	1
ENG 2272	Great American Writers: Dickinson	1
ENG 2274	Great American Writers: Wharton	1
ENG 2400	British Literature: Myth, Epic, Romance	3
ENG 2403	British Literature: The Age of Elizabeth	3
ENG 2408	British Literature: Enlightenment and Revolution	3
ENG 2412	British Literature: Modernism and Postmodernism	3
ENG 2544	Shakespeare	3
ENG 2545	Shakespeare in Ashland	1-3
ENG 2600	Women's Literature	3
ENG 2604	African-American Literature	3
ENG 2608	Asian-American Literature	1
ENG 2612	Latino Literature	1
ENG 2616	Native American Literature	1
ENG 2620	Co-opting the Colonial Voice	3
ENG 2624	Children's Literature	3
ENG 2632	Graphic Novels and Manga	3
ENG 2636	Mythology of Superheroes	3
ENG 2643	Anime and Animation	3

ENG 2645	Literature and Film	3
ENG 2646	Detective Fiction	3
ENG 2647	Poetry of Rock	3
ENG 2650	Modern Poetry	3
ENG 2656	Literary Theory	3
ENG 2810	Shakespeare in Oxford	3
ENG 2997	Senior Seminar	3
PSY 2717	Psychoanalysis, Shakespeare, and Gender	3

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 one or both of the Lower-Division Writing and Creative Arts - Literature requirements.

Visual and Performing Arts (3 units)

ART 1001	Drawing I	3
ART 1010	Drawing with Illustrator	3
ART 1018	Life Drawing I	3
ART 1101	Two-Dimensional Design	3
ART 1109	Color Design	3
ART 1118	Three-Dimensional Design	3
ART 1127	Advanced Design	3
ART 1201	Art Through Time: Art History Survey	3
ART 2201	Art History: Modern Art	3
ART 2205	Art History: Art of the Americas	3
ART 2210	Art History: Art in Business and Industry	3
ART 2215	Art History: Contemporary Art Since 1945	3
ART 2220	Art History: Post-Modern World in Art	3
ART 2225	Art History: Medieval	3
ART 2230	Art History: Art and Religion of the Far East	3
ART 2301	Representational Painting	3
ART 2305	Projects in Painting	3
ART 2310	Outdoor Painting	3
ART 2401	Media Graphics: Graphic Design	3
ART 2405	Media Graphics: Layout and Typography	3
ART 2410	Media Graphics: Production Techniques	3
ART 2415	Elements of Web Design-Photoshop	3
ART 2501	Printmaking: Etching	3
ART 2505	Printmaking: Multimedia Workshop	3
ART 2601	Techniques in Water-based Painting	3
ART 2605	Art Education Concepts	3

ART 2615	Sculpture I	3
ART 2625	Photography I	3
ART 2635	Gallery Techniques	1-3
ART 2635 C	Gallery Techniques	3
DAN 1045	Dance Technique I	1
DAN 2045	Dance Technique I	1
MUS 1200	Music Theory I	3
MUS 1310	Creative Arts Experience	3
MUS 1600	Individual Instruction: Voice	1-4
MUS 1605	Individual Instruction: Piano	0.50-4
MUS 1610	Individual Instruction: Instrument	1-4
MUS 2310	Creative Arts Experience	3
MUS 2600	Individual Instruction: Voice	1-4
MUS 2605	Individual Instruction: Piano	1-4
MUS 2610	Individual Instruction: Instrument	1-4
THE 1000	Introduction to the Theatre	3
THE 1005	Oral Interpretation and Communication of Literature	3
THE 1015	Beginning Acting	3
THE 1030	Theatre Production and Stagecraft II	3
THE 1055	Scenic Design and Model-Building	3
THE 1059 C	Introduction to Arts Management	3
THE 2123	Costume Development and Design	3
THE 2125	Theatre Production and Stagecraft I	3
THE 2135 W	Development of Drama and Theatre to 1600	4
THE 2140 W	Development of Drama and Theatre from 1600 to 1800	4
THE 2145 W	Development of Drama and Theatre From 1800 to Present	4
THE 2150	Directing	3
THE 2159 C	Introduction to Arts Management	3

Note: ART 2635, DAN 1045, DAN 2045, MUS 1600, MUS 1605, MUS 2310, MUS 2600, and MUS 2605: Qualifies when 3 units of this course are taken within a four-semester sequence. MUS 1610 and MUS 2610: Qualifies when 3 units of the same instrument are taken within a four-semester sequence.

One additional Literature or Visual and Performing Arts course (3 units)

Day students only

COMMUNITY ENGAGEMENT (CE) (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 Freshman 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. Any course fulfilling this requirement has a "C" at the end of the course number. 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.*

Students may choose one of the following courses

ACC 2986 C	Special Topics in Accounting	3
ACC 2990 C	Accounting Internship	3
ART 2635 C	Gallery Techniques	3
BIO 2138 C	Environmental Toxicology	3
BUS 1300 C	Community-Based Research and Statistical Analysis	3
BUS 2305 C	Community-Based Research and Statistical Analysis	3
BUS 2990 C	Business Internship	3
COM 2990 C	Internship	3
EDU 2007 C	Introduction to Education Practicum	3
ENG 2700 C	Empowered Voices	4
ENG 2990 C	Internship	3
HST 2440 C	Environmental History/Environmental Justice	4
NSC 2024 C	Food and Politics	4
NSC 2086 C	Special Topics in Natural Science	3-4
PHL 1205 C	Law, Morality, Society	3
PHY 2000 C	Science in Action	4
PSC 2301 C	State and Local Government	4
PSY 2118 C	Neuropsychology	4
PSY 2149 C	Developmental Psychology in the Classroom and Community	4
PSY 2309 C	Community Psychology	4
PSY 2886 C	Special Topics in Psychology	4
REL 2255 C	Social Justice in the World Religions	4
REL 2425 C	Theologies of Liberation	3
THE 1059 C	Introduction to Arts Management	3
THE 2159 C	Introduction to Arts Management	3

BIO 2138 C: with lab component BIO 2138 L

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). 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:

ART 2205	Art History: Art of the Americas	3
ART 2230	Art History: Art and Religion of the Far East	3
BUS 2016	Change and Conflict Management: Theory and Practice	3
BUS 2024	Comparative International Management	3
BUS 2040	Women in Management	3
BUS 2116	Economic Development of Less-Developed Countries	3
BUS 2116 W	Economic Development of Less-Developed Countries	3
BUS 2332	International Marketing	3
BUS 2335	International Business	3
BUS 2335 W	International Business	3
COM 2416	The Holocaust	3
CUL 2140	Business French II	3
CUL 2150	Social Justice in French Literature and Culture	3
CUL 2200	Mexico: Politics, Culture, and Language	3
CUL 2208	Central America: Politics, Culture, and Language	3
CUL 2216	Andean Nations: Politics, Culture, and Language	3
CUL 2224	Indigenous Cultures of Latin America	3
CUL 2232	Latino/Hispanic Experience in USA	3

CUL 2400	African Cinema, Culture, Language	3	PSY 2409	Building Community Thru Diversity	1
CUL 2500	Service Learning: Spanish Community Service Project	1-3	PSY 2717	Psychoanalysis, Shakespeare, and Gender	3
ENG 2222	American Literature Movements: Harlem Renaissance	1	REL 1215	World Christianity	3
ENG 2268	Great American Writers: Morrison	1	REL 1250	Religions of the World	3
ENG 2272	Great American Writers: Dickinson	1	REL 1620	Way of the Earth	3
ENG 2274	Great American Writers: Wharton	1	REL 2250	Religions of the World	3
ENG 2600	Women's Literature	3	REL 2255 C	Social Justice in the World Religions	4
ENG 2604	African-American Literature	3	REL 2260	Islam: Faith and Practice	3
ENG 2608	Asian-American Literature	1	REL 2265	Buddhist Traditions	3
ENG 2612	Latino Literature	1	REL 2280	African and Afro-Diasporic Religion	3
ENG 2616	Native American Literature	1	REL 2425 C	Theologies of Liberation	3
ENG 2620	Co-opting the Colonial Voice	3	REL 2430	Developments in Gender and Sexuality in Christianity	3
ENG 2632	Graphic Novels and Manga	3	REL 2605	Women's Spirituality	3
ENG 2636	Mythology of Superheroes	3	REL 2620	Way of the Earth	3
ENG 2642	History of World Cinema	3	SOC 1009	Cultural Anthropology	3
ENG 2643	Anime and Animation	3	SOC 2301	The Family	3
ENG 2645	Literature and Film	3	SOC 2345	The Color of Crime: Race and Criminal Justice	3
FRE 2140	Women in French Literature	3	SOC 2401	Race and Ethnicity	3
HSC 2810	Multicultural Issues in Health Care	3	SOC 2417	Interpersonal/Intercultural Communication	3
HSP 2209	Human Services	3	SOC 2425	Cultures, Communities, Criminality	3
HSP 2248	Managing Cultural Diversity	3	SOC 2433	Cross-Cultures and Subcultures	3
HST 2330	History and Politics of the Civil Rights Movement in the United States	3	SOC 2725	Social Problems	4
HST 2340	America's Ethnic History	3	SPA 2108	Advanced Spanish: La herencia cultural de latinoamérica	3
HST 2430	Islam and the West	3	SPA 2136	Literature and Film of the Spanish- Speaking World	3
HST 2460	Twentieth Century Global Women's History	3	THE 1052	Multicultural Perspectives in American Theatre	3
MUS 1320	World Music	3	THE 2052	Multicultural Perspectives in American Theatre	3
MUS 2320	World Music	3			
NSC 1001	Science and Technology in Developing Countries	3			
NSC 1003	Revolutionary Women and Minorities in Science	3			
NSC 1018	Nutrition and Health in Developing Countries	3			
NSC 2001	Science and Technology in Developing Countries	3			
NSC 2003	Revolutionary Women and Minorities in Science	3			
NSC 2018	Nutrition and Health in Developing Countries	3			
PHL 2115	Asian Philosophies	3			
PHL 2410	Women and Philosophy	3			
PSC 2120	World Geography	3			
PSC 2130	Latin American Area Studies	3			
PSC 2140	African Area Studies	3			
PSC 2150	Asian Area Studies	3			
PSC 2160	Middle East Area Studies	3			
PSC 2162	Model Arab League I	3			

Undergraduate Policies and Procedures

Full-time Status

An undergraduate student carrying a load of 12 or more units in a semester is considered to be full-time.

Registration

Information and instructions concerning registration are distributed by the Office of the Registrar. 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 Office of 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 Standing

Determination of Academic Standing

Academic standing is determined at the end of each semester based on the student's cumulative GPA. If a student does not meet the minimum 2.0 cumulative GPA requirement, academic standing at the end of the previous semester is considered to determine the next step. Every student begins in Good Academic Standing. Each student remains in Good Academic Standing unless the student is placed on Academic Probation or becomes subject to Academic Disqualification.

Academic Warning

An undergraduate student is placed on Academic Warning if the student's cumulative GPA is less than 2.0. The Academic Warning status is not noted on the transcript. Students who are on Academic Warning are considered to be in Good Academic Standing.

Academic Probation

A student is placed on Academic Probation if their cumulative GPA is between 2.0 and 2.0. Academic Probation is noted on the transcript. Students on Academic Probation are not considered to be in Good Academic Standing.

Academic Disqualification

A student on Academic Warning is subject to Academic Disqualification if their cumulative GPA is less than 1.0.

A student on Academic Probation is subject to Academic Disqualification if their cumulative GPA is less than 2.0.

A student who is academically disqualified may not register for courses.

Academic Warning	Academic Probation	Academic Disqualification
Student is not already on	Student is on Academic	Student is on Academic

Academic Warning or Probation and the cumulative GPA is less than 2.0.

Warning and the cumulative GPA is between 1.0 and 2.0.

Probation and the cumulative GPA is less than 2.0 OR Student is on Academic Warning and the cumulative GPA is less than 1.0.

Note: A student may also be subject to Academic Disqualification if special conditions of admittance, as outlined in the acceptance letter, are not met.

Appeals

A student may appeal his/her disqualification and petition for immediate reinstatement. Such an appeal must be made in writing within the time limit indicated on the disqualification letter and must have the support of the student's Academic Advisor. The appeal letter should be directed to the Registrar. A decision on the appeal with either:

1. Reinstatement the student on Continued Academic Probation; or
2. Deny the petition and allow the disqualification to stand.

Reinstatement After Disqualification

A disqualified student may be reinstated upon successful completion of 12 transferable credits at a minimum GPA of 2.0 or above. The student may apply to resume studies at NDNU by supplying an official transcript of this post-disqualification course work and a written request for reinstatement to the Office of the Registrar. The appropriate Dean will decide on reinstatement in consultation with an Academic Advisor for the student's major. A student who is reinstated under this policy returns on Academic Warning and follows the current Academic Standing Policy. A student who is disqualified after reinstatement does not have the possibility of reinstatement.

<p>Student is not already on Academic Warning or Probation and the cumulative GPA is less than 2.0.</p>	<p>Student is on Academic Warning and the cumulative GPA is between 1.0 and 2.0.</p>	<p>Student is on Academic Probation and the cumulative GPA is less than 2.0</p> <p style="text-align: center;"><u>OR</u></p> <p>Student is on Academic Warning and the cumulative GPA is less than 1.0.</p>
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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 Office of the Registrar.

Academic Warning

Student is not already on Academic Warning or Probation and the cumulative GPA is less than 2.0.

Academic Probation

Student is on Academic Warning and the cumulative GPA is between 1.0 and 2.0.

Academic Disqualification

Student is on Academic Probation and the cumulative GPA is less than 2.0

OR

Student is on Academic Warning and the cumulative GPA is less than 1.0.

Academic Warning

Academic Probation

Academic Disqualification

4. A student requesting more than 3 units overload must petition the Office of the Registrar.
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 Office of the Registrar, 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 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: MUS 1050, MUS 1070, MUS 2050, MUS 2070, THE 1060 L, THE 1065 L, THE 1070 L, THE 1075 L, THE 1076 L, THE 2160 L, THE 2165 L, THE 2170 L, THE 2175 L, THE 2176 L
- Physical Education: All PED courses
- Publications: COM 1456 L, COM 2456 L, ENG 1008, ENG 2008

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. A course challenge cannot be used to repeat a 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 Office of the Registrar. The completed and approved form must be submitted at least two weeks before the anticipated examination date. A per unit fee of \$120 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.

Unclassified Graduate Credit

Seniors are eligible to take up to six graduate units of coursework. The graduate units are not counted toward the 124 units required for the baccalaureate degree but are included in the undergraduate cumulative totals and cumulative GPA. Permission of the Program Director is required prior to registration.

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 Graduate Degree Programs

Programs

Business	Business Administration (MBA)
Business	Public Administration (MPA)
Human Services	Clinical Psychology
Human Services	Business Administration (MBA)
Human Services	Public Administration (MPA)
Liberal Studies	Credential Program and/or Education (MA)
Liberal Studies	Business Administration (MBA)
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 master's program.

Adding, Dropping, and Withdrawing from Courses

Course Registration:

Adding and Dropping Undergraduate Courses

Students may add and drop themselves from classes online prior to the start of the semester. After the first day of the term, add/drop or withdrawal paperwork with appropriate signatures obtained must be submitted to the Office of the Registrar before the applicable deadline, during normal Monday through Friday business hours.

Withdrawal Period

After the drop deadline, a student may withdraw from a course up to the deadline for the course (see below). Such withdrawal requires the approval of the Financial Aid Office, the student's academic advisor, the International Student Advisor in the case of international students, and the Office of the Registrar. Withdrawal from a course after

the drop period 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.

Deadlines for course add/drop/withdrawal

15-week (full semester) and 7-week (intensive) courses have specific add, drop and course withdrawal deadlines. Please refer to the Academic Calendar for these dates within a given semester.

Short-term (less than seven weeks) and weekend courses must be added or dropped prior to the start date. Students may withdraw from a short-term course prior to the last meeting date. Withdrawal from a single-day course is not permitted.

Courses of Other Duration

For courses which do not fall under the above categories, contact the Office of the Registrar for information on add, drop, and withdrawal deadlines. Students may add and drop themselves from classes online prior to the start of the semester. After the first day of the term, add/drop or withdrawal paperwork must be submitted to the Office of the Registrar before the applicable deadline, during normal Monday through Friday business hours.

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 Office of the Registrar. 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 Office of the Registrar.

Refund Policy

For the NDNU refund policies and restrictions, see Payments and Policies (p. 18) 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. A Course Challenge may not be used to repeat a course.

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 Office of the Registrar.

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 Office of the Registrar.

The student's primary major determines the type of degree that is awarded.

Grading System

Grade Scale

Notre Dame de Namur University determines the undergraduate 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 Office of the Registrar. 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 Office of 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 Office of the Registrar. 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 Office of the Registrar. Full supporting documentation must accompany the petition, including instructor signature. A grade may not be changed as a result of re-evaluation of a student's work or submission of additional work.

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).

Course Substitution Policy

A transferable course taken at another institution (or at NDNU in extenuating circumstances over which the student has no control) may be substituted for a required course in an NDNU undergraduate program, if the content and learning outcomes of the course proposed for substitution align with the content and learning outcomes of the program. Such substitutions must be appropriately documented.

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, 173 (computer-based total), or 500 (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 Admissions (p. 21) for specific agreements with partner schools. These international students will still be required to take NDNU's English as a Second Language (ESL) assessment exam prior to enrolling in classes to determine if NDNU's English for International students (EIS) 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 Admissions in coordination with the Student 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 MTH 7003 (p. 211) 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: MTH 1012 (p. 208), MTH 1105 (p. 208), MTH 1111 (p. 208), PHY 1001 (p. 229).

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: BIO 2108 (p. 146), CHE 1101 (p. 162), CHE 1202 (p. 162), CHE 1204 (p. 162), MTH 1114 (p. 208), MTH 2502 (p. 210), PHY 1109 (p. 229).

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: MTH 1216 (p. 209), MTH 1322 (p. 209), MTH 2606 (p. 210).

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: CIS 1130, MTH 1320 (p. 209), MTH 2419 (p. 209), MTH 2522 (p. 210), PHY 1203 (p. 229).

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/academic-success-center/math-placement-test/>.

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 Student Success Center.

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) 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.

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 intercollegiate athletics, 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. Each student-athlete 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:
 - Intercollegiate athletic events (practice not included)
 - Theatre productions (rehearsals not included)
 - Professional or leadership conferences
 - 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 Arts, Evening Psychology, and Computer and Information Science 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

Students who no longer wish to attend a course must complete appropriate steps to drop or withdraw themselves from the course per the appropriate deadlines. Ceasing to attend classes will not automatically prompt a drop or withdrawal and the student will still be liable for tuition and fees incurred. See the policies on Course Drops and Course Withdrawal in the section on Dropping/Adding Courses (p. 55).

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 Admissions. 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 Admissions. 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.

Application for Graduation

Students nearing completion of their undergraduate studies (90 earned units) should request an Undergraduate Graduation Application from their academic advisor or Office of the Registrar. Completion of this form will initiate a process that includes: (1) a Graduation Audit, prepared by the Office of the Registrar; (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.

"Walking in Commencement" is not the same as "Graduating." The graduation date posted on the transcript and on the diploma coincides with the last month of the semester in which all graduation requirements are met.

Fall: December

Spring: May

Summer: August

The graduation ceremony for all candidates, regardless of the semester of completion, is held in May.

Once a student's degree is posted, official transcripts may be ordered showing completion of the degree. Diplomas are only issued after degrees are posted.

Walking in Commencement

Students who have six or fewer outstanding units to complete at the end of Spring semester (confirmed by the Graduation Audit from the Office of the Registrar) can file a petition to participate ("walk") in the Commencement ceremony.

For purposes of eligibility to participate in Commencement, note the following:

- Spring courses in progress at NDNU or other institutions are not considered to be outstanding units. They are treated as if they will be completed.
- Incomplete grades, credit by examination not yet completed and transcribed (e.g., challenges, CLEP exam results), and completed transfer units for which transcripts have not yet been submitted are considered to be outstanding.

Students who walk in the May ceremony without completing all of their requirements do so with the understanding that degrees will only be posted at the end of the semester in which all requirements are met.

Completion of Degree Requirements After Commencement

Outstanding degree requirements must be completed by the end of the Fall semester following the student's participation in the Commencement ceremony. If this deadline is not met, the student is required to petition the Registrar for an extension and provide a detailed plan for how and when the remaining requirements are to be completed.

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 letter-graded courses in the previous semester. The full-time student Dean's List is compiled at the conclusion of each Fall and Spring semester.

Latin Honors

Cum Laude 3.50-3.64

Magna Cum Laude 3.65-3.79

Summa Cum Laude 3.80-4.00

Honors at Commencement

To be eligible for academic honors at the time of Commencement, students must have completed a minimum of 36 units at NDNU and achieved a qualifying grade-point average as of the end of the Fall semester prior to the May ceremony.

Commencement honors are calculated according to Latin Honors.

Note: Commencement honors are preliminary and may/may not be reflective of final academic honors earned once all degree requirements are fulfilled.

Honors at Graduation

Academic honors are noted on the transcript and diploma and are calculated according to Latin Honors. They are awarded to students receiving their first baccalaureate degrees, based on the cumulative NDNU grade-point average in the semester of graduation. Graduation signifies the completion of all institutional degree requirements, and is not contingent upon participation in commencement ceremonies. To be eligible for academic honors at the time of graduation, students must have completed a minimum of 46 units at NDNU and achieved a qualifying grade-point average.

All letter grades will be used to calculate honors eligibility GPA. All passing grades, including those that have been excluded from GPA calculation, will count toward the 46 unit requirement.

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 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, School Administration, Special Education, and Teaching English to Speakers of Other Languages
- The Master of Business Administration
- The Master of Public Administration
- The Master of Science in Clinical Psychology

A master's degree at NDNU is defined as a course of study in which the curriculum is characterized by advanced intellectual rigor most clearly evident in the integration and application of sophisticated knowledge to the discipline or practice beyond the baccalaureate level. All master's degrees at NDNU require a minimum of 30 units. Actual units required are based on subject matter, disciplinary standards, and licensure requirements.

Graduate Policies and Procedures

Full-time Status

A student in a master's degree program carrying a total of 9 or more units in a semester is considered to be full-time. A student in a credential program carrying a load of 12 or more units in a semester is considered to be full-time.

Registration

Information and instructions concerning registration are distributed by the Office of the Registrar. Students must arrange for an advising appointment with their advisor or Program Director.

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 Office of 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.

Adding, Dropping and Withdrawing from Courses

Course Registration:

Adding and Dropping Graduate/Credential Courses

Students may add and drop themselves from classes online prior to the start of the semester. After the first day of the term, add/drop or withdrawal paperwork must be submitted to the Office of the Registrar before the applicable deadline, during normal Monday through Friday business hours.

Your academic advisor's signature is required to add a course; advisor signatures are not required to drop or withdraw from a course.

Withdrawal Period

After the drop deadline, a student may withdraw from a course up to the deadline for the course (see below). Such withdrawal requires the approval of the Financial Aid Office, the student's academic advisor, the International Student Advisor in the case of international students, and the Office of the Registrar. Withdrawal from a course after the drop period 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.

Deadlines for course add/drop/withdrawal

15-week (full semester) and 7-week (intensive) courses have specific add, drop and course withdrawal deadlines. Please refer to the Academic Calendar for these dates within a given semester.

Short-term (less than seven weeks) and weekend courses must be added or dropped prior to the start date. Students may withdraw from a short-term course prior to the last meeting date. Withdrawal from a single-day course is not permitted.

Courses of Other Duration

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

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 Office of the Registrar. 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 (p. 18) 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 Admissions. 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 Admissions. 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 2015 must complete all requirements by the end of the Summer term in 2022. 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. 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 and Psychology 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 and Psychology, in conjunction with the School of Business and Management 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 and Psychology. 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 Office of the Registrar. The student pays \$120 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 Office of the Registrar. 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****
A	4.0	B	3.0	C	2.0	D	1.0****
A-	3.7	B-	2.7	C-	1.7****	D-	0.7****
						F	0.0****

****Not acceptable.

Grades Not Used in Computing the Grade Point Average:

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

In Progress Grade

In the case of the Thesis/Capstone and Practicum courses only for which research is not completed by the end of the semester of registration, an IP for "In Progress" is assigned. Research must be completed within 12 months after that date, and 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. For programs where a Thesis/Capstone/Practicum course is established, the "IP" will stay in place and the student will register for extension units (Pass/No pass credit) as needed until complete, at which time the IP will be converted to the appropriate letter grade.

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 Office of the Registrar. 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 Office of 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 Office of the Registrar. 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 Office of the Registrar. Full supporting documentation must accompany the petition, including instructor signature. A grade may not be changed as a result of re-evaluation of a student's work or submission of additional work.

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.

Course Substitution Policy

Graduate courses taken at other institutions and, in extenuating circumstances over which the student has no control, courses taken at NDNU may be substituted for required courses in NDNU programs if they meet certain criteria and are appropriately documented.

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.

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 (p. 55).

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. 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 Office of the Registrar 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 Office of the Registrar) 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 cataloged in the NDNU Library and the other is distributed to the student's department. 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.
- 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.
Interim Provost
(650) 508-3494
jlemmon@ndnu.edu

The College of Arts and Sciences at Notre Dame de Namur University offers courses and programs in the departments of Art, 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

Robert Poplack
Chair
(650) 508-3631
rpoplack@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.

Articulation Agreement

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.

BA ART

Art Major Program Learning Level 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

REQUIREMENTS

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

Prerequisites

ART 1001	Drawing I	3
ART 1002	Drawing II	3
ART 1018	Life Drawing I	3
ART 1019	Life Drawing II	3
ART 1101	Two-Dimensional Design	3
ART 1109	Color Design	3
ART 1118	Three-Dimensional Design	3
ART 1127	Advanced Design	3
ART 1201	Art Through Time: Art History Survey	3

Subtotal: 27

Major Requirements

ART 2215	Art History: Contemporary Art Since 1945	3
ART 2615	Sculpture I	3
ART 2625	Photography I	3
ART 2881	Senior Seminar	3
	Upper-division electives in Art History	3

Three units of Art History from the following:

ART 2201	Art History: Modern Art	3
ART 2210	Art History: Art in Business and Industry	3

Three units of Gallery Techniques

ART 2635 C	Gallery Techniques	3
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Three units of Painting from the following:

ART 2301	Representational Painting	3
ART 2305	Projects in Painting	3
ART 2310	Outdoor Painting	3

Three units of Media Graphics from the following:

ART 2405	Media Graphics: Layout and Typography	3
ART 2410	Media Graphics: Production Techniques	3

Three units of Printmaking from the following:

ART 2501	Printmaking: Etching	3
ART 2505	Printmaking: Multimedia Workshop	3

Total Major Requirements**Subtotal: 30****Other Degree Requirements* and General Electives**

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

Subtotal: 67**Total Credit Hours: 124****BFA ART****REQUIREMENTS**

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:

Required Courses

ART 2001	Advanced Life Drawing I	3
	Three upper-division courses in a Major Technique	9
	Two upper-division courses in a Minor Technique	6

Total Credit Hours: 18

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

ART MINOR

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.

BA ART AND GRAPHIC DESIGN**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

REQUIREMENTS

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

Prerequisites

ART 1001	Drawing I	3
ART 1010	Drawing with Illustrator	3
ART 1018	Life Drawing I	3
ART 1101	Two-Dimensional Design	3
ART 1109	Color Design	3
ART 1118	Three-Dimensional Design	3
ART 1127	Advanced Design	3
ART 1201	Art Through Time: Art History Survey	3

Subtotal: 24**Major Requirements**

ART 2215	Art History: Contemporary Art Since 1945	3
ART 2401	Media Graphics: Graphic Design	3
ART 2405	Media Graphics: Layout and Typography	3
ART 2410	Media Graphics: Production Techniques	3
ART 2415	Elements of Web Design- Photoshop	3

ART 2418	Elements of Web Design Dreamweaver	3
ART 2625	Photography I	3
ART 2880	Senior Graphic Design Portfolio	3
ART 2990	Graphic Design Internship	2

Three units of Art History from the following:

ART 2201	Art History: Modern Art	3
ART 2210	Art History: Art in Business and Industry	3

Three units of Gallery Techniques

ART 2635 C	Gallery Techniques	3
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Three units of Painting from the following:

ART 2301	Representational Painting	3
ART 2305	Projects in Painting	3
ART 2310	Outdoor Painting	3

Three units of Printmaking from the following:

ART 2501	Printmaking: Etching	3
ART 2505	Printmaking: Multimedia Workshop	3

Total Major Requirements**Subtotal: 38****Other Degree Requirements* and General Electives**

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

Subtotal: 62**Total Credit Hours: 124****ART AND GRAPHIC DESIGN MINOR**

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

REQUIREMENTS**Required Courses**

ART 1010	Drawing with Illustrator	3
ART 1101	Two-Dimensional Design	3
ART 2401	Media Graphics: Graphic Design	3
ART 2405	Media Graphics: Layout and Typography	3
ART 2410	Media Graphics: Production Techniques	3

Total Credit Hours: 15**Computer Science**

Dr. John Youssefi
Program Director
(650) 508-3450

jyouseffi@ndnu.edu

The Computer Science Program offers a Bachelor of Science in Computer Science. The Computer 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 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

BS COMPUTER SCIENCE**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, or 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's and tomorrow's computer professionals.

REQUIREMENTS

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

Major Requirements

CSC 1130	Foundations of Computer Science	4
CSC 1130-L	Programming Lab	1
CSC 1140	Data Structure and Abstraction	4
CSC 2233	Database Management Systems	3
CSC 2243	Computer Networks and Network Programming	3
CSC 2245	Software Engineering	3
CSC 2277	Web Programming I: Client Side	3
CSC 2278	Web Programming II: Server Side	3
CSC 2341	Quality Assurance and Testing	3
CSC 2348	Software and Application Security	3
CSC 2885	Senior Project	3
MTH 1320	Calculus I	4
MTH 2419	Discrete Mathematics	4

Subtotal: 66

Students pursue one of two tracks: Software Engineering (p. 74) or Software Product Management

Other Degree Requirements* and Electives

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

COM 1000	Introduction to Communication	3
ENG 1030	First Year Composition	3
	Biological Sciences Upper-Division Electives	16

Subtotal: 59

Total Credit Hours: 124

TRACK OPTIONS

TRACK 1 SOFTWARE ENGINEERING

The Software Engineering track 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.

Required Courses

The Software Engineering track 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.

CSC 2211	Algorithms and Complexity	4
CSC 2235	Computer Operating Systems and Unix Utilities	4
MTH 1321	Calculus II	4

Four Units from the Following

MTH 2450	Linear Algebra	4
MTH 2522	Probability and Statistics	4

Nine Units from the Following

CSC 2221	Programming Languages and Compiler	4
CSC 2255	Computer Graphics	3
CSC 2261	Object-Oriented Design and Programming	3
CSC 2355	Mobile Device Programming	3
CSC 2886	Special Topics in Computer Science	3

Subtotal: 25

TRACK 2 MANAGEMENT INFORMATION SYSTEMS

Management Information Systems focuses on developing quantitative, computing, managerial, and business skills. This track 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 software management.

Required Courses

BUS 1000	Foundations of Business	3
BUS 2000	Management Principles and Organizational Behavior	3

CSC 2358	Agile Software Project Management	3
MTH 2502	Statistics	3
MTH 2502 L	Excel for Statistics	1
Twelve Units from the Following		
BUS 2032	Management Planning and Decision-Making	3
BUS 2616	Project Management	3
CSC 2221	Programming Languages and Compiler	4
CSC 2235	Computer Operating Systems and Unix Utilities	4
CSC 2261	Object-Oriented Design and Programming	3
CSC 2355	Mobile Device Programming	3
CSC 2886	Special Topics in Computer Science	3

Subtotal: 25

English

Dr. Vince Fitzgerald
Chair
(650) 508-3769
vfitzgerald@ndnu.edu

The English Department offers 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.

BA ENGLISH

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
- 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

REQUIREMENTS

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

Prerequisites

ENG 1030	First Year Composition	3
ENG 1036	Literary Engagements	3

Subtotal: 6

Major Requirements

ENG 1040	Classics of World Literature I	3
ENG 1041	Classics of World Literature II	3
ENG 2108	Advanced Writing	3
ENG 2544	Shakespeare	3
ENG 2997	Senior Seminar	3

Three units in American Literature from among the following

ENG 2200	Survey of American Literature I	3
ENG 2201	Survey of American Literature II	3

Three units in British Literature from among the following

ENG 2400	British Literature: Myth, Epic, Romance	3
ENG 2403	British Literature: The Age of Elizabeth	3
ENG 2408	British Literature: Enlightenment and Revolution	3
ENG 2412	British Literature: Modernism and Postmodernism	3

Nine additional upper-division elective units from among courses listed above

COM 2440	Writing for the Media Any upper-division English course, EXCEPT Writing Center	3
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Total Major Requirements**Subtotal: 30****Other Degree Requirements* and General Electives**

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

Subtotal: 88**Total Credit Hours: 124****ENGLISH MINOR****REQUIREMENTS****Required Courses**

ENG 2108	Advanced Writing	3
ENG 2544	Shakespeare	3

Three units in American Literature from among the following

ENG 2200	Survey of American Literature I	3
ENG 2201	Survey of American Literature II	3
ENG 2220	American Literature Movements: Jazz Age	1
ENG 2222	American Literature Movements: Harlem Renaissance	1
ENG 2224	American Literature Movements: Beat Poets	1
ENG 2248	Great American Writers: Hawthorne	1
ENG 2252	Great American Writers: Melville	1
ENG 2256	Great American Writers: Twain	1
ENG 2260	Great American Writers: Hemingway	1
ENG 2264	Great American Writers: Faulkner	1
ENG 2268	Great American Writers: Morrison	1
ENG 2270	Great American Writers: Poe	1

ENG 2272	Great American Writers: Dickinson	1
ENG 2274	Great American Writers: Wharton	1

Subtotal: 3**Six additional elective English units**

Any English course EXCEPT Writing Center

Subtotal: 6**Total Credit Hours: 15****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.

BA HISTORY

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

REQUIREMENTS

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

Prerequisites

HST 1000	World History I	3
HST 1010	World History II	3
PSC 1000	Introduction to American Government	3
PSC 1100	Introduction to Comparative Government	3

Subtotal: 12

Major Requirements

PSC 2400	Methods and Methodology	3
PSC 2400 L	Statistical Software in Behavioral Science Research	1
HST 2880	Capstone	4
	Upper-division electives in History or Political Science	6

United States History – Six units chosen from the following

HST 2300	American History: 1607-1877	3
HST 2310	American History: 1877-Present	3
HST 2320	Modern America: 1932 to Present	3
HST 2330	History and Politics of the Civil Rights Movement in the United States	3
HST 2340	America's Ethnic History	3
PSC 2320	The Constitution	3

European History – Six units chosen from the following

HST 2200	History, Culture, and Language of France I	3
HST 2210	History, Culture, and Language of France II	3
HST 2220	Nazi Germany	3
HST 2230	Europe Since World War II	3
HST 2410	Modern Times	3

Area Studies (Latin America, Asia, Africa, Middle East) – Six units chosen from the following

PSC 2130	Latin American Area Studies	3
PSC 2140	African Area Studies	3
PSC 2150	Asian Area Studies	3
PSC 2160	Middle East Area Studies	3

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.

Total Major Requirements

Subtotal: 32

Other Degree Requirements* and General Electives

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

Subtotal: 80

Total Credit Hours: 124

HISTORY MINOR

REQUIREMENTS

Required Courses

HST 1000	World History I	3
HST 1010	World History II	3
PSC 1000	Introduction to American Government	3
PSC 1100	Introduction to Comparative	3

Government	
Upper-division units in History or Political Science	9

Total Credit Hours: 21

Interdisciplinary Courses

Freshmen students are introduced to the mission and values of the University through the interdisciplinary Freshman Seminar. Class assignments involve students in community-based learning that links the academic material with social action. NDNU may offer other interdisciplinary courses from time to time. See the Course Descriptions section (p. 206) for a listing of Interdisciplinary (IDS) courses.

Liberal Arts (Evening)

Dr. H  l  ne Laroche-Davis
Program Director
(650) 508-3558
hdavis@ndnu.edu

The Bachelor of Arts in Liberal Arts is designed to advance working adult students in their current professions. This accelerated evening degree-completion program is a comprehensive major that draws from many academic disciplines, providing students with a broad compass of knowledge and important writing, critical thinking, and leadership skills.

The BA Liberal Arts Evening Program draws working people from all sectors of the Greater San Francisco Bay Area. The program attracts many students who want to finish their degree in a major wherein they can apply many of the units they have already earned. Often, such students are currently employed and have advanced as far as they can without a bachelor's degree, or they are ready for a new career.

This program provides students with two focus tracks from within the current evening course offerings: a Humanities Track (p. 79) and an Individualized Track (p. 79). Students work with the program advisor to select the track that best fits specific areas of their personal or professional interests.

Admission Requirements

NDNU admits students throughout the year for fall, spring, and summer semesters. Please visit Admissions (p. 21) for complete admission requirements.

BA LIBERAL ARTS

The Bachelor of Arts in Liberal Arts program serves as a degree completion option for students who want a broad liberal arts background. Working students can complete a bachelor's degree in the evening. Students can select from two tracks: a Humanities Track and an Individualized Track. Our Liberal Arts advisor works with each student to select a program to fit the particular interests and goals of that student.

Program Learning Outcomes

- Students will demonstrate a strong knowledge base among the disciplines.
- Students will communicate effectively in oral and written forms with clarity, correctness, and conviction.
- Students will integrate viewpoints from different disciplines.
- Students will develop critical thinking and analytical reasoning abilities.
- Students will write clearly and coherently for a diverse range of purposes and audiences.
- Students will develop inter-cultural communication skills, and show respect for diversity, justice and peace.
- Students will develop knowledge, skills, and abilities to better serve the community in which they live.

REQUIREMENTS

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

Prerequisites

BIO 1009	Introduction to Biology	3
PHY 1109	Introduction to Physical Science	3
PSC 1000	Introduction to American Government	3
PSY 1001	Introduction to Psychology	3

Subtotal: 12

Major Requirements

ART 2605	Art Education Concepts	3
ENG 2164	Linguistics	3
HST 2020	World History	3
PSY 2141	Developmental Psychology	3
REL 2250	Religions of the World	3

One upper-division writing course

BUS 2006	Contemporary Professional Writing	3
ENG 2108	Advanced Writing	3
HSP 2233	Grant Writing	3

One of the following courses

BIO 2108	Contemporary Environmental Issues	3
PHL 2400	Philosophy of Science	3

One of the following courses:

CUL 2100	Introduction to French Literature in Film	3
CUL 2108	French Cinema, Culture, and Language	3
CUL 2124	Modern France: Culture and Language	3
CUL 2232	Latino/Hispanic Experience in USA	3
CUL 2248	Culture and Language of Latin America Thru Film	3
CUL 2400	African Cinema, Culture, Language	3

Twelve upper-division elective units

Additional Upper-division Electives in Liberal Arts	12
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Students choose their upper-division electives from one of two tracks: Humanities (p. 79) or Individualized (p. 79).

Total Major Requirements**Subtotal: 36****Other Degree Requirements* and General Electives**

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

Subtotal: 76**Total Credit Hours: 124****TRACKS**

Students complete 12 upper-division units from one of the two tracks listed below. Students meet with the program advisor to select the 12 units specific to a personal area of interest or career from courses offered in each track.

HUMANITIES TRACK**English**

ENG 2600	Women's Literature	3
ENG 2604	African-American Literature	3
ENG 2612	Latino Literature	1
ENG 2624	Children's Literature	3

History

HST 2100	History of Western Culture	3
HST 2200	History, Culture, and Language of France I	3
HST 2210	History, Culture, and Language of France II	3
HST 2310	American History: 1877-Present	3

HST 2420	History and Politics in Films	3
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Psychology

PSY 2101	Personality Theory	3
PSY 2157	Abnormal Psychology	3
PSY 2233	Jungian Psychology	3
PSY 2717	Psychoanalysis, Shakespeare, and Gender	3

Human Services

HSP 2242	Human Services Counseling Skills	3
HSP 2248	Managing Cultural Diversity	3

Art

ART 2201	Art History: Modern Art	3
ART 2205	Art History: Art of the Americas	3
ART 2225	Art History: Medieval	3

Religion

REL 2210	Reel Religion: Christianity in Film	3
REL 2260	Islam: Faith and Practice	3
REL 2605	Women's Spirituality	3
REL 2620	Way of the Earth	3

Philosophy

PHL 2200	Moral Problems	3
PHL 2220	Philosophy and the Environment	3
PHL 2405	Philosophy of Mind	3
PHL 2420	Philosophy of Love	3
PHL 2430	Philosophy for Children and Community	3

Total Units Required**Subtotal: 12****INDIVIDUALIZED TRACK****Business**

BUS 2000	Management Principles and Organizational Behavior	3
BUS 2006	Contemporary Professional Writing	3
BUS 2016	Change and Conflict Management: Theory and Practice	3

Education/Teacher Preparation

EDU 2007 C	Introduction to Education Practicum	3
EDU 2300	Ways of Speaking	3
ENG 2624	Children's Literature	3
HST 2350	California History	3
MTH 2606	Math for Elementary Teachers I	3
PSC 2120	World Geography	3

English

ENG 2010	Writing in the Disciplines	3
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Human Services

HSP 2218	Social Research Methods	3
HSP 2227	Marketing for Non-Profit	3

	Organizations	
HSP 2233	Grant Writing	3
HSP 2236	Creativity and Work	3
HSP 2242	Human Services Counseling Skills	3
HSP 2248	Managing Cultural Diversity	3
Philosophy		
PHL 2200	Moral Problems	3
PHL 2220	Philosophy and the Environment	3
PHL 2405	Philosophy of Mind	3
PHL 2430	Philosophy for Children and Community	3
Psychology		
PSY 2101	Personality Theory	3
PSY 2157	Abnormal Psychology	3
PSY 2233	Jungian Psychology	3
Total Units Required		
		Subtotal: 12

Mathematics and Statistics

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

The Department of Mathematics 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 MTH 7003, all students must demonstrate appropriate preparation. See Placements and Diagnostic Tests (p. 58) for further information.

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 (p. 58)).

MATHEMATICS MINOR

Learning Outcomes for the Mathematics Minor

- **PLO1 – Representation (ILO4-1)** Translate simple questions about how the world works into mathematical language.
- **PLO2 – Calculation/Reasoning/ Interpretation/ Communication (ILO4-2 & ILO4-3)** Accurately use mathematical methods (arithmetical, algebraic, geometric, statistical) to analyze and solve practical problems. Reason with mathematical ideas and abstract concepts. Use symbolic, visual, numerical, deductive, and inductive reasoning to construct mathematical logical arguments leading to conclusions and to communicate the mathematical information.
- **PLO3 – Analysis/Application/Assumptions (ILO4-4 & ILO 4-5)** Translate the mathematical conclusions back into the situation that is being studied and draw conclusions appropriate to that situation. Evaluate and or critique assumptions.

REQUIREMENTS

Required Courses

MTH 1320	Calculus I	4
MTH 1321	Calculus II	4

Plus three courses chosen from the following

MTH 2330	Multivariable Calculus	4
MTH 2419	Discrete Mathematics	4
MTH 2450	Linear Algebra	4
MTH 2485	Research/Project in Math/Statistics	4
MTH 2522	Probability and Statistics	4
MTH 2986	Special Topics in Mathematics	3-4

Subtotal: 11-12

Total Credit Hours: 19-20

All program plans must be approved by the Department Chair.

Modern Languages and Cultures

Dr. Helene Laroche-Davis
Chair
(650) 508-3558

hdavis@ndnu.edu

The Department of Modern Languages and Cultures offers a minor in Spanish Studies and the opportunity to create Interdisciplinary majors and minors in French Studies.

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 Foundations section (p. 43) 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 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 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.

SPANISH STUDIES MINOR

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

REQUIREMENTS

Required Courses

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

CUL 2200	Mexico: Politics, Culture, and Language	3
CUL 2232	Latino/Hispanic Experience in USA	3
CUL 2240	Mexican-American Literature, Language, and Film	3
CUL 2248	Culture and Language of Latin America Thru Film	3
CUL 2250	Literature of Latin America	3
CUL 2500	Service Learning: Spanish Community Service Project	1-3
SPA 2100	Advanced Spanish Composition and Grammar Review	3
SPA 2106	Spanish Conversation Through Theatre	3
SPA 2108	Advanced Spanish: La herencia cultural de latinoamérica	3
SPA 2124	Spanish for a Bilingual World: Community Service and Business	3
SPA 2125	Spanish for the Professions	3
SPA 2134	Reel Latin America: A Continent through Film	3
SPA 2135	Introduccion a la literatura latinoamericana	3
SPA 2136	Literature and Film of the Spanish-Speaking World	3
SPA 2994	Teaching Assistant	1-3

Total Credit Hours: 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 or Performance Certificate, encompassing tracks in advisement in Vocal, Instrumental or Musical Theatre performance, Collaborative Piano, or Music Management.

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.

BFA 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 non-applied 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

MAJOR REQUIREMENTS**Applied Performance**

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

MUS 1600	Individual Instruction: Voice	1-4
MUS 1605	Individual Instruction: Piano	0.50-4
MUS 1607	Individual Instruction: Collaborative Piano	1-4
MUS 1610	Individual Instruction: Instrument	1-4
MUS 1615	Vocal Coaching	0.50-1
MUS 2600	Individual Instruction: Voice	1-4
MUS 2605	Individual Instruction: Piano	1-4
MUS 2607	Individual Instruction: Collaborative Piano	1-4
MUS 2610	Individual Instruction: Instrument	1-4
MUS 2615	Vocal Coaching	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 by advisement and track from among the following

MUS 1000	Piano/Instrumental Performance and Repertoire	1
MUS 1005	Vocal Performance and Repertoire	1
MUS 2000	Piano/Instrumental Performance and Repertoire	1
MUS 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 by advisement and track from among the following

MUS 1050	Opera Workshop	1-3
MUS 1063	Chanteurs Concert Choir	1
MUS 1065	Camerata Chamber Ensemble	1
MUS 1070	Orchestra	1
MUS 1120	Musical Theatre Workshop	1-4
MUS 1730	Ensemble	1-3
MUS 2050	Opera Workshop	1-3
MUS 2063	Chanteurs Concert Choir	1
MUS 2065	Camerata Chamber Ensemble	1
MUS 2070	Orchestra	1

MUS 2120	Musical Theatre Workshop	1-4
MUS 2730	Ensemble	1-3
MUS 2985	Musical Theatre Project	1-3

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

Total Units of Applied Performance**Subtotal: 30****Musicianship**

MUS 1150	Computer Applications in Music	3
MUS 1200	Music Theory I	3
MUS 1201	Musicianship	1
MUS 1205	Music Theory II	3
MUS 1210	Music Theory III	3
MUS 1215	Music Theory IV	3
MUS 1614	Individual Instruction: Music Theory	1-4
MUS 2150	Computer Applications in Music	3
MUS 2201	Advanced Musicianship	1
MUS 2614	Individual Instruction: Music Theory	1-4

Subtotal: 11**Performance History**

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.

MUS 2225	History of Musical Performance I	4
	W	
MUS 2230	History of Musical Performance II	4
	W	
MUS 2235	History of Musical Performance III	4
	W	
MUS 2240	History of Musical Performance IV	4
	W	

Subtotal: 16**Music Management Internship**

MUS 1890	Music Management Internship	1-3
MUS 2890	Music Management Internship	1-3

Subtotal: 3

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

Subtotal: 15

Tracks may include vocal, musical theatre, collaborative piano, Music Management (p. 84), or instrumental performance.

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

MUS 2705	Recital	1
MUS 2986	Musical Theatre Final Project	3

Subtotal: 1

Note: 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.

Other Degree Requirements* and General Electives

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

Subtotal: 48

Total Credit Hours: 124

Both the BFA Musical Performance and programs in the School of Business and Management currently require internships of their students. Students pursuing the Music Management Track will be able to register for internships from both programs for a total of 6 units of internships.

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

TRACKS

Students take 15 units of elective courses related to their track and determined by advisement. Track options may include vocal, musical theatre, collaborative piano, Music Management, or instrumental performance.

MUSIC MANAGEMENT TRACK

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

BUS 1000	Foundations of Business	3
BUS 1108	Microeconomics	3

Subtotal: 6

Six Units of Business Courses can be Chosen From

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

BUS 2000	Management Principles and Organizational Behavior	3
BUS 2008	Legal Environment of Business	3
BUS 2216	Business Analysis Using Spreadsheets	3
BUS 2300	Marketing Principles	3

Subtotal: 6

Three Units of Electives

Subtotal: 3

Total Credit Hours: 15

MUSICAL PERFORMANCE MINOR

REQUIREMENTS

Applied Performance

Four units of major instrument and/or vocal coaching

Determined by advisement and track from among the following

MUS 1600	Individual Instruction: Voice	1-4
MUS 1605	Individual Instruction: Piano	0.50-4
MUS 1607	Individual Instruction: Collaborative Piano	1-4
MUS 1610	Individual Instruction: Instrument	1-4
MUS 1615	Vocal Coaching	0.50-1
MUS 2600	Individual Instruction: Voice	1-4
MUS 2605	Individual Instruction: Piano	1-4
MUS 2607	Individual Instruction: Collaborative Piano	1-4
MUS 2610	Individual Instruction: Instrument	1-4
MUS 2615	Vocal Coaching	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

determined by advisement and track from among the following

MUS 1000	Piano/Instrumental Performance and Repertoire	1
MUS 1005	Vocal Performance and Repertoire	1
MUS 1050	Opera Workshop	1-3
MUS 1063	Chanteurs Concert Choir	1
MUS 1065	Camerata Chamber Ensemble	1

MUS 1070	Orchestra	1
MUS 1120	Musical Theatre Workshop	1-4
MUS 1730	Ensemble	1-3
MUS 2000	Piano/Instrumental Performance and Repertoire	1
MUS 2005	Vocal Performance and Repertoire	1
MUS 2050	Opera Workshop	1-3
MUS 2063	Chanteurs Concert Choir	1
MUS 2065	Camerata Chamber Ensemble	1
MUS 2070	Orchestra	1
MUS 2120	Musical Theatre Workshop	1-4
MUS 2730	Ensemble	1-3
MUS 2985	Musical Theatre Project	1-3

Six units of Music Theory and Musicianship courses

determined by advisement and track from among the following

MUS 1150	Computer Applications in Music	3
MUS 1200	Music Theory I	3
MUS 1201	Musicianship	1
MUS 1205	Music Theory II	3
MUS 1210	Music Theory III	3
MUS 1215	Music Theory IV	3
MUS 1614	Individual Instruction: Music Theory	1-4
MUS 2150	Computer Applications in Music	3
MUS 2201	Advanced Musicianship	1
MUS 2614	Individual Instruction: Music Theory	1-4

Subtotal: 12

Performance History

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, non-applied music course work and as many as 2 additional units of upper-division writing to fulfill these requirements.

MUS 2225	History of Musical Performance I	4
W		
MUS 2230	History of Musical Performance II	4
W		
MUS 2235	History of Musical Performance III	4
W		
MUS 2240	History of Musical Performance IV	4
W		

Subtotal: 8

Total Credit Hours: 20

CERTIFICATE: PERFORMANCE

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 pre-professional 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

REQUIREMENTS

Applied Performance

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

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

MUS 6600	Individual Instruction: Voice	1-4
MUS 6605	Individual Instruction: Piano	1-4
MUS 6607	Individual Instruction:	1-4

	Collaborative Piano	
MUS 6610	Individual Instruction: Instrument	1-4
MUS 6615	Vocal Coaching	1

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

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

MUS 6000	Piano/Instrumental: Performance and Repertoire	1
MUS 6005	Vocal Performance and Repertoire	1
MUS 6050	Opera Workshop	1-3
MUS 6063	Chanteurs Concert Choir	1
MUS 6065	Camerata Chamber Ensemble	1
MUS 6070	Orchestra	1
MUS 6120	Musical Theatre Workshop	1-3
MUS 6730	Ensemble	1-3
MUS 6985	Musical Theatre Project	3

Total Applied Performance Units

Subtotal: 14

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

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

Subtotal: 8

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

MUS 6700	Graduate Lecture Recital	1
MUS 6705	Graduate Final Recital	1
MUS 6885	Graduate Final Project	3

Subtotal: 2

Total Credit Hours: 24

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

Natural Sciences

Melissa Book McAlexander, Ph.D.
Chair
(650) 508-3440
mmcalexander@ndnu.edu

The Natural Sciences Department offers Bachelor of Science degrees in Biological Sciences, Health Sciences, and Kinesiology; and minors in Biology, Biochemistry, and Chemistry, as well as an interdisciplinary minor in

Environmental Justice. A Postbaccalaureate Premedical Program 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:

- Biology (p. 145)
- Chemistry (p. 162)
- Health Sciences (p. 200)
- Kinesiology (p. 207)
- Natural Sciences (p. 224)
- Physics (p. 229)

BS BIOLOGICAL SCIENCES

Melissa Book McAlexander, Ph.D.
Chair
(650) 508-3440
mmcalexander@ndnu.edu

The Department of Natural Sciences offers a Bachelor of Science in Biological Sciences (as well as Minors in Biology and Biochemistry) that prepares students for careers and/or graduate studies in the biological sciences. The curriculum offers students a chance to explore biological processes and structures at the molecular, cellular, and organismal levels, along with acquiring an appreciation of the impact of science in society. Students in the program will develop critical thinking skills and laboratory techniques so as to be capable of designing, carrying out, and interpreting scientific experiments, which are required for careers in the sciences.

Learning Outcomes

- Effectively carry out experiments
- Critically and quantitatively analyze scientific data
- Effectively communicate data by written and/or oral format
- Demonstrate understanding of varied careers within the area

- Demonstrate knowledge and understanding on subject matter

DEGREE REQUIREMENTS

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

Lower Division Requirements

BIO 1000	Science Success Seminar	2
BIO 1101	General Biology I	3
BIO 1101 L	General Biology I Lab	1
BIO 1103	General Biology II	3
BIO 1103 L	General Biology II Lab	1
CHE 1202	General Chemistry I	3
CHE 1202 L	General Chemistry I Lab	1
CHE 1204	General Chemistry II	3
CHE 1204 L	General Chemistry II Lab	1
MTH 1216	Pre-Calculus With Trigonometry	4

Subtotal: 22

In order to continue in the major, a grade of C or better is required in BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L, CHE 1202, CHE 1202 L, CHE 1204, CHE 1204 L

Upper Division Prerequisites

BIO 2250	Health Care Careers	3
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One of the following with lab

BIO 2205	Human Anatomy	3
BIO 2205 L	Human Anatomy Lab	1
	OR	
BIO 2252	Cellular/Molecular Biology	3
BIO 2252 L	Cellular & Molecular Biology Lab	1

Subtotal: 7

Checkpoint

FOR CONTINUATION IN THE MAJOR:

- Students must complete all the above courses with a **C or better** and must have at least a **2.75 Science GPA** (based on courses with prefixes BIO, CHE, KIN, NSC, and PHY) in order to continue into upper division coursework in this major.
- Students can only repeat any of the above courses **ONCE**.

Upper-Division Core Courses

CHE 2203	Organic Chemistry I	3
CHE 2203 L	Organic Chemistry I Lab	1
CHE 2205	Organic Chemistry II	3
CHE 2205 L	Organic Chemistry II Lab	1
MTH 2502	Statistics	3
MTH 2502 L	Excel for Statistics	1
BIO 2500	Capstone I	2

BIO 2520	Capstone II	3
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Subtotal: 17

Upper Division Electives

Based on their interest, students will select elective courses from the Organismal (p. 87) or Molecular and Cellular (p. 88) tracks.

Biological Sciences Upper-Division Electives	16
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Subtotal: 16

Biological Science majors will be strongly encouraged to complete the institutional upper division writing requirement by taking Writing for the Sciences. Students will also be encouraged to complete the institutional CE requirement with a course in the Natural Sciences Department.

Other Degree Requirements* and General Electives

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

Subtotal: 62

Total Credit Hours: 124

Students intending to pursue medical, dental, veterinary medicine, or graduate school should see the Additional Coursework Recommendations (p. 88).

ADVISORY TRACKS

Based on their interest, students will fulfill **16 upper division units** by selecting courses from the Organismal Track or the Molecular/Cellular Track. Students are required to take two laboratory courses from their selected track, one course from the other track and then choose any course (from a specific track or electives) to complete remaining units. A total of three laboratory courses are required.

ORGANISMAL

Requirements List

BIO 2200	Developmental Biology	3
BIO 2200 L	Developmental Biology Lab	1
BIO 2205	Human Anatomy	3
BIO 2205 L	Human Anatomy Lab	1
BIO 2210	Human Physiology	3
BIO 2210 L	Human Physiology Lab	2
KIN 2116	Exercise Physiology	3

Exercise Physiology are offered without labs

MOLECULAR AND CELLULAR**Requirements List**

BIO 2215	Genetics	3
BIO 2215 L	Genetics Lab	1
BIO 2252	Cellular/Molecular Biology	3
BIO 2252 L	Cellular & Molecular Biology Lab	1
BIO 2275	General Microbiology	3
BIO 2275 L	General Microbiology Lab	2
BIO 2277	Immunology	3
BIO 2277 L	Immunology Lab	1

ELECTIVES**Elective Choices**

BIO 2124	Forensic Science	4
BIO 2138 C	Environmental Toxicology	3
BIO 2138 L	Environmental Toxicology Lab	1
BIO 2354	Molecular Biology for Computer Scientists	3
BIO 2465	Natural Science Seminar	1
BIO 2994	Laboratory Assistant	1-3
CHE 2370	Biochemistry I	3
CHE 2370 L	Biochemistry I Lab	1
CHE 2400	Introduction to Pharmacology	3
NSC 2012	Introduction to Nutrition	3
NSC 2024 C	Food and Politics	4
PHY 2000 C	Science in Action	4

Nutrition and Pharmacology are offered without labs.

ADDITIONAL COURSEWORK HIGHLY RECOMMENDED FOR FUTURE MEDICAL, DENTAL, VETERINARY MEDICINE, OR FUTURE GRADUATE STUDENTS

SUGGESTED COURSES**Take one or more of the following**

PHY 1203	College Physics I	3
PHY 1203 L	College Physics I Lab	1
PHY 1205	College Physics II	3
PHY 1205 L	College Physics II Lab	1
MTH 1320	Calculus I	4

BS HEALTH SCIENCES

Melissa Book McAlexander, Ph.D.
Chair
(650) 508-3440
mmcalexander@ndnu.edu
The Department of Natural Sciences offers a Bachelor of Science in Health Sciences.

Learning Outcomes

Students who complete the Bachelor of Science in Health Sciences at NDNU will be able to

- Identify and apply theories of human body, health, disease, and wellness in the assessment of health interventions.
- Practice cultural humility, civility, and respect in all interactions when working with diverse populations.
- Engage in meaningful reflection to identify, interpret, and evaluate personal, cultural, and professional values to guide ethical decision-making.
- Recognize how several factors impact the health of individuals and communities, contribute to health disparities, and provide opportunities for promoting health throughout life.
- Work independently and collaboratively, demonstrating an understanding of professional standards.
- Explain how healthcare is managed and delivered through various organizational structures including public and private health services systems, regulatory bodies, and government policy makers.

REQUIREMENTS

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

Lower-division courses

BIO 1000	Science Success Seminar	2
CHE 1200	General, Organic, and Biological Chemistry	3
CHE 1200 L	General, Organic, and Biological Chemistry Lab	1
HSC 1000	Introduction to Health Sciences	3
HSC 1002	Microbes and Diseases	3
HSC 1005	Anatomy and Physiology I	3
HSC 1005 L	Anatomy and Physiology I Lab	1
HSC 1006	Anatomy and Physiology II	3
HSC 1006 L	Anatomy and Physiology II Lab	1
PSY 1001	Introduction to Psychology	3

Subtotal: 23

Statistics course

MTH 2502	Statistics	3
MTH 2502 L	Excel for Statistics	1
	OR	
MTH 2503 L	SPSS for Statistics	1

Subtotal: 4

Upper-division courses

BIO 2250	Health Care Careers	3
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HSC 2000	Community Health	3
HSC 2010	Epidemiology	3
HSC 2800	Health Care Systems and Policy	3
HSC 2810	Multicultural Issues in Health Care	3
HSC 2990	Health Sciences Internship	3
NSC 2012	Introduction to Nutrition	3
PHL 2235	Bioethics	3
PSY 2150	Lifespan Development	3

Subtotal: 27**Upper-division electives (9 units required)**

BIO 2007	Geographical Information Systems and Public Health	4
KIN 2110	Wellness and Stress Management	3
NSC 2018	Nutrition and Health in Developing Countries	3
NSC 2024 C	Food and Politics	4

Subtotal: 9**Total Major Requirements****Subtotal: 63****Other Degree Requirements* and General Electives**

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

Subtotal: 61**Total Credit Hours: 124****BS KINESIOLOGY**

Jennifer Kinder, PT, MS, DPTSc
Program Director
(650)508-3491
jkinder@ndnu.edu

Melissa Book McAlexander, Ph.D.
Chair
(650) 508-3440
mmcalexander@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 as well as those who wish to pursue graduate study in a related field.

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

BIO 1101	General Biology I	3
BIO 1101 L	General Biology I Lab	1
BIO 1103	General Biology II	3
BIO 1103 L	General Biology II Lab	1
MTH 2502	Statistics	3
PSY 1001	Introduction to Psychology	3

One Chemistry course from the following (3-4 units)

CHE 1101	Introductory Chemistry	3
CHE 1200	General, Organic, and Biological Chemistry	3
CHE 1200 L	General, Organic, and Biological Chemistry Lab	1
CHE 1202	General Chemistry I	3
CHE 1202 L	General Chemistry I Lab	1
CHE 1204	General Chemistry II	3
CHE 1204 L	General Chemistry II Lab	1

Note: CHE 1202, CHE 1202 L, CHE 1204, and CHE 1204 L: Recommended for students interested in graduate Physical Therapy and Kinesiology programs.

Total Prerequisites**Subtotal: 17-18**

Major Requirements

BIO 2205	Human Anatomy	3
BIO 2205 L	Human Anatomy Lab	1
BIO 2210	Human Physiology	3
BIO 2210 L	Human Physiology Lab	2
KIN 2100	Structural Kinesiology	3
KIN 2108	Care and Prevention of Athletic Injury	3
KIN 2116	Exercise Physiology	3
KIN 2124	Mechanical Kinesiology	3
KIN 2132	Fundamentals of Strength and Conditioning	3
PSY 2133	Social Psychology	3
One of the following courses (3-4 units)		
PSY 2141	Developmental Psychology	3
PSY 2149 C	Developmental Psychology in the Classroom and Community	4
PSY 2150	Lifespan Development	3

Total Major Requirements**Subtotal: 30-31****Additional courses recommended for students interested in teaching physical education and/or coaching:**

EDU 2003	P.E. in the Elementary School	3
EDU 2007 C	Introduction to Education Practicum	3
KIN 2110	Wellness and Stress Management	3

Other Degree Requirements* and General Electives

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

Subtotal: 75-77**Total Credit Hours: 124****BIOCHEMISTRY MINOR****REQUIREMENTS****Required Courses**

BIO 1101	General Biology I	3
BIO 1101 L	General Biology I Lab	1
BIO 1103	General Biology II	3
BIO 1103 L	General Biology II Lab	1
CHE 1202	General Chemistry I	3
CHE 1202 L	General Chemistry I Lab	1
CHE 1204	General Chemistry II	3
CHE 1204 L	General Chemistry II Lab	1
CHE 2203	Organic Chemistry I	3
CHE 2203 L	Organic Chemistry I Lab	1
CHE 2205	Organic Chemistry II	3
CHE 2205 L	Organic Chemistry II Lab	1

CHE 2370	Biochemistry I	3
CHE 2370 L	Biochemistry I Lab	1
CHE 2375	Biochemistry II	3
CHE 2375 L	Biochemistry II Lab	1

Total Credit Hours: 32**BIOLOGY MINOR****REQUIREMENTS****Required Courses**

BIO 1101	General Biology I	3
BIO 1101 L	General Biology I Lab	1
BIO 1103	General Biology II	3
BIO 1103 L	General Biology II Lab	1
Upper-division Electives in Biology Approved by Department Chair		12

Complete at least one course in Chemistry from the following list

Students interested in graduate study in medicine or science should complete the General Chemistry 1 and General Chemistry 2 course sequence to meet this requirement.

Option 1

CHE 1101	Introductory Chemistry	3
CHE 1200	General, Organic, and Biological Chemistry	3
CHE 1200 L	General, Organic, and Biological Chemistry Lab	1

Option 2: One Year of General Chemistry with Labs

CHE 1202	General Chemistry I	3
CHE 1202 L	General Chemistry I Lab	1
CHE 1204	General Chemistry II	3
CHE 1204 L	General Chemistry II Lab	1

Total Credit Hours: 23-28**CHEMISTRY MINOR****REQUIREMENTS****Required Courses**

CHE 1202	General Chemistry I	3
CHE 1202 L	General Chemistry I Lab	1
CHE 1204	General Chemistry II	3
CHE 1204 L	General Chemistry II Lab	1
CHE 2203	Organic Chemistry I	3
CHE 2203 L	Organic Chemistry I Lab	1
CHE 2205	Organic Chemistry II	3
CHE 2205 L	Organic Chemistry II Lab	1

Subtotal: 16

Four to five upper-division units in Chemistry from the following with the approval of the Program Advisor

CHE 2210	Chemical Analysis and Instrumental Methods	3
CHE 2210 L	Chemical Analysis and Instrumental Methods Lab	2
CHE 2312	Physical Chemistry for Life Science	3
CHE 2312 L	Physical Chemistry for Life Science -Lab	1
CHE 2886	Special Topics in Chemistry	3-4

Subtotal: 4-5**Total Credit Hours: 20-21****ENVIRONMENTAL JUSTICE MINOR**

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**Required Courses**

BIO 2108	Contemporary Environmental Issues	3
BIO 2108 L	Contemporary Environmental Issues Lab	1
HST 2440 C	Environmental History/Environmental Justice	4
NSC 2880	Environmental Justice Capstone	4

Six Units From the Following

BUS 2104	Environmental Economics	3
BUS 2116 W	Economic Development of Less Developed Countries	3
NSC 2001	Science and Technology in Developing Countries	3
NSC 2018	Nutrition and Health in Developing Countries	3
PHL 2220	Philosophy and the Environment	3
REL 2620	Way of the Earth	3

Other elective courses may be used at the discretion of the advisor.

Total Credit Hours: 18**POSTBACCALAUREATE PREMEDICAL PROGRAM**

Melissa Book McAlexander, Ph.D.
Director
(650) 508-3540
mmcalexander@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. 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 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. 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 a regionally 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

Philosophy

Dr. William Barry
Academic Unit Leader
(650) 508-3696
wbarry@ndnu.edu

The Department of Philosophy offers a minor in Philosophy and the opportunity to create an interdisciplinary major or interdisciplinary minor involving this and other areas.

Students who choose to minor 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 minor in Philosophy is excellent preparation for graduate study and for careers in law, social services, and education.

PHILOSOPHY MINOR

FIFTEEN UNITS DISTRIBUTED AS FOLLOWS

One course from the following

PHL 1001	Introduction to Philosophy	3
PHL 1200	Moral Problems	3

One course from the following

PHL 2100	Ancient Philosophy	3
PHL 2105	Modern Philosophy	3
PHL 2110	Nineteenth Century Philosophy	3

One course from the following

PHL 2205	Law, Morality, and Society	3
PHL 2220	Philosophy and the Environment	3
PHL 2235	Bioethics	3
PHL 2410	Women and Philosophy	3

Six units of upper-division electives in Philosophy

	Upper-division Philosophy electives	3-6
	OR	
EDU 2305	Philosophy of Education	3

Students may either take six units of upper-division Philosophy electives, or a three unit upper-division Philosophy course and EDU 2305.

Total Credit Hours: 15

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 (p. 225) 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.

BA POLITICAL SCIENCE

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 him or her to be an active and effective citizen
- 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
- Use the tools of social science research – statistical and qualitative – in formulating a research topic, collecting and analyzing data, and presenting results

REQUIREMENTS

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

Prerequisites

HST 1000	World History I	3
HST 1010	World History II	3

Subtotal: 6

Major Requirements

HST 2110	History of Political and Social Thought	3
PSC 1000	Introduction to American Government	3
PSC 1100	Introduction to Comparative Government	3
PSC 2110	International Relations	3
PSC 2301 C	State and Local Government	4
PSC 2310	Parties, Politics, and Campaigning	3
PSC 2400	Methods and Methodology	3
PSC 2400 L	Statistical Software in Behavioral Science Research	1
PSC 2880	Capstone	4
	Upper-division electives in History or Political Science	6

Subtotal: 33

Other Degree Requirements* and General Electives

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

Subtotal: 85

Total Credit Hours: 124

Because of the large number of elective units available, the Department usually recommends a double major.

POLITICAL SCIENCE MINOR

REQUIREMENTS

Required Courses

HST 1000	World History I	3
HST 1010	World History II	3
PSC 1000	Introduction to American Government	3
PSC 1100	Introduction to Comparative Government	3
	Upper-division units in History or Political Science	9

Total Credit Hours: 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.

REQUIREMENTS**Prerequisites**

These courses may be used to fulfill other requirements, including General Degree Requirements.

HST 2320	Modern America: 1932 to Present	3
PHL 2301	Logic	3
PSC 1000	Introduction to American Government	3

Required Courses

ENG 2108	Advanced Writing	3
PSC 2320	The Constitution	3
PSC 2340	Legal Reasoning	3

Note: Students majoring in Political Science may not take PSC 2340 to fulfill their major requirements.

Elective – 6 units from any of the following

These courses may be used to fulfill other requirements, including General Degree Requirements.

ENG 1041	Classics of World Literature II	3
ENG 2200	Survey of American Literature I	3
ENG 2201	Survey of American Literature II	3
ENG 2400	British Literature: Myth, Epic, Romance	3
ENG 2403	British Literature: The Age of Elizabeth	3
ENG 2408	British Literature: Enlightenment and Revolution	3
ENG 2412	British Literature: Modernism and Postmodernism	3
HST 2110	History of Political and Social Thought	3
HST 2120	Modern Western Thought	3
HST 2330	History and Politics of the Civil Rights Movement in the United States	3
HST 2440 C	Environmental History/Environmental Justice	4
PHL 2100	Ancient Philosophy	3
PHL 2200	Moral Problems	3
PHL 2210	Political and Social Philosophy	3
PHL 2235	Bioethics	3
PHL 2410	Women and Philosophy	3
PSC 2110	International Relations	3
PSC 2301 C	State and Local Government	4
PSC 2330	Gender and the Law	3
SOC 2309	Criminology	3
SOC 2317	Deviant Behavior	3
SOC 2345	The Color of Crime: Race and Criminal Justice	3
SOC 2349	Youth, Crime, and Society	3

SOC 2725 Social Problems 4

Subtotal: 6

Note: Students must take these 6 elective units from courses other than their majors.

Total Credit Hours: 24

Psychology

Dr. Bobby Vaughn
Chair
(650) 508-3785
bvaughn@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.

Undergraduate Psychology majors who are interested in NDNU's Art Therapy graduate program are encouraged to also minor in Art.

Psychology Articulated Programs

Undergraduate Psychology offers special articulated programs with NDNU's graduate programs in Art Therapy and Clinical Psychology and with NDNU's Special Education degree programs. Articulated programs allow qualified students in their last year of undergraduate work to begin study for the master's degree while completing

the bachelor's degree. They are allowed to enroll in up to 6 units of selected graduate course work that fulfill the undergraduate psychology elective requirements while also counting those graduate units toward the master's degree.

BA PSYCHOLOGY

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

REQUIREMENTS

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

Prerequisites

PSY 1001	Introduction to Psychology	3
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One of the following courses

MTH 1111	Statistical Concepts	3
MTH 2502	Statistics	3

Note: MTH 2502 is highly recommended for students who are going on to graduate school.

Total Prerequisites

Subtotal: 6

Major Requirements

PSY 2101	Personality Theory	3
PSY 2109 W	Research Methods	4
PSY 2117	Psychobiology	3

PSY 2125	Cognitive Psychology	3
PSY 2133	Social Psychology	3
	Upper-division Psychology (or other approved) elective courses	9

One of the following courses

PSY 2157	Abnormal Psychology	3
PSY 2157 W	Abnormal Psychology	4

One of the following courses

PSY 2180	History and Systems of Psychology	3
PSY 2180 W	History and Systems of Psychology	4

One of the following courses

PSY 2141	Developmental Psychology	3
PSY 2149 C	Developmental Psychology in the Classroom and Community	4
PSY 2150	Lifespan Development	3

Total Major Requirements

Subtotal: 34-37

Other Degree Requirements* and General Electives

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

Subtotal: 81-84

Total Credit Hours: 124

Psychology Elective Courses (p. 95)

PSYCHOLOGY MINOR

REQUIREMENTS

Required Courses

PSY 1001	Introduction to Psychology	3
	Upper-division units in Psychology	12

Subtotal: 15

PSYCHOLOGY ELECTIVE COURSES

PSYCHOLOGY ELECTIVE COURSES

Any upper-division PSY course or courses listed below can also be used as electives for the Psychology major or minor:

BIO 2124	Forensic Science	4
PHL 2400	Philosophy of Science	3
PHL 2405	Philosophy of Mind	3
PHL 2420	Philosophy of Love	3
REL 2435	All You Need is Love: The Spiritual and Social Implications of Love	3
PSC 2410	Political Psychology	3
SOC 2301	The Family	3

SOC 2309	Criminology	3
SOC 2317	Deviant Behavior	3
SOC 2333	Social Issues in the Community	3
SOC 2341	Crime in American Society	3
SOC 2345	The Color of Crime: Race and Criminal Justice	3
SOC 2349	Youth, Crime, and Society	3
SOC 2401	Race and Ethnicity	3
SOC 2417	Interpersonal/Intercultural Communication	3
SOC 2425	Cultures, Communities, Criminology	3
SOC 2456	The Sociological Study of Women	3
SOC 2457	Anthropology of Sexuality and Gender	3

Religious Studies

Dr. Marianne Delaporte
Academic Unit Leader
(650) 508-4181
mdelaporte@ndnu.edu

The Department of Religious Studies offers a minor in Religious Studies and the opportunity to create an interdisciplinary major or interdisciplinary minor involving this and another area.

Students who minor 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 minor in Religious Studies can help in preparation for careers in Catholic education, nonprofit work, or any career in the Liberal Arts.

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

RELIGIOUS STUDIES MINOR

FIFTEEN UNITS SUGGESTED AS FOLLOWS

Required Courses

REL 1250	Religions of the World	3
	Upper division electives in Religious Studies	6

One course from the following

REL 1400	Challenged by Christian Ethics	3
	OR	
REL 1405	The Christian in Society	3

Subtotal: 12

One course from the following

REL 1300	Church/Sacraments	3
REL 2145	Mystical Experience in the Religions of the Book	3
REL 2255 C	Social Justice in the World Religions	4
REL 2270	The Catholic Imagination	3
REL 2435	All You Need is Love: The Spiritual and Social Implications of Love	3
REL 2620	Way of the Earth	3

Subtotal: 3-4

Total Credit Hours: 15-16

Sociology

Dr. Bobby Vaughn
Chair
(650) 508-3785
bvaughn@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 degree
- Sociology degree with 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, and international relations. A degree in Sociology also can lead directly to graduate study in numerous disciplines and professions.

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.

BA SOCIOLOGY

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

REQUIREMENTS

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

Prerequisites

SOC 1001	Introduction to Sociology	3
SOC 1009	Cultural Anthropology	3

Subtotal: 6

Major Requirements

PSY 2133	Social Psychology	3
SOC 2110	Sociological Theory	3
SOC 2401	Race and Ethnicity	3
SOC 2741	Social Class, Social Inequality	3
SOC 2997	Sociology Senior Capstone	3
	One Community Engagement Course, chosen in consultation with advisor	3-4
	Upper-division electives in the major	12

Subtotal: 30-31

Upper-division electives in the major must be chosen from the General Sociology Degree Electives (p. 97). Students may choose these electives to satisfy the Community and Criminal Justice Concentration (p. 98).

Other Degree Requirements* and General Electives

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

Subtotal: 86-87

Total Credit Hours: 124

ELECTIVE OR CONCENTRATION OPTIONS

GENERAL SOCIOLOGY DEGREE ELECTIVES

Subtotal: 12

The twelve required upper-division elective units may be chosen from the following

	Any upper-division SOC course(s)	
PSY 2145	Adolescent and Youth Development	3
PSY 2217	Conflict Resolution	3
PSY 2309 C	Community Psychology	4

**COMMUNITY AND CRIMINAL JUSTICE
CONCENTRATION****Twelve units are required in the concentration**

SOC 2309	Criminology	3
SOC 2317	Deviant Behavior	3
SOC 2345	The Color of Crime: Race and Criminal Justice	3

One course from the following:

SOC 2333	Social Issues in the Community	3
SOC 2341	Crime in American Society	3
SOC 2349	Youth, Crime, and Society	3
SOC 2425	Cultures, Communities, Criminality	3
SOC 2433	Cross-Cultures and Subcultures	3

Subtotal: 12**SOCIOLOGY MINOR****REQUIREMENTS****Required Courses**

SOC 1001	Introduction to Sociology	3
	Upper-division units in Sociology	12

Or choose from the following

PSY 2133	Social Psychology	3
PSY 2217	Conflict Resolution	3
PSY 2309 C	Community Psychology	4
PSY 2409	Building Community Thru Diversity	1

Total Credit Hours: 15**COMMUNITY AND CRIMINAL JUSTICE MINOR****REQUIREMENTS****Required Courses**

SOC 1001	Introduction to Sociology	3
SOC 2309	Criminology	3
SOC 2317	Deviant Behavior	3
SOC 2345	The Color of Crime: Race and Criminal Justice	3

SCHOOL OF BUSINESS AND MANAGEMENT

Douglas Rice, DBA
Interim Dean
(650) 508-3469
drice@ndnu.edu

The School of Business and Management (SBM) prepares students with useful professional-level competency, grounded by the NDNU hallmarks and our rich heritage of innovation, achievement, and promotion of diversity, which allows them to

A minimum of 3 upper-division elective units from the following

BIO 2124	Forensic Science	4
PSC 2320	The Constitution	3
SOC 2333	Social Issues in the Community	3
SOC 2349	Youth, Crime, and Society	3
SOC 2425	Cultures, Communities, Criminality	3
SOC 2725	Social Problems	4

Subtotal: 3-4**Total Credit Hours: 15-16****Theatre and Dance**

Michael Elkins
Chair
(650) 508-3575
melkins@ndnu.edu

The NDNU Department of Theatre and Dance offers opportunities for the performing arts. Through participation in seminar-style courses, students gain skills, knowledge, and experience essential to theatre and dance professionals. The department offers classes that are balanced between performance, design and technical craft, and dramatic literature and theory. The department encourages and supports all students' efforts to create original works as performers, designers, technicians, choreographers, writers, producers, and directors. Courses and performance activities in the Department of Theatre and Dance are open to students from all university programs and majors and are designed to fulfill university General Education requirements.

Interdisciplinary Majors

At NDNU, students may design an interdisciplinary major that combines existing courses from various departments (see Interdisciplinary Majors (p. 41) in the Undergraduate Degree Requirements section). For example, students may design a major that combines Theatre and Dance courses with courses selected from other NDNU programs, including Kinesiology, Nutrition, Biology, and Psychology.

thrive in our ever-changing global business environment. In growing personally and socially, as well as professionally, students gain the critical skills and knowledge to become significant contributors in both their vocation and their community.

SBM degree programs mirror the fast pace and global reach of today's business environment. Whether enrolled in graduate or undergraduate, day or evening, on ground or online programs, our students work closely in small classes with dedicated faculty who have extensive industry experience.

Accounting: Traditional Day

Therese Martin
Program Chair
(650) 508-3469
tmartin@ndnu.edu

The Bachelor of Science in Accounting program for traditional day students provides a strong foundation in accounting and business. The major 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.

BS ACCOUNTING

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.

REQUIREMENTS

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

Prerequisites

ACC 1216	Accounting Procedures	3
ACC 1224	Financial Accounting	3
ACC 1232	Managerial Accounting	3
BUS 1000	Foundations of Business	3
BUS 1008	Building Business Values	3
BUS 1100	Macroeconomics	3

BUS 1108	Microeconomics	3
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Subtotal: 21

Major Requirements

ACC 2202	Intermediate Accounting I	3
ACC 2204	Intermediate Accounting II	3
ACC 2206	Intermediate Accounting III	3
ACC 2210	Federal Income Tax	3
ACC 2212	Cost Accounting	3
ACC 2214	Advanced Accounting	3
ACC 2218	Auditing	3
ACC 2222	International Accounting	3
BUS 2000	Management Principles and Organizational Behavior	3
BUS 2008	Legal Environment of Business	3
BUS 2201	Commercial Law	3
BUS 2224	Corporate Finance I	3
BUS 2600	Operations and Information Technology Systems	3
BUS 2990 C	Business Internship	3

Note: BUS 2224: MTH 2502, Statistics, is a prerequisite for BUS 2224 and can also be used to satisfy the General Education Mathematics requirement.

One of the following

BUS 2980	Business Policy/Strategies	3
BUS 2980 W	Business Policies/Strategies	3

Total Major Requirements

Subtotal: 45

Other Degree Requirements and General Electives

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

Subtotal: 58

Total Credit Hours: 124

ACCOUNTING MINOR

Accounting is highly valued by business employers and completing a minor in Accounting allows students to not only gain the additional accounting knowledge, but have it reflected on their transcript.

REQUIREMENTS

Students may choose any six electives from among the following

ACC 2202	Intermediate Accounting I	3
ACC 2204	Intermediate Accounting II	3
ACC 2206	Intermediate Accounting III	3
ACC 2210	Federal Income Tax	3
ACC 2212	Cost Accounting	3

ACC 2214	Advanced Accounting	3
ACC 2218	Auditing	3
ACC 2222	International Accounting	3

Total Credit Hours: 18

Business Administration: Professional Studies Program (Evening)

Therese Madden, Ed.D.

Program Director

(650) 508-3601

tmadden@ndnu.edu

The Bachelor of Science degree in Business Administration incorporates a series of seven-week upper-division accelerated courses that meet in the evening and on weekends, focusing on the needs of students who meet the following qualifications: 25 years of age or older; three years of full-time work or volunteer experience, and 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 thrive in their chosen professional business and management occupations. Course work incorporates hands-on projects and practical knowledge applicable to contemporary work challenges. Students in the program have access to all of our outstanding support services, including tutoring, career development services, and more.

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.

BS BUSINESS ADMINISTRATION (EVENING)

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 principles** that allows them to work effectively, respectfully, ethically, and professionally with people of diverse ethnic, cultural, gender, and other backgrounds.

REQUIREMENTS

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

Prerequisites

ACC 1224	Financial Accounting	3
BUS 1100	Macroeconomics	3
BUS 1108	Microeconomics	3
MTH 2502	Statistics	3

Subtotal: 12

Major Requirements

BUS 2000	Management Principles and Organizational Behavior	3
BUS 2006	Contemporary Professional Writing	3
BUS 2008	Legal Environment of Business	3
BUS 2010	Professional Ethics and Social Responsibility	3
BUS 2224	Corporate Finance I	3
BUS 2300	Marketing Principles	3
BUS 2335	International Business	3
BUS 2600	Operations and Information Technology Systems	3
BUS 2980	Business Policy/Strategies	3
	Upper-division Business Electives	9

Subtotal: 36

Students may select any nine units of upper-division Business electives or may choose to follow one of the Tracks toward Professional and Career Goals: Accounting/Finance (p. 102), Management, (p. 102) or Marketing Communication. (p. 102)

Other Degree Requirements* and General Electives

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

Subtotal: 76

Total Credit Hours: 124**TRACKS TOWARD PROFESSIONAL AND CAREER GOALS**

Students may select a specialized area of elective courses as their track toward individualized career goals or take a selection of any upper-division Business courses totaling nine units or more to fulfill Business Elective requirements. See the following options and work closely with your advisor to choose a track or other electives that is consistent with your desired career goals. Tracks available for selection are:

ACCOUNTING/FINANCE**Choose nine units from the following**

ACC 2202	Intermediate Accounting I	3
ACC 2204	Intermediate Accounting II	3
ACC 2210	Federal Income Tax	3
BUS 2228	Financial Analysis and Modeling	3
BUS 2240	Money, Markets, Financial Institutions	3
BUS 2250	Personal Financial Planning	3

Subtotal: 9

ACC 2202 and ACC 2204 are only offered as 15-week courses.

MANAGEMENT**Choose nine units from the following**

BUS 2012	Business Leadership	3
BUS 2016	Change and Conflict Management: Theory and Practice	3
BUS 2040	Women in Management	3
BUS 2048	Human Resource Management	3
BUS 2616	Project Management	3
HSP 2239	Human Relations in Organizations	3
HSP 2248	Managing Cultural Diversity	3
HSP 2254	Stress in the Workplace	3

Subtotal: 9**MARKETING / COMMUNICATIONS****Choose nine units from the following**

BUS 2340	Entrepreneurial Management and Marketing	3
BUS 2364	Advertising	3
COM 2001	Public Relations Principles	3
COM 2408	Media, Politics, and Society	3
COM 2445	Social Media	3
HSP 2203	Communication Skills	3
HSP 2227	Marketing for Non-Profit Organizations	3

Subtotal: 9**Business Administration: Traditional Day**

Dr. Therese Martin
Program Chair
(650) 508-3469
tmartin@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.

The School of Business and Management approaches education as a team effort with our faculty and staff working with students to prepare them to thrive in their chosen professional business and management occupations after graduation. Within the Business Administration major, specialized tracks are offered in: Accounting, Economics, Entrepreneurship, International Business, Management, and Marketing. We also offer a minor in Business Administration and a minor in Accounting.

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.

BS BUSINESS ADMINISTRATION**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.

REQUIREMENTS

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

Prerequisites

ACC 1216	Accounting Procedures	3
ACC 1224	Financial Accounting	3
ACC 1232	Managerial Accounting	3
BUS 1000	Foundations of Business	3
BUS 1008	Building Business Values	3
BUS 1100	Macroeconomics	3
BUS 1108	Microeconomics	3

Subtotal: 21

Major Requirements

BUS 2000	Management Principles and Organizational Behavior	3
BUS 2008	Legal Environment of Business	3
BUS 2224	Corporate Finance I	3
BUS 2300	Marketing Principles	3
BUS 2305 C	Community-Based Research and Statistical Analysis	3
BUS 2335 W	International Business	3
BUS 2600	Operations and Information Technology Systems	3
BUS 2990 C	Business Internship	3

Note: BUS 2305 C: MTH 2502, Statistics, is a prerequisite for BUS 2305 C and can also be used to fulfill the General Education Mathematics requirement.

One of the following

BUS 2980	Business Policy/Strategies	3
BUS 2980 W	Business Policies/Strategies	3

Upper-division Electives in the Major

Upper-division electives in the major	12
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Students may choose to use their upper-division electives to satisfy one of the following tracks: Accounting (p. 103), Economics (p. 103), Entrepreneurship (p. 103), International Business (p. 104), Management (p. 104), Marketing (p. 104)

Total Major Requirements

Subtotal: 39

Other Degree Requirements* and General Electives

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

Subtotal: 64

Total Credit Hours: 124

TRACKS

Students may select a specialized area of elective courses as their track toward individual career goals or take a selection of any upper-division Business courses totaling 12 units or more to fulfill elective requirements. See the following options and work with your advisor to choose a track or other electives that is consistent with your desired career goal.

ACCOUNTING

Choose twelve units from the following

ACC 2202	Intermediate Accounting I	3
ACC 2204	Intermediate Accounting II	3
ACC 2206	Intermediate Accounting III	3
ACC 2210	Federal Income Tax	3
ACC 2212	Cost Accounting	3
ACC 2214	Advanced Accounting	3
ACC 2218	Auditing	3
ACC 2222	International Accounting	3
BUS 2201	Commercial Law	3

Subtotal: 12

ECONOMICS

Choose twelve units from the following

BUS 2104	Environmental Economics	3
BUS 2108	Comparative Capitalist Systems	3
BUS 2116 W	Economic Development of Less Developed Countries	3
BUS 2124	International Economics	3
BUS 2240	Money, Markets, Financial Institutions	3
BUS 2248	International Finance	3

Subtotal: 12

ENTREPRENEURSHIP**Choose twelve units from the following**

BUS 2012	Business Leadership	3
BUS 2048	Human Resource Management	3
BUS 2304	Market Analysis & Research	3
BUS 2336	Market Mapping Management	3
BUS 2340	Entrepreneurial Management and Marketing	3
BUS 2348	Finance and Marketing for a New Business Venture	3

Subtotal: 12**INTERNATIONAL BUSINESS****Choose twelve units from the following**

BUS 2024	Comparative International Management	3
BUS 2116 W	Economic Development of Less Developed Countries	3
BUS 2124	International Economics	3
BUS 2248	International Finance	3
BUS 2332	International Marketing	3
CUL 2135	Business Culture of France vs. US	3
CUL 2140	Business French II	3

Subtotal: 12**MANAGEMENT****Choose twelve units from the following**

BUS 2012	Business Leadership	3
BUS 2016	Change and Conflict Management: Theory and Practice	3
BUS 2024	Comparative International Management	3
BUS 2032	Management Planning and Decision-Making	3
BUS 2040	Women in Management	3
BUS 2048	Human Resource Management	3
BUS 2056	Management of Human Relations	3
BUS 2336	Market Mapping Management	3
BUS 2340	Entrepreneurial Management and Marketing	3
BUS 2616	Project Management	3
THE 2159 C	Introduction to Arts Management	3

Subtotal: 12**MARKETING****Choose twelve units from the following**

BUS 2304	Market Analysis & Research	3
BUS 2316	Consumer Behavior	3
BUS 2324	Channel Marketing	3
BUS 2328	Service Marketing	3
BUS 2332	International Marketing	3
BUS 2336	Market Mapping Management	3

BUS 2340	Entrepreneurial Management and Marketing	3
BUS 2356	Sales and Sales Management	3
BUS 2364	Advertising	3

Subtotal: 12**BUSINESS ADMINISTRATION MINOR**

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.

REQUIREMENTS**Required Courses**

ACC 1216	Accounting Procedures	3
BUS 1000	Foundations of Business	3
BUS 2000	Management Principles and Organizational Behavior	3
BUS 2300	Marketing Principles	3

Choose one of the following

BUS 1100	Macroeconomics	3
BUS 1108	Microeconomics	3

Total Credit Hours: 15**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 in other majors are also able to obtain a minor in Communication.

BA 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.

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.

REQUIREMENTS

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

Major Requirements

COM 1000	Introduction to Communication	3
COM 1008	Oral Communication	3
COM 2440	Writing for the Media	3
COM 2445	Social Media	3
COM 2408	Media, Politics, and Society	3
COM 2428	Desktop Publishing	3
COM 2449	Digital Communication I	3
COM 2450	Digital Communication II	3
COM 2502	Public Relations Writing	3
COM 2981	Communication Seminar	3
COM 2990	Internship	3
C		

Note: COM 2990 C is required to be taken for a total of 6 units, at least 3 units of which need to be completed in the nonprofit sector

Three Units of Media Production Lab

COM 1456 L	Media Production Lab	1-3
	OR	
COM 2456 L	Media Production Lab	1-3

One of the following

COM 1001	Public Relations Principles	3
	OR	
COM 2001	Public Relations Principles	3

Three units of electives from the following

COM 2416	The Holocaust	3
COM 2510	Public Relations Cases and Campaigns	3
COM 2986	Special Topics in Communication	3

Three units chosen from electives above or below

ART 2401	Media Graphics: Graphic Design	3
ART 2625	Photography I	3
BUS 1000	Foundations of Business	3
BUS 2300	Marketing Principles	3
BUS 2364	Advertising	3
REL 2210	Reel Religion: Christianity in Film	3
REL 2310	Religion and Technology	3
SOC 2417	Interpersonal/Intercultural Communication	3

Total Major Requirements

Subtotal: 48

Other Degree Requirements* and General Electives

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

Subtotal: 76

Total Credit Hours: 124

COMMUNICATION MINOR

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.

REQUIREMENTS

Required Courses

COM 1000	Introduction to Communication	3
COM 1008	Oral Communication	3
	Elective units in Communication	9

6 of the elective units must be upper-division

Total Credit Hours: 15

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.

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.

Articulation Agreement

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.

BS HUMAN SERVICES

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.

REQUIREMENTS

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

Prerequisites

PSY 1001	Introduction to Psychology	3
SOC 1001	Introduction to Sociology	3

Subtotal: 6

Note: PSY 1001 and SOC 1001: Credit may be earned from accredited colleges or through CLEP tests. In community colleges, these courses are often titled General Psychology and General Sociology.

Major Requirements

BUS 2010	Professional Ethics and Social Responsibility	3
HSP 2201	Community Leadership Practicum	0.5

HSP 2203	Communication Skills	3
HSP 2209	Human Services	3
HSP 2212	Financial Management	3
HSP 2218	Social Research Methods	3
HSP 2221	Human Services Senior Seminar	3
HSP 2224	Professional Development	0.50

HSP 2201: Taken at the beginning of Major Study

HSP 2224: Taken at the end of Major Study

One of the following upper-division writing courses

BUS 2006	Contemporary Professional Writing	3
ENG 2108	Advanced Writing	3
HSP 2206	Professional Writing	3
HSP 2233	Grant Writing	3

Upper-division electives

Upper-division Electives	9
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Students may select elective courses in a specialized area consistent with career goals. Courses may be chosen from the Administration (p. 107) track; Counseling (p. 107) track; or Gerontology (p. 107) track.

Total Major Requirements

Subtotal: 31

Other Degree Requirements and General Electives

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

Subtotal: 87

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.

Subtotal: 124

Total Credit Hours: 124

TRACKS TOWARD PROFESSIONAL AND CAREER GOALS

Students may select elective courses in a specialized area consistent with desired career goals. We suggest that you work closely with your advisor to choose courses within one of the tracks below: Administration, Counseling, or Gerontology.

ADMINISTRATION

Choose nine units from the following

BUS 2000	Management Principles and Organizational Behavior	3
BUS 2012	Business Leadership	3
BUS 2016	Change and Conflict Management:	3

	Theory and Practice	3
BUS 2040	Women in Management	3
BUS 2048	Human Resource Management	3
BUS 2250	Personal Financial Planning	3
BUS 2300	Marketing Principles	3
BUS 2616	Project Management	3
HSP 2227	Marketing for Non-Profit Organizations	3
HSP 2230	Personal Financial Planning	3
HSP 2236	Creativity and Work	3
HSP 2239	Human Relations in Organizations	3
HSP 2248	Managing Cultural Diversity	3
HSP 2251	Managing Employee Assist Programs	3
HSP 2254	Stress in the Workplace	3
HSP 2257	Women's Health Issues	3
HSP 2269	Managing and Leading Emotional Intelligence	3
HSP 2290	Internship	3

Subtotal: 9

HSP 2290 may be taken twice for credit.

COUNSELING

Choose nine units from the following

BUS 2016	Change and Conflict Management: Theory and Practice	3
HSP 2230	Personal Financial Planning	3
HSP 2233	Grant Writing	3
HSP 2236	Creativity and Work	3
HSP 2242	Human Services Counseling Skills	3
HSP 2248	Managing Cultural Diversity	3
HSP 2251	Managing Employee Assist Programs	3
HSP 2254	Stress in the Workplace	3
HSP 2257	Women's Health Issues	3
HSP 2263	Development Across the Lifespan	3
HSP 2269	Managing and Leading Emotional Intelligence	3
HSP 2290	Internship	3
PSY 2141	Developmental Psychology	3
PSY 2157	Abnormal Psychology	3
PSY 2725	Death and Dying	3

Subtotal: 9

HSP 2233: may be applied to either the Human Services major or to the Counseling Concentration, but not both.

HSP 2290 may be taken twice for credit

GERONTOLOGY

Choose nine units from the following

HSP 2242	Human Services Counseling Skills	3
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HSP 2248	Managing Cultural Diversity	3
HSP 2257	Women's Health Issues	3
HSP 2260	Introduction to Gerontology	3
HSP 2263	Development Across the Lifespan	3
HSP 2269	Managing and Leading Emotional Intelligence	3
HSP 2283	Gerontology Practicum	3
PSY 2725	Death and Dying	3
		Subtotal: 9

HUMAN SERVICES MINOR

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.

REQUIREMENTS

Required Courses

HSP 2209	Human Services	3
HSP 2218	Social Research Methods	3
		Subtotal: 6

Choose six units from the following

HSP 2227	Marketing for Non-Profit Organizations	3
HSP 2230	Personal Financial Planning	3
HSP 2233	Grant Writing	3
HSP 2236	Creativity and Work	3
HSP 2239	Human Relations in Organizations	3
HSP 2242	Human Services Counseling Skills	3
HSP 2248	Managing Cultural Diversity	3
HSP 2251	Managing Employee Assist Programs	3
HSP 2254	Stress in the Workplace	3
HSP 2257	Women's Health Issues	3
HSP 2260	Introduction to Gerontology	3
HSP 2263	Development Across the Lifespan	3
HSP 2283	Gerontology Practicum	3
HSP 2290	Internship	3
		Subtotal: 6

HSP 2290: may be taken twice for credit

Total Credit Hours: 12

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 focuses on fostering innovation, superior management, and leadership competencies through the practice of analytical decision-making and problem solving. Our MBA program develops useful 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, systems thinking, ethics, and corporate social responsibility. The program combines theory with practice and explores the evolving nature of managerial practices and social and political factors impacting an increasingly technology-driven, globalizing business environment.

Admission Information

Fully admitted students will need to meet the following requirements:

1. A four-year bachelor's degree from a regionally 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 (p. 27) requirements.

MBA MASTER OF BUSINESS ADMINISTRATION

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

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.

REQUIREMENTS

The MBA program requires 36 semester units of graduate course credit:

- Core — 24 units
- Concentration — 12 units
- Foundation — no credit

Core Requirements

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.

BUS 4000	Organizational/Management Theory	3
BUS 4040	Legal and Ethical Dimensions of Business	3
BUS 4100	Management Accounting	3
BUS 4108	Corporate Financial Management	3
BUS 4200	Enterprise Information Management Systems	3

BUS 4208	Global Operations Management	3
BUS 4400	Marketing Planning and Analysis	3
BUS 4980	Business Strategy	3

Subtotal: 24

Concentration Requirements or General Electives

Electives are chosen in consultation with an advisor. Students may use the 12 elective units to pursue a concentration. Concentrations available are Finance (p. 109), Human Resource Management (p. 110), Marketing (p. 110), Media and Promotion (p. 110).

Subtotal: 12

Total Credit Hours: 36

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 wishing to pursue a double concentration must take 9 units of approved coursework for each concentration, for a total of 42 units towards the degree. 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

Learning Outcomes

1. Develop a comprehensive understanding of the tools, techniques and frameworks for evaluating projects, companies and securities in order to make optimal investment and risk-management decisions.
2. Develop an understanding of the role of markets and financial institutions in the macroeconomy as well as the financial decision-making dynamics of the individual consumer.
3. Understand how global financial market dynamics impact financial decision making within firms and domestic market economies.

BUS 4124	Government Budget/Finance	3
BUS 4132	Investments	3

BUS 4140	Derivatives/Risk Management	3
BUS 4148	International Finance	3
BUS 4158	Behavioral Finance	3
BUS -----	Elective	

Subtotal: 12

HUMAN RESOURCE MANAGEMENT

Learning Outcomes

1. Understand and apply human resources best practices, leadership and risk management principles that foster the development of productive work environments that treat employees equitably.
2. Apply evidence-based management techniques and research findings to optimize the quality of employee, group and firm level managerial decision-making within organizations.
3. Gain an understanding of how to develop and analyze the efficacy of performance management programs within organizations.

BUS 4508	Human Resource Management	3
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Nine units from the following

BUS 4248	Global Management of Virtual Teams	3
BUS 4516	Managing Diversity	3
BUS 4524	Labor/Management Relations	3
BUS 4532	Conflict Management	3
BUS 4540	Recruitment, Training, Development	3
BUS -----	Elective	

Subtotal: 12

MARKETING

Learning Outcomes

1. Develop an awareness and facility with the tools and techniques used to make sustainable marketing strategy decisions in product design, pricing, distribution and promotion activities.
2. Gain a comprehensive understanding of domestic and global consumer behavior and how cultural dynamics impact upon marketing strategy.
3. Gain a comprehensive understanding of modern-day marketing trends and techniques that can be used to sense and fulfill evolving consumer demand patterns.

BUS 4008	Entrepreneurship	3
BUS 4404	Consumer Behavior	3
BUS 4408	Marketing Research	3
BUS 4420	Digital Marketing	3
BUS 4424	Advertising and Promotion	3
BUS 4432	International Marketing	3

BUS 4440	Spatial Analysis	3
BUS 4456	Public Relations	3
BUS -----	Elective	

Subtotal: 12

MEDIA AND PROMOTION

**Students wishing to pursue this concentration must satisfactorily complete a copy-writing aptitude test and show evidence of satisfactory academic performance. See graduate advisor for details.

Learning Outcomes

1. Develop a comprehensive understanding of social, digital and traditional media practices using a framework of integrated marketing communications.
2. Hone copywriting and messaging skills to effectively communicate an organization’s brand story to the appropriate audiences.
3. Gain an understanding of how organizations can effectively partner with key publics to accomplish organizational and social goals.

BUS 4420	Digital Marketing	3
BUS 4424	Advertising and Promotion	3
BUS 4448	Copywriting	3

One of the following courses

BUS 4404	Consumer Behavior	3
BUS 4408	Marketing Research	3
BUS 4456	Public Relations	3

Total Concentration Requirements

Subtotal: 12

**The following is required by the Program Director from students applying to this concentration:

- Statement of Purpose
- Copy-writing 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.

Admission Information

Fully admitted students will need to meet the following requirements:

1. A four-year bachelor's degree from a regionally 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 (p. 27) requirements.

MPA MASTER OF PUBLIC ADMINISTRATION

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 required MPA foundation courses:

- Introduction to Political Science
- Introduction to Psychology
- Introduction to Sociology
- Introductory Statistics

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.

REQUIREMENTS

The MPA program requires 36 semester units of graduate course credit:

- Core — 24 units
- Concentration — 12 units
- Foundation — no credit

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.

BUS 4000	Organizational/Management Theory	3
BUS 4010	Introduction to Public Administration	3
BUS 4020	Community-Based Research/Analysis	3
BUS 4124	Government Budget/Finance	3
BUS 4440	Spatial Analysis	3
BUS 4500	Leadership Concepts	3

BUS 4508	Human Resource Management	3
BUS 4981	Public Policy	3
		Subtotal: 24

Concentration Requirements or General Electives

Electives are chosen in consultation with an advisor. Students may use the 12 elective units to pursue a concentration. Concentrations available are Human Resource Management (p. 112) and Public Affairs Administration (p. 112).

Subtotal: 12

Total Credit Hours: 36

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 program advisor. Students wishing to pursue a double concentration must take 9 units of approved coursework for each concentration, for a total of 42 units towards the degree. Students desiring a

broader study can elect to pursue a general degree and select any 12 units of electives approved by the graduate program director.

HUMAN RESOURCE MANAGEMENT

Twelve units from the following

BUS 4248	Global Management of Virtual Teams	3
BUS 4516	Managing Diversity	3
BUS 4524	Labor/Management Relations	3
BUS 4532	Conflict Management	3
BUS 4540	Recruitment, Training, Development	3
BUS -----	Elective	

Subtotal: 12

PUBLIC AFFAIRS ADMINISTRATION

Twelve units from the following

BUS 4016	Contemporary Issues in Public Administration	3
BUS 4048	Administrative Law	3
BUS 4456	Public Relations	3
BUS 4516	Managing Diversity	3
BUS -----	Elective	

Subtotal: 12

SCHOOL OF EDUCATION AND PSYCHOLOGY

Caryl Hodges, Ed.D
 Dean
 (650) 508-3493
 chodges@ndnu.edu

For over 60 years, Notre Dame de Namur University has maintained a reputation for excellence in teacher, administrator, and counselor education. The goal of the School of Education and Psychology is to prepare competent teachers, specialists, administrators, counselors, 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 graduates have characterized the program since their inception. All programs are accredited or approved by their professional licensing agencies: California Commission on Teacher Credentialing, Board of Behavioral Sciences, and American Art Therapy Association.

The School of Education and Psychology 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.

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 applying to graduate programs in Art Therapy (p. 115), Clinical Psychology (p. 121), and Education (p. 125) should see the corresponding pages for admission information.

Students may apply to enter graduate education programs in the School of Education and Psychology for the Fall, Spring, and Summer semesters and should meet the following requirements:

1. A bachelor's degree in any field from a regionally accredited institution
2. Undergraduate cumulative grade point average of 2.5 or better
3. Two letters of recommendation
4. A Statement of Intent - Describe your interest in the Credential/MA program applying to, relevant experience, connection to our NDNU mission, and qualities you would bring to our program
5. Personal interview with the program director

Ph.D. in Art Therapy: Students applying to enter the Ph.D. in Art Therapy have additional requirements. Please see the Admission Requirements for the Ph.D. Program in Art Therapy in the Catalog.

Teaching Credential Applicants must also submit:

1. Proof of completion of the Basic Skills Requirement through one of the CTC approved tests to meet this requirement (see CTC website: <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>) or proof of having taken or registered for CBEST examination. NOTE: Basic Skills completion verification is required prior to enrollment in student teaching.
2. Proof of subject matter competency (CSET for Multiple Subject and Education Specialist applicants; CSET or a Subject Matter Competency waiver form from an accredited subject matter preparation program for Single-Subject applicants) or proof of having taken or registered for CSET examination. NOTE: Subject matter competency verification is required prior to enrollment in student teaching.

Preliminary Administrative Services Credential Applicants must also submit:

1. Verification of one of the following valid credentials:
 - a. a clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or
 - b. a clear or life California designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree, and holds an English learner authorization; or
 - c. a clear or life California services credential in pupil personell services, health services for school nurse, teacher librarian services, or speech-langugage pathology or clinical rehabilitative services requiring a baccaulaureate degree and a program of professioanl preparation including field work or the equivalent.
2. Proof of completion of the Basic Skills Requirement through one of the CTC approved tests to meet this requirement (see CTC website: <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>) or proof of having taken or registered for CBEST examination.
3. Verification of 3 years of successful full-time teaching or full-time experience in a services area field for admission. Candidate must have completed 5 years of successful full-time teaching or full-time experience in a service area field prior to being recommended for the credential.

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 (p. 27).

Administrative Services

Susan Charles
Program Director
(650) 508-3613
scharles@ndnu.edu

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 candidate'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 are 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 program is offered in a cohort model. Candidates are admitted in fall only for a 5-semester program (including summer semester). Courses are offered at convenient late afternoon-evening times and are offered off-campus in local school districts.

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 Teaching Credential, Designated Subjects Teaching Credential, or Services Credential
3. Meet the California basic skills requirement

4. Evidence (by transcript) of introductory courses in Psychology and Sociology or complete such courses by mid-program
5. Interview with Administrative Services Program Director
6. A minimum of three-years of classroom teaching experience or experience in a service area field (a minimum of five 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 clear or life teaching, designated subjects, or services credential
3. Complete five full years of teaching or services experience with a valid clear or life 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.

MA SCHOOL ADMINISTRATION AND PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

Learning Outcomes

- Develop a shared vision of learning
- Promote a culture of teaching and understanding
- Effectively manage a school on the service of teaching and learning
- Work effectively with diverse families and communities
- Demonstrate personal ethics and leadership capacity
- Demonstrate political, social, economic, legal, and cultural understanding of education

REQUIREMENTS

Core Courses

EDU 4600	Financial Management	3
EDU 4604	Human Resource Management in School/District	2
EDU 4606	Leadership Concepts	3
EDU 4609	Organization and Management	3
EDU 4700	Trends in Curriculum Development	3
EDU 4703	Educational Assessment/Evaluation	3

Practicum-based Courses

EDU 4621	School Parent Community Relations	3
EDU 4624	School Law, Governance, Politics	3
EDU 4627	Instructional Leadership	3
EDU 4718	Contemporary Topics in Leadership and Technology	3
EDU 4881	Capstone Course:Administrative Services, Preliminary	1

Total Credit Hours: 30

Art Therapy Psychology

Dr. Amy Backos, ATR-BC
Chair
(650) 508-3556
abackos@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 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). Students who graduate 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.

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.

MA MARRIAGE AND FAMILY THERAPY

Program-Specific Admission Requirements

Completed application materials are due by:

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

Course of Study I (MFT 63 units)

The following are required:

1. A bachelor's degree from a regionally 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 or Graduate Admissions at (800) 263-0545, (650) 508-3600, or grad.admit@ndnu.edu.

Program Requirements

Foundation Courses/Prerequisites for Course of Study I (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.

OPTION I - MA MFT (63 UNITS)

Course Requirements

GPY 4100	History and Foundations of Art Therapy	1
GPY 4200	Communication and Counseling Skills	3
GPY 4205	Advanced Human Development	3
GPY 4210	Methods of Group and Family Therapy	3
GPY 4215	Principles of MFT	3
GPY 4220	Psychological Assessment I	2
GPY 4225	Psychological Assessment II	1
GPY 4230	Psychopathology	3
GPY 4236	Substance Abuse: Theory, Treatment, Assessment	3

GPY 4245	Human Sexuality	2
GPY 4251	Psychopharmacology	3
GPY 4255	Professional Ethics and Law I	2
GPY 4260	Professional Ethics and Law II	1
GPY 4263	Child Abuse	1
GPY 4266	Domestic Violence: Assessment and Treatment	1
GPY 4269	Eldercare in the 21st Century	1
GPY 4300	Art Therapy Techniques: Group Experience	1
GPY 4305	Art Therapy Techniques: Special Populations	1
GPY 4310	Art Therapy Techniques: Integrating Creative Arts	1
GPY 4315	Metaphors in Psychopathology: Children	1
GPY 4320	Metaphors in Psychopathology: Adolescents	1
GPY 4325	Metaphors in Psychopathology: Adults	1
GPY 4350	Practicum I	3
GPY 4355	Practicum II	3
GPY 4365	Seminar I	3
GPY 4370	Seminar II	3
GPY 4384	Research Methodology	2
GPY 4396	Research Project	3
GPY 4397	Research: Thesis Completion	3

Three Units of Cross-Cultural Issues

GPY 4240	Cross-Cultural Issues	1-3
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One unit of Special Topics coursework from the following

GPY 4268	Starting a Private Practice	1
GPY 4286	Special Topics in Art Therapy	1-3
GPY 4312	Digital Art Therapy	1
GPY 4360	Explorations in Sandplay	1
GPY 4400	Trauma and Art Therapy Treatment	1
GPY 4900	International and Multicultural Art Therapy Service	2-6
GPY 4905	Art as a Way of Knowing: International Ancient Sites and Living Art Other GPY courses approved by the Program Chair	2

Total Credit Hours: 63

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

MA ART THERAPY

Program-Specific Admission Requirements

Completed application materials are due by:

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

Course of Study Ila (MA in Art Therapy, 63 units)

The following are required:

1. A bachelor's degree from a regionally 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 or Graduate Admissions at (800) 263-0545, (650) 508-3600, or grad.admit@ndnu.edu.

Program Requirements

Foundation Courses/Prerequisites for Course of Study Ila (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 include 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 course in each of the following: drawing, painting, and clay. All foundation areas must be completed within the first year.

OPTION IIA MA ART THERAPY (63 UNITS)

Course Requirements

GPY 4100	History and Foundations of Art Therapy	1
GPY 4200	Communication and Counseling Skills	3
GPY 4205	Advanced Human Development	3
GPY 4210	Methods of Group and Family Therapy	3
GPY 4220	Psychological Assessment I	2
GPY 4225	Psychological Assessment II	1
GPY 4230	Psychopathology	3
GPY 4236	Substance Abuse: Theory, Treatment, Assessment	3
GPY 4245	Human Sexuality	2
GPY 4251	Psychopharmacology	3
GPY 4255	Professional Ethics and Law I	2
GPY 4260	Professional Ethics and Law II	1
GPY 4263	Child Abuse	1
GPY 4266	Domestic Violence: Assessment and Treatment	1

GPY 4269	Eldercare in the 21st Century	1
GPY 4300	Art Therapy Techniques: Group Experience	1
GPY 4305	Art Therapy Techniques: Special Populations	1
GPY 4310	Art Therapy Techniques: Integrating Creative Arts	1
GPY 4315	Metaphors in Psychopathology: Children	1
GPY 4320	Metaphors in Psychopathology: Adolescents	1
GPY 4325	Metaphors in Psychopathology: Adults	1
GPY 4348	Career Counseling	3
GPY 4350	Practicum I	3
GPY 4355	Practicum II	3
GPY 4365	Seminar I	3
GPY 4370	Seminar II	3
GPY 4384	Research Methodology	2
GPY 4396	Research Project	3
GPY 4397	Research: Thesis Completion	3

Three Units of Cross-Cultural Issues

GPY 4240	Cross-Cultural Issues	1-3
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One unit of Special Topics course work from the following

GPY 4268	Starting a Private Practice	1
GPY 4286	Special Topics in Art Therapy	1-3
GPY 4312	Digital Art Therapy	1
GPY 4360	Explorations in Sandplay	1
GPY 4400	Trauma and Art Therapy Treatment	1
GPY 4900	International and Multicultural Art Therapy Service	2-6
GPY 4905	Art as a Way of Knowing: International Ancient Sites and Living Art Other GPY courses approved by the Program Chair	2

Total Credit Hours: 63**Licensing Options after Graduation****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

MA ART THERAPY POST MASTERS ADVANCED STANDING**Program-Specific Admission Requirements**

Completed application materials are due by:

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

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 a regionally 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 or Graduate Admissions at (800) 263-0545, (650) 508-3600, or grad.admit@ndnu.edu.

Program Requirements

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.

OPTION IIB MA ART THERAPY POST MASTERS ADVANCED STANDING (30 UNITS)

Course Requirements

GPY 4100	History and Foundations of Art Therapy	1
GPY 4179	Introduction to Clinical Art Therapy II	2
GPY 4225	Psychological Assessment II	1
GPY 4260	Professional Ethics and Law II	1
GPY 4263	Child Abuse	1
GPY 4300	Art Therapy Techniques: Group Experience	1
GPY 4305	Art Therapy Techniques: Special Populations	1
GPY 4310	Art Therapy Techniques: Integrating Creative Arts	1
GPY 4315	Metaphors in Psychopathology: Children	1
GPY 4320	Metaphors in Psychopathology: Adolescents	1
GPY 4325	Metaphors in Psychopathology: Adults	1
GPY 4350	Practicum I	3
GPY 4355	Practicum II	3
GPY 4365	Seminar I	3
GPY 4370	Seminar II	3
GPY 4396	Research Project	3

One Unit of Cross-Cultural Issues

GPY 4240	Cross-Cultural Issues	1-3
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Two units of Special Topics coursework from the following

GPY 4268	Starting a Private Practice	1
GPY 4286	Special Topics in Art Therapy	1-3
GPY 4312	Digital Art Therapy	1
GPY 4360	Explorations in Sandplay	1
GPY 4400	Trauma and Art Therapy Treatment	1
GPY 4900	International and Multicultural Art Therapy Service	2-6
GPY 4905	Art as a Way of Knowing: International Ancient Sites and Living Art	2
	Other GPY courses approved by the Program Chair	

Total Credit Hours: 30

Licensing Options after Graduation

Course of Study IIb

Currently, Post Master's/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

Clinical Psychology

Helen Marlo, Ph.D.
Chair
(650) 508-3723
hmarlo@ndnu.edu

The Clinical Psychology Department offers a comprehensive foundation in clinical psychology and integrative clinical training that prepares students to: 1) become a licensed marriage and family therapist (MFT), and/or a licensed professional clinical counselor (LPCC); 2) pursue doctoral studies; and 3) to become a master's-level mental health professional (unlicensed).

Our graduates are well trained in the practice of psychotherapy and are qualified for careers in mental health, medical, allied health, administration, social service, legal, educational, geriatric, research, and business settings.

Students may attend our program in the afternoon, evening, and weekend, either part-time or full-time, depending on their needs.

It is structured to meet diverse professional goals through:

- **The Master of Science in Clinical Psychology (MSCP):** 37-unit program. This program prepares students for doctoral studies in psychology or another related field, or may serve as a terminal degree for unlicensed master's level mental health professionals who work in a broad range of clinical, research, healthcare, legal, or administrative settings.
- **The Master of Science in Clinical Psychology/Marriage and Family Therapy (MSCP/MFT):** 60-unit concentration.
- **The Master of Science in Clinical Psychology/Marriage and Family Therapy/Licensed Professional Clinical Counselor (MSCP/MFT/LPCC):** 67-unit concentration.

The MSCP/MFT and MSCP/MFT/LPCC concentrations cover the specific professional training leading to practice as a licensed marriage and family therapist (MSCP/MFT) or as a licensed marriage and family therapist and professional clinical counselor (MSCP/MFT/LPCC). They prepare the student for the MFT and/or LPCC licensing exams. They provide rigorous preparation for students who may desire to continue on in a doctoral program in the future yet who first wish to train and be employed as a licensed psychotherapist.

These programs include all the necessary courses and meet the full educational requirements of MFT/LPCC licensures as required by the California Board of Behavioral Sciences (BBS).

The MSCP/MFT concentration emphasizes the treatment of relational issues, including with couples and families, as practiced by marriage and family therapists. The BBS requires 3,000 hours of experience prior to licensure and 1,300 hours may be acquired *prior* to graduation for students pursuing the MFT license. Our program provides 500 hours of practicum experience that may be counted towards licensure. With the support of our Clinical Training Team, additional hours may be earned that may count towards MFT licensure through our Supervised Field Experience course.

The MSCP/MFT/LPCC concentration includes, but builds upon, all of the requirements of the MFT degree. The combined MSCP/MFT/LPCC degree enables students to pursue dual licensure as a Marriage and Family Therapist and as a Licensed Professional Clinical Counselor. The LPCC is the most current licensing option for master's level mental health professionals. It differs from the MFT concentration in its emphasis on individual psychotherapy, including additional coursework in innovative clinical topics, trauma, and career counseling. The LPCC concentration enables students to earn a nationally recognized and transferable license within the U.S. The BBS requires 3,000 hours of *post-graduate* experience prior to licensure for students pursuing the LPCC license.

Learning Outcomes

- **Clinical Psychology Domain: Learning Outcome 1 --** Students will acquire a broad, integrative, and comprehensive foundation in the field of clinical psychology that integrates theoretical, clinical, and empirical findings particularly geared for the mental health professional. This domain emphasizes understanding factors that mediate human behavior,

development throughout the lifespan, psychological health, and psychopathology.

- **Diversity and Cultural Competence Domain: Learning Outcome 2** -- Students will be educated on diversity through diverse teaching methods, courses, theoretical perspectives, and topics throughout the program, that directly embody and address issues of diversity. This domain will also include education on cultural and cross-cultural issues and their impact on human behavior.
- **Psychotherapy Domain: Learning Outcome 3** -- Students will comprehend, integrate, and apply the major theories and basic empirical findings of psychotherapy practice, including theories and topics that are germane for MFT and LPCC licensure. Students will also acquire training in specialized clinical topics emphasized in clinical practice. Students will be versed in tenets of evidence based practice and findings from psychotherapy research.
- **Clinical, Professional, and Ethical Competence: Learning Outcome 4** -- Students will develop clinical, professional, and ethical competencies through academic coursework and clinical training/practicum experiences. Through such courses, tenets germane to professionalism; ethical development; and clinical practice will be accented. Students will be able to recognize the ethical and legal codes for mental health professions; demonstrate personal and professional awareness for their relevancy; and apply them in their clinical work.
- **Research Domain: Learning Outcome 5** -- Students will understand research designs and parameters of psychological research, particularly within the field of clinical psychology and become more critical consumers of psychological research. They will create and implement an original research project via a capstone project or thesis that is relevant to their scholarly professional interests. The final research project aims to contribute to the field and/or community in a meaningful way.

Admission

NDNU has rolling admission, accepting applications all year round, and admitting students throughout the year for fall, spring and summer semesters. Please review the Graduate Admissions (p. 27) section of this catalog for complete admission requirements.

Admission is competitive. To ensure admission, complete your application before the following priority deadlines:

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

Requirements:

1. Completed application
2. Official undergraduate transcripts. GPA of 3.0 preferred.
3. Two letters of recommendation (one academic; one professional preferred)
4. Autobiographical statement: 2-3 typed, double-spaced pages describing interests in the field, program, NDNU, and pertinent personal or professional experiences.
5. Interview
6. Five, 3-unit prerequisite undergraduate psychology courses are required (earning a "B-" or better):
 - General Psychology
 - Abnormal Psychology
 - Statistics
 - Six units of psychology courses from the following list:
 - Clinical Psychology
 - Counseling Psychology
 - Counseling/Psychotherapy Theories
 - Physiological Psychology
 - Biological Psychology
 - Child and Adolescent Psychopathology
 - Social Psychology
 - Cognitive Psychology
 - Psychological Assessment
 - Developmental Psychology
 - Personality Theories
 - Other courses approved by the Department Chair

Notes:

To progress in the degree program and continue to register for courses, all admission prerequisites must be accomplished by the completion of 15 graduate units and may be obtained at NDNU or transferred from other accredited institutions, pending Departmental approval.

We recommend satisfying prerequisites (earning a B- or better) prior to beginning the master's program to ensure more timely completion of program requirements.

Additional prerequisites or academic preparation may be required of applicants with a GPA below 3.0

For further information, contact the Clinical Psychology Department at (650) 508-3557 or clinicalpsychology@ndnu.edu or Graduate Admissions at (800)263-0545, (650) 508-3600, or grad.admit@ndnu.edu

DISTINCTIONS OF THE PROGRAM

Distinctions of the Program:

- Ranked the #2 Master's Program in Psychology in the U.S.A. in 2016
- Comprehensive program offering Master's degrees in Clinical Psychology with concentrations in marital/family therapy and marital family therapy/licensed professional clinical counseling
- Scholar-practitioner model with professors who are practicing clinicians.
- Fulfills all California academic requirements required by the Board of Behavioral Sciences (BBS) for licensed marriage and family therapists (MFT) and licensed professional clinical counselors (LPCC).
- Courses are conveniently offered, part-time or full-time, in the late afternoon, evening, and weekends.
- Provides preparation for MFT/LPCC exams and licensure.
- Competitive preparation for doctoral studies, including as a doctoral-level, licensed clinical psychologist.
- Training is applicable to a variety of backgrounds: psychology, social work, law, medicine, sociology, biology, business, education, nutrition, and more.
- Individualized clinical training and research project provides choices for fulfilling professional career goals.
- Offers a range of innovative, holistic, courses in psychotherapy (psychodynamic psychotherapy and psychoanalysis, cognitive behavioral therapy, family systems and relational psychotherapy; child/adolescent psychotherapy, group therapy, couple therapy, and more).
- Education on contemporary, specialized clinical topics: cross-cultural issues, trauma, addictions, neurophysiology, psychopharmacology, career counseling, and more.

- Practicum Training Fair with community agencies, provides opportunities for competitive practicum and internship placements throughout the Bay Area.
- Speakers Series of Bay Area Mental Health Professionals augment professional opportunities.
- Supervised clinical experience through practicum program that counts towards MFT licensure.
- Student centered program that includes the Association of Student Leaders who support academic and professional growth and peer networking.
- Well-respected clinical program for over 35 years with a holistic, values-based mission and vision that emphasizes professional training and community engagement.

MISSION, VISION AND PHILOSOPHY

Mission, Vision and Philosophy:

The Clinical Psychology Department provides integrative, professionally oriented education and clinical training for mental health professionals, emphasizing lifelong learning and growth, consciousness, character, and integrity with the goal of promoting human development and alleviating suffering.

We value community, holistic learning, and values-based training which affirms sacredness and diversity. We support community engagement, service, and the work of social justice.

We provide ethical, comprehensive, and innovative clinical psychology training for mental health professionals while remaining guided by our humanistic core values.

The CPD approaches the study of clinical psychology with a value on the development of the whole person throughout the lifespan. Guided by the scholar-practitioner model, the CPD supports rigorous clinical training; values curiosity; honors diversity in academic, theoretical, and learning approaches; and respects the validity of theoretical, empirical, experiential, and clinical forms of learning.

The CPD is grounded in an integrative psychological approach, which emphasizes the interdependence of psychological, developmental, relational, affective, cognitive, behavioral, neurobiological, spiritual, cultural, and social dimensions of human behavior. Scientific, philosophical, humanistic, aesthetic, spiritual, and cultural ways of understanding human dynamics are all valued.

Out of respect for the whole person, the CPD combines scholarly, theoretical, clinical, creative, scientific, experiential, practical, and real world sources of information to provide a solid broad-based foundation, for the prospective clinician-psychotherapist, mental health professional, or future doctoral student. The programs are transformative, and provide opportunities for professional and personal growth. Personal psychotherapy is strongly recommended during the program to support growth and transformation.

The program offers a range of innovative courses taught by experienced professor-psychologists, who are actively working and practicing in the field of clinical psychology. Our experienced clinical professors provide training in family systems and relational psychotherapy; child and adolescent psychotherapy; marriage and family therapy; couple therapy, psychodynamic psychotherapy and psychoanalysis; emotion-focused therapy; cognitive behavioral therapy; dialectical behavior therapy; humanistic, existential, experiential, and expressive forms of psychotherapy; somatic, sensorimotor, play, sandplay, expressive arts, and group therapy. The curriculum offers courses in specialized clinical topics, cross-cultural issues; psychological assessment; addictions; neurophysiology and psychopharmacology; career counseling; and trauma to enhance professional training.

Individualized, professional interests are nurtured through our Clinical Training Program and Research Program.

The Clinical Training Program, led by our Director of Clinical Training (DCT) and Clinical Training Team (CTT), includes a year of supervised clinical training and experience at a respected community site, that includes a small group clinical seminar through the practicum/case seminar sequence. Opportunities for accruing additional clinical experiences--that count towards MFT licensure, are offered year round through a Supervised Field Experience course.

The Research Program involves an original research project—a capstone or thesis--that trains students to critically evaluate and conduct psychological research through our Research Methods/Proposal and Completion course sequence that can contribute to students' future clinical and research activities and professional opportunities. Students have the opportunity to produce a creative research project that is focused upon their professional interests.

Academic and professional success is fostered through a student-centered Department culture that emphasizes mentoring. Our Advising Analyst provides personalized

advising and assistance with academic planning and course registration, which supports timely progression through our program. The Association of Student Leaders (ASL) fosters a student-centered culture that provides mentoring experiences for our students by our students.

Our Mission and Vision is summarized in the “5C’s of the CPD:”

- Community
- Culture
- Character
- Clinical Training
- Core Values

MS CLINICAL PSYCHOLOGY

Please consult our Student Handbook for detailed information on program requirements.

PROGRAM REQUIREMENTS

Major Requirements

CPY 4216	Psychopathology	3
CPY 4230	Lifespan Development	3
CPY 4235	Human Sexuality	1
CPY 4240	Psychodynamic Psychotherapy	3
CPY 4245	Professional Ethics and Law	3
CPY 4311	Cognitive Behavioral Therapy	3
CPY 4420	Clinical Practicum I	3
CPY 4422	Clinical Practicum II	3
CPY 4430	Clinical Case Seminar I	3
CPY 4432	Clinical Case Seminar II	3
CPY 5205	Neurophysiology and Psychopharmacology	3
CPY 4896	Research Methods and Proposal	3

Plus one of the following courses

CPY 4882	Research Project: Capstone Completion	3
CPY 4897	Research Project: Thesis Completion	3

Optional:

CPY 4888	Research Project: Capstone Extension	3
CPY 4898	Research Project: Thesis Extension	3
CPY 6992	Supervised Field Experience	1-3

Total Credit Hours: 37

MS CLINICAL PSYCHOLOGY/MARRIAGE AND FAMILY THERAPY CONCENTRATION

Please consult our Student Handbook for detailed information on program requirements.

PROGRAM REQUIREMENTS

Major Requirements

CPY 4216	Psychopathology	3
CPY 4217	Child and Adolescent Psychopathology and Psychotherapy	3
CPY 4221	Cross-Cultural Issues	3
CPY 4222	Family Systems and Relational Psychotherapy	3
CPY 4230	Lifespan Development	3
CPY 4235	Human Sexuality	1
CPY 4240	Psychodynamic Psychotherapy	3
CPY 4245	Professional Ethics and Law	3
CPY 4252	Clinical Assessment and Treatment	3
CPY 4275	Couple Psychotherapy	3
CPY 4280	Survey of Child and Adult Psychotherapy	2
CPY 4311	Cognitive Behavioral Therapy	3
CPY 4420	Clinical Practicum I	3
CPY 4422	Clinical Practicum II	3
CPY 4430	Clinical Case Seminar I	3
CPY 4432	Clinical Case Seminar II	3
CPY 5200	Group Psychotherapy	3
CPY 5205	Neurophysiology and Psychopharmacology	3
CPY 5265	Diagnosis and Treatment of Addictions	3
CPY 4896	Research Methods and Proposal	3
Plus one of the following courses		
CPY 4882	Research Project: Capstone Completion	3
CPY 4897	Research Project: Thesis Completion	3
Optional:		
CPY 4888	Research Project: Capstone Extension	3
CPY 4898	Research Project: Thesis Extension	3
CPY 6992	Supervised Field Experience	1-3

Total Credit Hours: 60

MS CLINICAL PSYCHOLOGY/MARRIAGE AND FAMILY THERAPY/LICENSED PROFESSIONAL CLINICAL COUNSELOR CONCENTRATION

Please consult our Student Handbook for detailed information on program requirements.

PROGRAM REQUIREMENTS

Major Requirements

CPY 4216	Psychopathology	3
CPY 4217	Child and Adolescent Psychopathology and Psychotherapy	3
CPY 4221	Cross-Cultural Issues	3
CPY 4222	Family Systems and Relational Psychotherapy	3
CPY 4230	Lifespan Development	3
CPY 4235	Human Sexuality	1
CPY 4240	Psychodynamic Psychotherapy	3
CPY 4245	Professional Ethics and Law	3
CPY 4252	Clinical Assessment and Treatment	3
CPY 4275	Couple Psychotherapy	3
CPY 4280	Survey of Child and Adult Psychotherapy	2
CPY 4286	Specialized Clinical Topics	1
CPY 4311	Cognitive Behavioral Therapy	3
CPY 4420	Clinical Practicum I	3
CPY 4422	Clinical Practicum II	3
CPY 4430	Clinical Case Seminar I	3
CPY 4432	Clinical Case Seminar II	3
CPY 5200	Group Psychotherapy	3
CPY 5205	Neurophysiology and Psychopharmacology	3
CPY 5265	Diagnosis and Treatment of Addictions	3
CPY 5550	Crisis, Trauma, and Recovery	3
CPY 5560	Career Development Theories and Techniques	3
CPY 4896	Research Methods and Proposal	3
Plus one of the following courses		
CPY 4882	Research Project: Capstone Completion	3
CPY 4897	Research Project: Thesis Completion	3
Optional:		
CPY 4888	Research Project: Capstone Extension	3
CPY 4898	Research Project: Thesis Extension	3
CPY 6992	Supervised Field Experience	1-3

Total Credit Hours: 67

Education MA

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. The program offers a concentration in Curriculum and Instruction. The concentration includes both required courses and electives which students can choose based on their particular professional interests and needs.

Students who recently completed the BA Liberal Studies Integrated Pathway, or the preliminary Multiple Subject or Single Subject credential at NDNU may articulate up to 15 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 EDU 4721 and EDU 4724 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 in Education 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

MA EDUCATION CURRICULUM AND INSTRUCTION

Curriculum and Instruction Concentration

The goal of this concentration is to build the capacity of educators to promote social justice in 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.

Articulation with other programs

Students who recently completed the BA Liberal Studies Integrated Pathway or preliminary credential at NDNU can count up to 15 units of credential coursework toward the degree.

Learning Outcomes

- Students will develop, implement, integrate, and assess curriculum
- Students will analyze and evaluate the different categories and uses of assessment
- Students will 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 evaluate practices and systems that support the success of under-represented minority groups
- Students will apply critical thinking skills, analytical reading skills, analytical writing skills, and oral communication skills in the evaluation of educational problems
- Students will plan, conduct, evaluate, publish, and present a thesis research project based on a socially-relevant research question

DEGREE REQUIREMENTS

Required Courses

EDU 4700	Trends in Curriculum Development	3
EDU 4706	Social Justice, Diversity, Equity	3
EDU 4721	Intro to Educational Research	3
EDU 4724	Educational Research	1-3

One of the following courses

EDU 4630	Models of Teaching and Supervision	3
EDU 4703	Educational Assessment/Evaluation	3
EDU 4715	Media, Medium, and Method	3

Education Electives or Articulated Credential Courses

Fifteen semester units of education electives or 15 semester units articulated with the preliminary credential from the following courses:*

EDU 4100	Psychological and Developmental Foundations	3
EDU 4104	Sociological and Multicultural Foundations	3
EDU 4107	Foundations For Teaching English Learners	3
EDU 4110	Special Education for the Classroom Teacher	2
EDU 4119	Assessment in the Classroom	2
EDU 4330	Elementary Reading/Language Arts:Primary Grades	3
EDU 4333	Elementary Reading/Language Arts:Upper Grades	3
EDU 4410	Language and Literacy in the Content Areas	3

Subtotal: 15

*Students who recently completed or are co-enrolled in NDNU's credential program (including the BA Liberal Studies Integrated Pathway) may articulate up to 15 semester units of coursework from this list. Those who obtained a preliminary teaching credential from another institution or who have substantial experience with private-school teaching can enroll in 15 units of education electives, to be selected in collaboration with the Program Director.

Total Credit Hours: 30

MA TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Brad Washington

Program Director
(650) 508-3506
bwashington@ndnu.edu

The Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL) degree program at NDNU is a fully online degree program. It is a practitioner-based degree focused on engaging students for preparation to lead instruction in teaching English as an additional language while supporting the growth and knowledge of

the communities they serve. Based on the principles of social justice and human rights, candidates will be grounded in pedagogical approaches and epistemological practices that incorporate technology in preparation to enter the field of TESOL as educators working toward a more just world.

Admission Information

Students may apply and be admitted to the Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL) program in the fall, spring, or summer semesters and should meet the following requirements for consideration:

1. A four-year bachelor's degree from a regionally-accredited institution
2. A cumulative grade point average of 2.5
3. Two letters of recommendation (one reference must be academic)
4. Statement of intent (1-2 pages)
5. An interview with the Program Director

In addition to the General Graduate Program Admissions requirements, international students must provide the following:

- International university transcripts must be evaluated by a professional credential evaluation service. We require a course-by-course evaluation. We accept evaluations from members of NACES and recommend World Education Services, Inc.
- International graduate applicants 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 6.0 on the Academic test. In addition students may demonstrate English language proficiency by studying through an approved English language school. Speak with Admissions for more information about approved language partners and successful completion levels for each program. Meeting minimum requirements does not guarantee admission.

Learning Outcomes

- Students will be able to identify the foundational themes of conceptual knowledge, theoretical

knowledge, and application skills to their teaching practice.

- Students will be able to demonstrate critical engagement of issues and theories in the field of TESOL that impacts the learners they serve.
- Students will be able to explore the purpose and role of technology as it applies to first/second language theory in global contexts.
- Students will be able to maintain awareness of and advocate for pathways toward greater racial, cultural, and linguistic equity in the context of education.
- Students will be able to determine how concepts towards language acquisition differ based on multiple stages of a learner's development.
- Students will be able to apply the NDNu Hallmarks of community engagement and social justice to course curriculum.

REQUIREMENTS

Foundation Courses

TSL 4410	Digital Technologies for Inclusion in TESOL Instruction	3
TSL 4420	Applied Linguistics and TESOL Pedagogy	3

Core Courses

TSL 4400	TESOL Foundations in Theory and Methodology	3
TSL 4450	TESOL Curriculum Design in the Classroom	3
TSL 4460	Discourse Analysis Pragmatics	3
TSL 4470	Digital Storytelling in TESOL Contexts	3
TSL 4490	Structure of American English in Global Paradigms	3
TSL 4500	Online Instruction and Advising in TESOL	3

Capstone

TSL 4430	Assessment, Testing, and Evaluation in TESOL	3
TSL 4480	TESOL Portfolio Design	3

Total Credit Hours: 30

Liberal Studies

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 all NDNu General Education Requirements.

There are three pathways for completing the Liberal Studies Degree: Pathway I: Integrated, Pathway II: Traditional, and Pathway III: Transfers.

Pathway I: Integrated

This includes courses that satisfy the Bachelor of Arts requirements as well as preliminary Multiple Subject Credential requirements, such that both programs will be completed simultaneously in four years. The BA will be awarded once the 124 units are satisfied, and the credential after the candidate applies through the Credential Analyst's office to the California Commission on Teacher Credentialing. There are 13 required credential courses included in the Integrated Pathway totaling 33 units.

Integrated admissions requirements are different from the Traditional Pathway.

1. 3.0 Required GPA (GPAs lower than 3.0 will be considered on a case-by-case basis in consultation with the Liberal Studies Program Director, SEP Faculty, and Admissions)
2. Minimum scores of 500 on math and 500 reading for SAT
3. Maintain a minimum GPA of 2.5 for Liberal Studies major courses and a minimum of 3.0 for credential classes
4. At the end of each semester, submit letters of recommendation from program faculty reflecting on progress and ability to be successful in the program

Integrated 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.

The following summarizes the requirements for the preliminary Multiple Subject Teaching Credential recommendation through NDNU. Asterisked items are required for advancement to student teaching eligibility:

1. *Prerequisite: Verification of 40 hours of pre-acceptance field experience by completing NDNU courses, EDU 2007 C (p. 176)/EDU 2080 (p. 177)/PHY 2000 C (p. 230), 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

Five-year BA/Credential/Master's Program

Students in the Liberal Studies Teacher Preparation Integrated Pathway can articulate up to 15 units of credential coursework toward the Master of Arts in Education degree and graduate within 5 years with the BA in Liberal Studies degree, a preliminary multiple subject

credential and a master's degree. All students admitted to the Liberal Studies Integrated Pathway who maintain good academic standing during the program (maintain 2.5 GPA for undergraduate level coursework and 3.0 GPA in credential and MA courses) and complete all MS Credential courses in the first 4 years will qualify for the BA/MSCRED/MA pathway. Students can 'opt-in' at the end of their 4th year to complete the MA. If students require a gap year, then they may 'opt out' and return to NDNU to complete the MA at a later date. Courses approved for MA articulation can be found in the MA Education (p. 127) pages. It is important to note that the master's degree must be completed within seven years of taking the first graduate class. In other words, if a student enrolls in EDU 4100 in fall 2017 and the student is counting that course toward their MA degree, then the student must complete his/her master's degree by August 2024.

Pathway II: Traditional

This path is designed so that students can continue on to the preliminary Multiple Subject (Elementary) Credential after they receive their BA. This will allow students to pursue a teaching career in a way that is conducive for the time constraints of student athletes, students who need to work, students who do not meet the more rigorous Integrated admission requirements, and students who may not meet the Integrated benchmarks (e.g. students in the Integrated Pathway who do not pass the CSET their junior year cannot move forward with the credential coursework and instead would transition over to the Traditional Pathway). Students will take 13 units in the credential program of foundation classes during their senior year.

Pathway III: Transfers

This path includes all of the required courses for the major as with the other pathways, but DOES NOT include any credential courses. The reason for this is that transfer students come to NDNU with a wide array of coursework completed. Each transfer student requires a unique schedule and program plan based on their Transfer Credit Evaluation or TCE. Nearly every student who transfers still has some GE courses left to complete, which makes adding credential coursework impossible if students wish to complete the BA degree in approximately two years. The academic advisor will meet with each transfer student one-on-one to determine which GE courses are still required and create an individual program plan for each student.

Students in the Traditional and Transfer Pathways are subject to regular university admissions requirements. Students in these pathways are also 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.

Program Learning Outcomes

- 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.

BA LIBERAL STUDIES - PATHWAY I INTEGRATED

COMMON CORE REQUIRED COURSES

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

Each student is required to take courses in the following areas

Language Studies

EDU 2300	Ways of Speaking	3
ENG 2108	Advanced Writing	3
ENG 2164	Linguistics	3

Mathematics

MTH 2606	Math for Elementary Teachers I	3
EDU 2320	Math for Elementary Teachers II CCS	3

Natural Science and Technology

BIO 1009	Introduction to Biology	3
BIO 1009 L	Introduction to Biology - Lab	0.5
PHY 2000 C	Science in Action	4

Social Science

PSC 1000	Introduction to American	3
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	Government	
PSC 2120	World Geography	3

History

HST 2300	American History: 1607-1877	3
HST 2350	California History	3

Humanities

EDU 2305	Philosophy of Education	3
ENG 2624	Children's Literature	3
REL 1250	Religions of the World	3

The Arts

ART 2605	Art Education Concepts	3
EDU 2310	Integrating Arts Across Curriculum	3

Human Development

EDU 2003	P.E. in the Elementary School	3
EDU 2007 C	Introduction to Education Practicum	3
EDU 2315	Emotional Intelligence	3
PSY 1001	Introduction to Psychology	3

Common Core Required Units

Subtotal: 61.5

INTEGRATED PATHWAY I COURSES

Required Courses

EDU 2090	BSTP/LSTP Practicum	1-3
EDU 4100	Psychological and Developmental Foundations	3
EDU 4104	Sociological and Multicultural Foundations	3
EDU 4107	Foundations For Teaching English Learners	3
EDU 4110	Special Education for the Classroom Teacher	2
EDU 4113	Technology Applications in Education	1
EDU 4116	Health Education	1
EDU 4119	Assessment in the Classroom	2
EDU 4330	Elementary Reading/Language Arts:Primary Grades	3
EDU 4333	Elementary Reading/Language Arts:Upper Grades	3
EDU 4336	Curriculum: Elementary Math	2
EDU 4339	Curriculum: Social Studies/Science	2
EDU 4342	Student/Intern Teaching/Semester I: Multiple Subject	4
EDU 4345	Student/Intern Teaching Semester II: Multiple Subject	4

Subtotal: 37

EDU 2090 (p. 177): Must be taken in fall for 1 unit and spring for 3 units, concurrent with Student Teaching

EDU 4119 (p. 178), EDU 4330 (p. 180), EDU 4333 (p. 180), EDU 4336 (p. 180), and EDU 4339 (p. 180): Requires concurrent student teaching and enrollment in EDU 4342 (p. 181) or EDU 4345 (p. 181)

Other Degree Requirements* and General Electives

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

Subtotal: 29.5

Total Credit Hours: 124

BA LIBERAL STUDIES - PATHWAY II TRADITIONAL

COMMON CORE REQUIRED COURSES

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

Each student is required to take courses in the following areas

Language Studies

EDU 2300	Ways of Speaking	3
ENG 2108	Advanced Writing	3
ENG 2164	Linguistics	3

Mathematics

MTH 2606	Math for Elementary Teachers I	3
EDU 2320	Math for Elementary Teachers II CCS	3

Natural Science and Technology

BIO 1009	Introduction to Biology	3
BIO 1009 L	Introduction to Biology - Lab	0.5
PHY 2000 C	Science in Action	4

Social Science

PSC 1000	Introduction to American Government	3
PSC 2120	World Geography	3

History

HST 2300	American History: 1607-1877	3
HST 2350	California History	3

Humanities

EDU 2305	Philosophy of Education	3
ENG 2624	Children's Literature	3
REL 1250	Religions of the World	3

The Arts

ART 2605	Art Education Concepts	3
EDU 2310	Integrating Arts Across Curriculum	3

Human Development

EDU 2003	P.E. in the Elementary School	3
EDU 2007 C	Introduction to Education Practicum	3
EDU 2315	Emotional Intelligence	3
PSY 1001	Introduction to Psychology	3

Common Core Required Units

Subtotal: 61.5

TRADITIONAL PATHWAY II COURSES

Required Courses

EDU 2080	Senior Seminar in Liberal Studies	3
EDU 4100	Psychological and Developmental Foundations	3
EDU 4104	Sociological and Multicultural Foundations	3
EDU 4107	Foundations For Teaching English Learners	3
EDU 4110	Special Education for the Classroom Teacher	2
EDU 4113	Technology Applications in Education	1
EDU 4116	Health Education	1

Traditional Pathway Additional Units

Subtotal: 16

Other Degree Requirements* and General Electives

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

Subtotal: 46.5

Total Credit Hours: 124

BA LIBERAL STUDIES - PATHWAY III JUNIOR TRANSFERS

COMMON CORE REQUIRED COURSES

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

Each student is required to take courses in the following areas

Language Studies

EDU 2300	Ways of Speaking	3
ENG 2108	Advanced Writing	3
ENG 2164	Linguistics	3

Mathematics

MTH 2606	Math for Elementary Teachers I	3
EDU 2320	Math for Elementary Teachers II	3

CCS

Natural Science and Technology

BIO 1009	Introduction to Biology	3
BIO 1009 L	Introduction to Biology - Lab	0.5
PHY 2000 C	Science in Action	4

Social Science

PSC 1000	Introduction to American Government	3
PSC 2120	World Geography	3

History

HST 2300	American History: 1607-1877	3
HST 2350	California History	3

Humanities

EDU 2305	Philosophy of Education	3
ENG 2624	Children's Literature	3
REL 1250	Religions of the World	3

The Arts

ART 2605	Art Education Concepts	3
EDU 2310	Integrating Arts Across Curriculum	3

Human Development

EDU 2003	P.E. in the Elementary School	3
EDU 2007 C	Introduction to Education Practicum	3
EDU 2315	Emotional Intelligence	3
PSY 1001	Introduction to Psychology	3

Common Core Required Units**Subtotal: 61.5****JUNIOR TRANSFER PATHWAY III****Practicum Course**

EDU 2080	Senior Seminar in Liberal Studies	3
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Subtotal: 3**Other Degree Requirements and General Electives**

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

Subtotal: 59.5**Total Credit Hours: 124****CREDENTIAL: PRELIMINARY MULTIPLE SUBJECT (ELEMENTARY SCHOOL)**

Dr. Robert Ferrera
Program Director
(650) 508-3531
rferrera@ndnu.edu

The School of Education and Psychology offers a program of professional preparation for the California Multiple

Subject Credential, approved by the California Commission on Teacher Credentialing (CTC). This credential authorizes service in self-contained classrooms usually in an elementary school setting. NDNU's Multiple Subject Credential Program is post-baccalaureate and requires a full fifth year, or 33 semester units, of study. The concurrent program at NDNU offers candidates who have the Basic Skills and subject matter competency requirements completed by May 1 the opportunity to complete the professional course work and two student teaching experiences within a calendar year (summer session, fall semester, spring semester). NDNU students enrolled in its credential programs may articulate up to 15 units toward the Master of Arts in Education - Curriculum and Instruction (p. 126) or the Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (p. 127). Interested candidates should contact the Program Director of the Master of Arts in Education program or the Program Director of the Master of Arts in TESOL for more information.

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.

Public school districts occasionally offer qualified Multiple Subject candidates the opportunity for a paid internship in lieu of unpaid student teaching. This requires intern candidates to secure a CTC internship credential through the credentials office which requires an official offer of employment, approval of the Program Director, the

completion of specified pre-service coursework including one semester of student teaching, and the willingness of the employing district to sign and participate in a support and supervision agreement with NDNU. Subject to Program Director approval, candidates may complete a portion of the student teaching requirement 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 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. The lowest grade in student teaching that is considered successful is a B-. The lowest grade in all other credential courses that is considered successful is a C, provided a 3.0 GPA minimum is maintained.
3. Pass the Teaching Performance Assessment.
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 the program.

REQUIREMENTS

Required Courses

EDU 4100	Psychological and Developmental Foundations	3
EDU 4104	Sociological and Multicultural Foundations	3
EDU 4107	Foundations For Teaching English Learners	3
EDU 4110	Special Education for the Classroom Teacher	2
EDU 4113	Technology Applications in Education	1
EDU 4116	Health Education	1
EDU 4119	Assessment in the Classroom	2
EDU 4330	Elementary Reading/Language Arts:Primary Grades	3
EDU 4333	Elementary Reading/Language Arts:Upper Grades	3
EDU 4336	Curriculum: Elementary Math	2
EDU 4339	Curriculum: Social Studies/Science	2
EDU 4342	Student/Intern Teaching/Semester I: Multiple Subject	4
EDU 4345	Student/Intern Teaching Semester II: Multiple Subject	4

Note: EDU 4119, EDU 4330, EDU 4333, EDU 4336, and EDU 4339: These courses involve working directly with students in an approved classroom setting. Therefore, concurrent enrollment in either EDU 4342 or EDU 4345 is required.

Total Credit Hours: 33

Articulation with the Master of Arts in Education

NDNU students enrolled in its credential programs may articulate up to 15 units toward the Master of Arts in Education or the Master of Arts in Teaching English to Speakers of Other Languages (TESOL). Interested candidates should contact the Program Director of Master of Arts in Education or Master of Arts in TESOL for more information.

Professional Clear Teaching Credential Articulation with the Masters in Education

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.

CTC Early Completion Intern Option

The Early Completion Intern Option (ECO) is intended to provide individuals who have requisite skills and knowledge an opportunity to challenge the course work portion of a Multiple or Single Subject Intern Program and demonstrate pedagogical skills through a performance assessment while in a Commission-approved intern program. CTC requirements for ECO can be found online at <http://www.ctc.ca.gov/credentials/leaflets/cl840.pdf>. Qualified candidates must make an appointment to speak with a Program Director.

CREDENTIAL: PRELIMINARY SINGLE SUBJECT (MIDDLE AND HIGH SCHOOL)

Program Director
(650) 508-3701

The School of Education and Psychology offers a program of professional preparation for the California Single Subject Credential, approved by the California Commission on Teacher Credentialing (CTC). This credential authorizes service in departmentalized settings usually in middle schools and high schools. NDNU's Single Subject Credential program is post-baccalaureate and requires a full fifth year, or 31 semester units, of study. The concurrent program at NDNU offers candidates who have the Basic Skills and subject matter competency requirements completed by May 1 the opportunity to complete the professional course work and two student teaching experiences within a calendar year (summer session, fall semester, spring semester). NDNU students enrolled in its credential programs may articulate up to 15 units toward the Master of Arts in Education - Curriculum and Instruction (p. 126) or the Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (p. 127). Interested candidates should contact the Program Director of the Master of Arts in Education program or the Program Director of the Master of Arts in TESOL for more information.

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.

Public school districts occasionally offer qualified Single Subject candidates the opportunity for a paid internship in lieu of unpaid student teaching. This requires intern candidates to secure a CTC internship credential through the credentials office which requires: an official offer of employment, approval of the Program Director, the completion of specified pre-service coursework including one semester of student teaching, and the willingness of the employing district to sign and participate in a support and supervision agreement with NDNU. Subject to Program Director approval, candidates may complete a portion of the student teaching requirement 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 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 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. The lowest grade in student teaching that is considered successful is a B-. The lowest grade in all other credential courses that is considered successful is a C, provided a 3.0 GPA minimum is maintained.
3. Pass the Teaching Performance Assessment.
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.

REQUIREMENTS

Required Courses

EDU 4100	Psychological and Developmental Foundations	3
EDU 4104	Sociological and Multicultural Foundations	3
EDU 4107	Foundations For Teaching English Learners	3
EDU 4110	Special Education for the Classroom Teacher	2
EDU 4113	Technology Applications in Education	1
EDU 4116	Health Education	1
EDU 4119	Assessment in the Classroom	2
EDU 4400	Orientation to Teaching	1
EDU 4404	Teaching and Pedagogy	2
EDU 4407	Secondary Curriculum	2-3
EDU 4410	Language and Literacy in the Content Areas	3
EDU 4442	Student/Intern Teaching Semester I: Single Subject	4

EDU 4445 Student/Intern Teaching Semester II: Single Subject 4

Total Credit Hours: 31

Articulation with the Master of Arts in Education

NDNU candidates enrolled in its credential programs may articulate up to 15 units toward the Master of Arts in Education or the Master of Arts in Teaching English to Speakers of Other Languages (TESOL). Interested candidates should contact the Program Director of the Master of Arts in Education or Master of Arts in TESOL for more information.

Professional Clear Teaching Credential Articulation with the Masters in Education

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 Program for information regarding approved induction courses.

CTC Early Completion Intern Option

The Early Completion Intern Option (ECO) is intended to provide individuals who have requisite skills and knowledge an opportunity to challenge the course work portion of a Multiple or Single Subject Intern Program and demonstrate pedagogical skills through a performance assessment while in a commission-approved intern program. CTC requirements for ECO can be found online at <http://www.ctc.ca.gov/credentials/leaflets/cl840.pdf>. Qualified candidates must make an appointment to speak with a Program Director.

Special Education

Sungho Park
Program Director
(650) 508-3627
spark1@ndnu.edu

CREDENTIAL: PRELIMINARY EDUCATION SPECIALIST

Sungho Park
Program Director
(650)508-3627
spark1@ndnu.edu

NDNU's Education Specialist Credential program prepares students to teach in special education programs in public and private schools. Students choose one of two

concentration options: mild/moderate or moderate/severe disabilities.

Credential holders with a mild/moderate authorization will be able to teach students in Resource Specialist Program classes (K-12) and students in special day classes for learning disabilities. Credential holders with a moderate/severe authorization will be able to teach students in grades K-12 whose needs are more severe. A student may elect to complete the requirements for both options. This can be accomplished while in the program with the addition of the appropriate adaptations course (EDU 4234 or EDU 4237) and an additional semester of fieldwork in an appropriate educational setting. If requirements for both are completed during the program the candidate will be recommended for both authorizations. If one or more semesters elapses between the completion of the credential and the commencement of the coursework/fieldwork for the second authorization OR if the candidate completes the master's requirement before the commencement of the coursework/fieldwork for the second authorization, then enrollment for coursework for the second authorization will be as an "Education Specialist Added Authorization" and may not be eligible for financial aid.

Special Education candidates may discover opportunities to serve as paid interns while earning the credential. Public school districts will require such interns to hold a university internship credential to begin, a recommendation which requires the successful completion of specific exams, coursework and fieldwork including one semester of student teaching. Fieldwork experience must include one semester of student teaching/internship in a public school setting. See the Education Specialist Program Handbook for details. The Preliminary Education Specialist Credential may be integrated with the Master of Arts Degree in Special Education. Credential courses taken at NDNU count towards the master's degree, subject to degree limits (residency requirements, etc.).

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 44 units. Applicants who already hold a teaching credential can complete the requirements for the Education Specialist credential with between 20-30 units of additional coursework and field placement depending on their current credential. A chronological program plan to meet the credential requirements will be discussed when the admitted student 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.

Public school districts occasionally offer qualified Education Specialist Credential candidates the opportunity for a paid internship in lieu of unpaid student teaching. This requires intern candidates to secure a university internship credential through the credentials office which requires: an official offer of employment, approval of the Program Director, the completion of specified pre-service coursework including one semester of student teaching, and the willingness of the employing district to sign and participate in a support and supervision agreement with NDNU. Subject to Program Director approval, students may complete one student teaching semester at a WASC-accredited private school.

The following summarizes the requirements for the Preliminary Education Specialist Instruction Credential recommendation through NDNU. **Asterisked** items are required for student teaching eligibility (internship eligibility has additional course and fieldwork requirements). See School of Education credential program handbook:

1. *Prerequisite: Verification of 40 hours of pre-acceptance field experience 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. *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.

COURSEWORK REQUIRED FOR THOSE WHO ENTER WITHOUT A PRIOR CREDENTIAL

Students pursuing dual authorization

Student pursuing a dual authorization must take a 3rd semester of student/intern teaching

EDU 4236	Student/Intern Teaching Seminar (Special Education - Extended)	1
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Required Courses

EDU 4100	Psychological and Developmental Foundations	3
EDU 4104	Sociological and Multicultural Foundations	3
EDU 4107	Foundations For Teaching English Learners	3
EDU 4116	Health Education	1
EDU 4200	Special Education Program Management	3
EDU 4203	Clinical Assessment	4
EDU 4207	Technology - Special Education	3
EDU 4209	Counseling - Special Education	3
EDU 4230	Student/Intern Teaching Seminar: (Special Education, 1st semester)	4
EDU 4231	Student/Intern Teaching/Seminar	4

	(Special Education, 2nd Semester)	
EDU 4330	Elementary Reading/Language Arts:Primary Grades	3
EDU 4333	Elementary Reading/Language Arts:Upper Grades	3
EDU 4336	Curriculum: Elementary Math	2
EDU 4339	Curriculum: Social Studies/Science	2

EDU 4107, EDU 4200, EDU 4203 must be completed prior to student teaching.

One Curriculum and Instruction Adaptations course from the following

EDU 4234	Curriculum and Instruction Adaptations:Mild/Moderate	3
EDU 4237	Curriculum and Instruction Adaptations:Moderate to Severe	3

Both courses are required for candidates pursuing dual authorization.

Total Required Units

Subtotal: 44

COURSEWORK REQUIRED FOR THOSE WHO ENTER WITH A CALIFORNIA CREDENTIAL, DEPENDING ON THE CREDENTIAL HELD.

For those holding an out-of-state credential, additional coursework may be required.

Required Courses

EDU 4200	Special Education Program Management	3
EDU 4203	Clinical Assessment	4
EDU 4207	Technology - Special Education	3
EDU 4209	Counseling - Special Education	3
EDU 4230	Student/Intern Teaching Seminar: (Special Education, 1st semester)	4
EDU 4231	Student/Intern Teaching/Seminar (Special Education, 2nd Semester)	4

EDU 4107, EDU 4200, EDU 4203 must be completed prior to student/intern teaching.

One Curriculum and Instruction Adaptations course from the following

EDU 4234	Curriculum and Instruction Adaptations:Mild/Moderate	3
EDU 4237	Curriculum and Instruction Adaptations:Moderate to Severe	3

Both courses are required for candidates pursuing dual authorizations.

For students holding a Single Subject Credential the following courses are required depending on their Single Subject content area

EDU 4330	Elementary Reading/Language Arts:Primary Grades	3
EDU 4333	Elementary Reading/Language Arts:Upper Grades	3
EDU 4336	Curriculum: Elementary Math	2
EDU 4339	Curriculum: Social Studies/Science	2

Students pursuing dual authorization

Student pursuing a dual authorization must take a 3rd semester of student/intern teaching

EDU 4236	Student/Intern Teaching Seminar (Special Education - Extended)	1
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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 (p. 138) for further information.

MA SPECIAL EDUCATION

Sungho Park
Program Director
(650)508-3627
spark1@ndnu.edu

The goal of the MA Special Education degree is to develop professional practitioners with expertise in three key areas: conceptual knowledge, theoretical knowledge, and application skills. The program is designed to enable students, upon graduation to:

- Use theory as a lens for thinking critically
- Be a knowledgeable consumer of educational literature
- Be skillful in applying research-based teaching practices.
- Use a wide range of instructional materials, approaches, and methods for learners at different stages of development and from differing cultural and linguistic backgrounds.
- Use a wide range of assessment tools including informal/formal, individual/group, and formative/summative instruments. Building upon the Education Specialist Credential, the program enables NDNU Education Specialist credential 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 teaching credential or degree in a related area (counseling, non-profit agency working with special needs individuals) who are pursuing graduate work to enhance their ability to work with special populations can complete their MA in Special Education degree with 30 units.

DEGREE REQUIREMENTS

Required Courses

EDU 4200	Special Education Program Management	3
EDU 4203	Clinical Assessment	4
EDU 4207	Technology - Special Education	3
EDU 4209	Counseling - Special Education	3
EDU 4880	Educational Research Capstone	3

Choose one from the following

EDU 4234	Curriculum and Instruction Adaptations:Mild/Moderate	3
EDU 4237	Curriculum and Instruction Adaptations:Moderate to Severe	3

Subtotal: 19

The other course may be used as an elective.

Education Electives - 11 units graduate level courses with approval of Program Director

Select from Education Department coursework (Multiple Subject, Single Subject, Special Education, or MA in Education). Note: undergraduate, Student Teaching, or Field Practicum courses may not be used to satisfy the elective requirement.

Transfer in up to 6 units of coursework in the field of education not previously used for an MA degree.

Students may also use up to 6 units of Independent Study.

Subtotal: 11

Total Credit Hours: 30

COURSES

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:

Department	Prefix Code
Accounting	ACC
Art	ART
Art Therapy Psychology Master's	GPY
Art Therapy Psychology Ph.D.	DAT
Biology	BIO
Business	BUS
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
Health Sciences	HSC
History	HST
Human Services Program	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	PSC
Psychology	PSY
Religious Studies	REL
Sociology	SOC
Spanish	SPA
Theatre Arts	THE
Teaching English to Speakers of Other Languages	TSL

ACC - ACCOUNTING

ACC 1216 - Accounting Procedures (3)

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

ACC 1220 - Introduction to Financial Accounting (3)

This introduction to financial accounting addresses the recording, classification, and reporting of business transactions, emphasizing double entry accounting systems consistent with Generally Accepted Accounting Principles. Detailed discussion surrounds revenue recognition, cash, inventories, current liabilities, fixed assets and depreciation methods, bonds, and equity.

ACC 1224 - 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.

Prerequisite: ACC 1216.

ACC 1232 - Managerial Accounting (3)

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.

Prerequisite: ACC 1220 or ACC 1224.

ACC 2202 - Intermediate Accounting I (3)

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

Prerequisite: ACC 1220 or ACC 1224.

ACC 2204 - Intermediate Accounting II (3)

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.

Prerequisite: ACC 2202.

ACC 2206 - Intermediate Accounting III (3)

This course is the third in a series of three intermediate financial accounting courses. Topics studied include: long-term liabilities, investments, stockholders' equity, earnings per share, derivatives, income taxes, pension and post-retirement benefits, and share-based compensation.

Prerequisite: ACC 2204.

ACC 2210 - Federal Income Tax (3)

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.

Prerequisite: ACC 1220 or ACC 1224.

ACC 2212 - Cost Accounting (3)

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.

Prerequisite: ACC 1232.

ACC 2214 - Advanced Accounting (3)

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.

Prerequisite: ACC 2204.

ACC 2218 - Auditing (3)

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.

Prerequisite: ACC 2204.

ACC 2222 - International Accounting (3)

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.

Prerequisite: ACC 2204.

ACC 2226 - Accounting Ethics (3)

This course introduces students to moral values and judgments as they apply to accountants. The course examines the professional ethics standards within the accounting profession including the AICPA code of professional conduct, the IMA statement of ethical practice, and the California board of Accountancy rules of conduct. The course also takes an in-depth look at recent corporate accounting scandals and discusses the lessons learned from those scandals as well as rules and regulations that resulted from them.

Prerequisite: ACC 1220 or ACC 1224.

ACC 2986 - Special Topics in Accounting (1-3)

This course is devoted to current issues in Accounting.

ACC 2986 C - Special Topics in Accounting (3)

This course is devoted to current issues in Accounting. Fulfills Community Engagement Requirement.

ACC 2990 C - Accounting Internship (3)

Individual Federal Income Tax Concepts, use of tax software for preparation of Federal and State individual tax returns, Standards of professional ethics, engagement in the community by preparing and e-filing tax returns for low and middle-income families as volunteers. Fulfills Community Engagement Requirement.

ART - ART**ART 1001 - Drawing I (3)**

Introduces drawing media and techniques used in sketching and rendering: pencil, charcoal, conte, cast drawing, perspective, and chiaroscuro. Students learn to see and translate their visual experience into drawing. This course focuses on how to draw form and space through gesture, line, and value. Contemporary drawings and drawings from art history are explored. Fulfills the General Education Visual and Performing Arts Requirement.

ART 1002 - Drawing II (3)

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 are also explored for further developing drawing techniques.

Prerequisite: ART 1001.

ART 1010 - Drawing with Illustrator (3)

This course introduces Adobe Illustrator as a drawing tool both for illustration and Web design. Composition, color, and aesthetics are 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.

ART 1018 - Life Drawing I (3)

Students draw from the model. The class introduces beginning students with important aspects of life drawing. A variety of techniques are taught using wet and dry media. Students are encouraged to try various approaches to drawing the figure. Experimentation is encouraged. Formal concerns dealing with line, gesture, value, space, light, volume, and proportion are taught. An understanding of the role of life drawing in the visual arts

is explored through contemporary and historical examples. Fulfills the General Education Visual and Performing Arts Requirement.

ART 1019 - Life Drawing II (3)

This is a continuation of Art 1018 using a variety of wet and dry media.

Prerequisite: ART 1018.

ART 1101 - 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.

ART 1109 - 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.

ART 1118 - 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.

ART 1127 - 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.

ART 1201 - Art Through Time: 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.

ART 1401 - Beginning Calligraphy (1)

This one unit class provides students with an understanding and practice of Western calligraphy. It gives beginning students experience with using pen and nibs with ink for writing a variety of fonts. Students 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 are discussed. This course is an excellent foundation for both Graphic Design and Art majors.

ART 2001 - Advanced Life Drawing I (3)

Focuses on figurative drawing from the model.

Prerequisite: ART 1019.

ART 2002 - Advanced Life Drawing II (3)

Continues figurative drawing using various media.

Prerequisite: ART 2001.

ART 2201 - 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.

ART 2205 - Art History: Art of the Americas (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. Fulfills Cultural Diversity Requirement.

ART 2210 - 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.

ART 2215 - 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.

ART 2220 - Art History: Post-Modern 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.

ART 2225 - 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.

ART 2230 - Art History: Art and Religion of the Far East (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. Fulfills Cultural Diversity requirement.

ART 2278 - 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 reinforces 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.

ART 2301 - 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 are explored. Formal concerns dealing with color, tone, value, light, space, and composition are examined. The role of painting in relation to history and society is addressed. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2305 - 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 are emphasized. Students develop their imagination and aesthetic sensitivity and examine the role of painting in society. A variety of painting techniques are explored. Formal concerns dealing with color, tone, value, light, space, and composition are examined. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2310 - Outdoor Painting (3)

Focuses on painting in the open, on and off of campus, from a wide variety of landscape motifs. The class introduces students to methods, materials, and approaches to painting the landscape. Emphasis is placed on direct observation. Formal concerns dealing with color, tone, value, light, space, and composition are examined. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2315 - Advanced Representational Painting (3)

Students continue techniques and approaches to figurative and still-life painting.

Prerequisite: ART 2301.

ART 2320 - Advanced Projects in Painting (3)

Students continue large-scale and concept-based painting.

Prerequisite: ART 2305.

ART 2325 - Advanced Outdoor Painting (3)

Students continue techniques and approaches to landscape painting.

Prerequisite: ART 2310.

ART 2401 - 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.

ART 2405 - 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.

ART 2410 - 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.

ART 2413 - Digital Films with Mobile Technology (3)

This course makes use of inexpensive consumer technologies to introduce students to basic video production. Students work with mobile devices such as cell phones, iSight cameras, and digital point-and-shoots to record images and soundtracks that are then assembled and edited in iMovie. Students gain working knowledge of video editing through a hands-on, tools-based approach that balances 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 surveys work currently being done by artists in each of those fields.

ART 2415 - 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.

ART 2416 - Advanced Elements of Web Design: Photoshop (3)

Working with Adobe CS5 Software applications (Photoshop, Illustrator, Fireworks, Dreamweaver) as design tools, students in this course learn to design and construct advanced-level Web images and websites. Composition, color, and aesthetics are discussed. The course includes development of websites using CSS and HTML codes, working with CS5 Dreamweaver software.

ART 2418 - Elements of Web Design Dreamweaver (3)

Working with Adobe Creative Suite software applications as design tools, students in this course learn to design and construct Web images and implement them in multiple-page websites. Composition, color, and aesthetics are discussed. The course includes development of websites using CSS, XHTML, and javascript codes, using Adobe Creative Suite Dreamweaver software.

ART 2420 - Advanced Drawing I (3)

Students draw from the complex still life, natural forms, and the imagination.

Prerequisite: ART 1002.

ART 2425 - Advanced Drawing II (3)

Students continue ART 2420, drawing more complex compositions.

Prerequisite: ART 2420.

ART 2426 - Advanced Drawing with Illustrator (3)

Students in this course learn to use Adobe Illustrator as a drawing tool both for illustration and Web design. Composition, color, and aesthetics are 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.

Prerequisite: ART 1010.

ART 2430 - Media Graphics: Advanced Layout and Typography (3)

Students continue techniques in layout and typography using more complex design projects to complete an advanced portfolio.

Prerequisite: ART 2405.

ART 2435 - Media Graphics: Advance Production Techniques (3)

This course is for advanced-level use of QuarkXpress and further design portfolio development.

Prerequisite: ART 2410.

ART 2501 - 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 is discussed with slide lectures and actual print examples. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2502 - Advanced Etching (3)

This class is a survey of advanced etching techniques. These techniques include drawing and making images with hard ground, soft ground, dry point, aquatint, spit-bite, sugar-lift, litho crayon resist, chine collé, embossing, a la poupée wiping, back-rolling, color registration and printing strategies using many combinations of techniques. Advanced students are expected to edition prints and further develop printing skills for etching. This course explores global cross-cultural perspectives in printmaking in the context of art

history and contemporary art to broaden your knowledge of the printmaking field.

Prerequisite: ART 2501.

ART 2505 - Printmaking: Multimedia Workshop (3)

This course is an introduction to monotype printing techniques in relation to painting, drawing, and collage. Specific techniques are 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.

ART 2510 - Printmaking: Advanced Multimedia Workshop (3)

Students continue to learn more complex approaches to monotype techniques in relation to drawing and printmaking.

Prerequisite: ART 2505.

ART 2601 - 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 learn to make their own paint. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2605 - 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.

ART 2615 - 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.

ART 2620 - Sculpture II (3)

Continuation of ART 2615 Sculpture I.

Prerequisite: ART 2615.

ART 2625 - 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.

ART 2626 - Digital Photography I (3)

This class explores photography in light of its recent ascendance as a predominant form of contemporary art. Students receive instruction in the technical aspects of manual image capture (the relationships between aperture opening, shutter speed, sensitivity, focus, depth of field, etc.). They learn to use manual settings alongside the automated features that are native to digital cameras. Students are also introduced to Photoshop as a post-production tool - a digital darkroom in which images can be cropped, color-corrected, layered, manipulated or otherwise adjusted for emphasis or effect. The projects explore multiple presentational formats, including digital prints intended for gallery exhibition; on-line publishing and distribution models (including Print on Demand books); and installations in which printed or projected images are incorporated into a sculptural context.

ART 2630 - Photography II (3)

Includes development of a major photographic project, advanced darkroom techniques, and familiarization with large format equipment.

Prerequisite: ART 2625.

ART 2635 - Gallery Techniques (1-3)

This course provides practical experience and a theoretical basis in the planning, design, and installation of art exhibitions. Curation, work placement, lighting, and signage are addressed. Students work directly with the gallery staff, exhibiting artist and curators at the Wiegand Gallery. Fulfills the General Education Visual and Performing Arts Requirement. May be repeated for credit.

ART 2635 C - Gallery Techniques (3)

This course provides practical experience and a theoretical basis in the planning, design, and installation of art exhibitions. Curation, work placement, lighting, and signage are addressed. Students 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.

ART 2880 - Senior Graphic Design Portfolio (3)

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.

Prerequisite: Senior standing.

ART 2881 - Senior Seminar (3)

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.

Prerequisite: Senior standing.

ART 2990 - Graphic Design Internship (2)

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.

Prerequisite: ART 2401, ART 2405, ART 2410 .

ART 2994 - Teaching Assistant (0.5-3)**BIO - BIOLOGY****BIO 1000 - Science Success Seminar (2)**

This course helps individuals cultivate the skills necessary to become confident, successful science students. Students practice effective strategies for comprehending difficult texts and improving their study skills. Topics include note-taking strategies, study methods, test taking, vocabulary building, and problem solving. Specific learning strategies to develop understanding and retention are addressed. Other topics to support student success such as time management, utilizing a syllabus, goal setting, and motivation are also included.

BIO 1004 - Human Biology (3)

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.

Prerequisite: High School Biology.

BIO 1009 - 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. Required for Liberal Studies majors. Fulfills General Education Natural and Physical Science requirement.

BIO 1009 L - Introduction to Biology - Lab (0.5)

One hour and a half laboratory component of BIO 1009. Laboratory introduces basic laboratory techniques and their application to the understanding of general biology concepts.

BIO 1101 - General Biology I (3)

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.

Prerequisite: High School Biology.

BIO 1101 L - General Biology I Lab (1)

Three hours laboratory component of BIO 1101. Laboratory introduces basic laboratory techniques, light microscopy, enzyme kinetics, calorimetry, and population genetics.

BIO 1103 - General Biology II (3)

Three hours lecture. Focuses on the study of microorganisms, fungi, higher plants and animals, their diversity and unity, structure, development, physiology, and classification.

Prerequisite: Grade of C or higher in BIO 1101.

BIO 1103 L - General Biology II Lab (1)

Three hours laboratory component of BIO 1103. Laboratory develops observational skills using prokaryotes and eukaryotes.

BIO 1465 - 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.

BIO 1886 - Special Topics in Biology (3)

Courses in Biology that provide elective opportunities for Science majors and minor

BIO 2007 - 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.

BIO 2108 - Contemporary Environmental Issues (3)

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 are 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.

Prerequisite: Math Placement Level 2 or permission of instructor.

BIO 2108 L - Contemporary Environmental Issues Lab (1)

Three hours laboratory component of BIO 2108. 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.

BIO 2114 - Intro to the Diverse World of Plants (3)

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.

Prerequisite: Grade of C or better in BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L .

BIO 2114 L - Intro to the Diverse World of Plants Lab (1)

Three hours laboratory component of BIO 2114.

BIO 2124 - 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.

BIO 2132 - General Ecology (3)

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.

Prerequisite: Grade of C or better in BIO 1103, BIO 1103 L or BIO 1009, BIO 1009 L, Mathematics Placement Level 2 and grade of C or better in either CHE 1202, CHE 1202 L or CHE 1101 or permission of instructor.

BIO 2132 L - General Ecology Lab (1)

Three hours laboratory component of BIO 2132. Laboratory concentrates on field study of concepts presented in lecture.

BIO 2138 C - Environmental Toxicology (3)

In this introductory course, students gain a fundamental understanding of different types of environmental toxins, as well as the regulations and agencies involved in environmental toxicology. We examine the major types of contaminants, routes of exposure, bioaccumulation, dose-response relationships, and effects of toxins on human and non-toxicology issues are addressed in human communities, and reflect this focus in our lab section of class by participating in a community engagement project with the town of Pescadero, CA. This course fulfills General Education requirements for Natural and Physical Science. Fulfills General Education Community Engagement requirement only if taken with the lab component BIO 2138 L.

Prerequisite: Grade of C or better in: BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L, CHE 1202, CHE 1202 L and BIO 2132, BIO 2132 L or permission of instructor.

BIO 2138 L - Environmental Toxicology Lab (1)

Three hours laboratory component of BIO 2138 C.

BIO 2143 - Invertebrate Zoology (3)

Three hours lecture. This course emphasizes the evolution and diversity of invertebrates. Topics 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.

Prerequisite: Grade of C or better in BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L.

BIO 2143 L - Invertebrate Zoology Lab (1)

Three hours laboratory component of BIO 2143.

BIO 2148 - Vertebrate Zoology (3)

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.

Prerequisite: Grade of C or better in BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L recommended.

BIO 2148 L - Vertebrate Zoology Lab (1)

Three hours laboratory component of BIO 2148. Includes dissection of lamprey, dogfish shark, and cat as representative vertebrates.

BIO 2200 - Developmental Biology (3)

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.

Prerequisite: Grade of C or better in BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L.

BIO 2200 L - Developmental Biology Lab (1)

Three hours laboratory component of BIO 2200

BIO 2205 - Human Anatomy (3)

Three hours lecture. This course studies the structure, organization, and functional relationships of the systems of the human body.

Prerequisite: Grade of C or better in BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L.

BIO 2205 L - Human Anatomy Lab (1)

Three hours laboratory component of BIO 2205.

BIO 2210 - Human Physiology (3)

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.

Prerequisite: Grade of C or better in BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L, CHE 1202, CHE 1202 L.

BIO 2210 L - Human Physiology Lab (2)

Three hours laboratory, one hour seminar component of BIO 2210. Includes computerized measurements of cardiac, muscle, and respiratory function as well as biochemical assays. Results are discussed in seminar.

BIO 2215 - Genetics (3)

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.

Prerequisite: Grade of C or better in BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L and CHE 1202, CHE 1202 L.

BIO 2215 L - Genetics Lab (1)

Three hours laboratory component of BIO 2215. It includes Mendelian and population genetics, cytogenetics, DNA analysis, electrophoresis, PCR, and mapping techniques.

BIO 2250 - Health Care Careers (3)

Students explore the scope of practice, educational preparation, salary range, certification and licensing standards, and related occupations of the various health and health-related professions they are interested in. The health care system in the United States, including the current model of institutions is explored to provide a foundation for understanding opportunities within the health care industry. Students also learn to articulate their strengths through a variety of assessment instruments. This is applied to the development of a cover letter, resume, and job interviewing skills. Students learn to research and explore job options to prepare them for finding volunteer and intern opportunities and jobs throughout their work life.

BIO 2252 - Cellular/Molecular Biology (3)

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.

Prerequisite: Grade of C or better in BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L required. Prior college chemistry coursework recommended or taken concurrently.

BIO 2252 L - Cellular & Molecular Biology Lab (1)

Three hours laboratory component of BIO 2252. Methods of Biotechnology are presented.

BIO 2275 - General Microbiology (3)

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.

Prerequisite: Grade of C or better in BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L, CHE 1202, CHE 1202 L.

BIO 2275 L - General Microbiology Lab (2)

Six hours laboratory component of BIO 2275. 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.

BIO 2277 - Immunology (3)

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.

Prerequisite: Grade of C or better in BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L, CHE 1202, CHE 1202 L.

BIO 2277 L - Immunology Lab (1)

Three hours laboratory component of BIO 2277. Techniques that use immunological tools and are applicable to research or clinical applications are covered, including ELISA, Dot Blot, and Western Blot.

BIO 2354 - Molecular Biology for Computer Scientists (3)

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 allows a computer science major to understand and use gene sequence databases in bioinformatics application.

Prerequisite: A college-level biology course or permission of the instructor.

BIO 2465 - 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.

BIO 2500 - Capstone I (2)

Capstone I is designed to introduce the student to a deeper understanding of the scientific method of research design and implementation. The Capstone I course challenges students to utilize the content of their science education courses to effectively design and carry out an independent scientific research project. Faculty in the department propose various research-based projects and students are required to identify a faculty mentor to carry out the research project of their choice. Each student researches and designs a research project on the chosen topic under the supervision of the faculty mentor. Students meet weekly/bi-weekly as a class and individually with the faculty mentor to discuss and carry out the project.

By the end of Capstone I, students have designed a research proposal, performed experiments, and collected data designed to address the content in the proposal. The analysis and communication of the research project/proposal is carried out in BIO 2520, Capstone II.

Prerequisite: all lower-division core courses; MTH 2502 recommended; BIO 2205, BIO 2205 L or BIO 2252, BIO 2252 L.

BIO 2520 - Capstone II (3)

This course is designed to be a continuation of BIO 2500 (Capstone I). Students analyze, synthesize, integrate, and articulate the research proposal they designed in Capstone I in a written and oral format. The course emphasizes scientific writing, using peer-review and

multiple revisions to develop their research project into a coherent and concise research paper. Students present their research findings via poster and oral presentation at the Capstone Symposia held at NDNU. Similar to Capstone I, each student works under the supervision of a faculty member (mentor). Students meet with their assigned mentor weekly/biweekly to discuss and complete the research paper. Students meet weekly/biweekly as a class and individually with the faculty mentor to discuss and carry out the project.

By the end of Capstone II, students have a better understanding of the scientific method and understand the value of scientific discovery and interpretation.

Prerequisite: BIO 2500, MTH 2502; NSC 2432 recommended.

BIO 2884 - Research (1-3)

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.

Prerequisite: BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L.

BIO 2886 - Special Topics in Biology (1-3)

Courses in Biology that provide elective opportunities for Science majors and minors.

BIO 2894 - Teaching Assistant (1-3)

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

BIO 2994 - Laboratory Assistant (1-3)

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.

Prerequisite: BIO 1101, BIO 1101 L and permission of instructor.

BIO 2997 - 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.

BIO 6009 - Introduction to Biology (3)

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.

BIO 6009 L - Introduction to Biology - Lab (0.5)

One hour and a half laboratory component of BIO 6009. Laboratory introduces basic laboratory techniques and their application to the understanding of general biology concepts.

BIO 6101 - General Biology I (3)

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.

Prerequisite: High School Biology.

BIO 6101 L - General Biology I Lab (1)

Three hours laboratory component of BIO 6101. Laboratory introduces basic laboratory techniques, light microscopy, enzyme kinetics, calorimetry, and population genetics.

BIO 6103 - General Biology II (3)

Three hours lecture. Focuses on the study of microorganisms, fungi, higher plants and animals, their diversity and unity, structure, development, physiology, and classification.

BIO 6103 L - General Biology II Lab (1)

Three hours laboratory component of BIO 6103. Laboratory develops observational skills using prokaryotes and eukaryotes.

BIO 6114 - Intro to the Diverse World of Plants (3)

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.

Prerequisite: Grade of C or better in BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L.

BIO 6114 L - An Introduction to the Diverse World of Plants Lab (1)

Three hours laboratory component of BIO 6114.

BIO 6132 - General Ecology (3)

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.

Prerequisite: Grade of C or better in BIO 1103, BIO 1103 L or BIO 1009, BIO 1009 L, Mathematics Placement Level 2 and grade of C or better in either CHE 1202, CHE 1202 L, or CHE 1101 or permission of instructor.

6132 L - General Ecology Lab (1)

Three hours laboratory component of BIO 6132. Laboratory concentrates on field study of concepts presented in lecture.

BIO 6138 - Environmental Toxicology (3)

In this introductory course, students gain a fundamental understanding of different types of environmental toxins, as well as the regulations and agencies involved in environmental toxicology. We examine the major types of contaminants, routes of exposure, bioaccumulation, dose-response relationships, and effects of toxins on human and non-toxicology issues are addressed in human communities, and reflect this focus in our lab section of class by participating in a community engagement project with the town of Pescadero, CA.

BIO 6138 L - Environmental Toxicology Lab (1)

Three hours laboratory component of BIO 6138.

BIO 6143 - Invertebrate Zoology (3)

Three hours lecture. This course emphasizes the evolution and diversity of invertebrates. Topics 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.

Prerequisite: Grade of C or better in BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L.

BIO 6143 L - Invertebrate Zoology Lab (1)

Three hours laboratory component of BIO 6143.

BIO 6148 - Vertebrate Zoology (3)

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.

Prerequisite: Grade of C or better in BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L recommended.

BIO 6148 L - Vertebrate Zoology (1)

Three hours laboratory component of BIO 6148. Includes dissection of lamprey, dogfish shark, and cat as representative vertebrates.

BIO 6200 - Developmental Biology (3)

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.

Prerequisite: Grade of C or better in BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L.

BIO 6200 L - Developmental Biology Lab (1)

Three hours laboratory component of BIO 6200

BIO 6205 - Human Anatomy (3)

Three hours lecture. This course studies the structure, organization, and functional relationships of the systems of the human body.

Prerequisite: Grade of C or better in BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L.

BIO 6205 L - Human Anatomy Lab (1)

Three hours laboratory component of BIO 6205

BIO 6210 - Human Physiology (3)

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.

Prerequisite: Grade of C or better in BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L, CHE 1202, CHE 1202 L.

BIO 6210 L - Human Physiology Lab (2)

Three hours laboratory, one hour seminar component of BIO 6210. Includes computerized measurements of cardiac, muscle, and respiratory function as well as biochemical assays. Results are discussed in seminar.

BIO 6215 - Genetics (3)

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.

Prerequisite: Grade of C or better in BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L, and CHE 1202, CHE 1202 L.

BIO 6215 L - Genetics Lab (1)

Three hours laboratory component of BIO 6215. It includes Mendelian and population genetics, cytogenetics, DNA analysis, electrophoresis, PCR, and mapping techniques.

BIO 6252 - Cellular and Molecular Biology (3)

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.

Prerequisite: Grade of C or better in BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L required. Prior college chemistry coursework recommended or taken concurrently.

BIO 6252 L - Cellular and Molecular Biology Lab (1)

Three hours laboratory component of BIO 6252. Methods of Biotechnology are presented.

BIO 6275 - General Microbiology (3)

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.

Prerequisite: Grade of C or better in BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L, CHE 1202, CHE 1202 L.

BIO 6275 L - General Microbiology Lab (2)

Six hours laboratory component of BIO 2275. 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.

BIO 6277 - Immunology (3)

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.

Prerequisite: Grade of C or better in BIO 1101, BIO 1101 L, BIO 1103, BIO 1103 L, CHE 1202, CHE 1202 L.

BIO 6277 L - Immunology Lab (1)

Three hours laboratory component of BIO 6277. Techniques that use immunological tools and are applicable to research or clinical applications are covered, including ELISA, Dot Blot, and Western Blot.

BIO 6354 - Molecular Biology for Computer Scientists (3)

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 allows a computer science major to understand and use gene sequence databases in bioinformatics application.

Prerequisite: A college-level biology course or permissions of the instructor.

BIO 6465 - 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.

BIO 6884 - Research (1-3)

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.

BIO 6994 - Laboratory Assistant (1-3)

Provides an opportunity for Natural Science majors to earn credit assisting instructors.

BUS - BUSINESS ADMINISTRATION**BUS 1000 - Foundations of Business (3)**

An introductory business course surveying the business environment and functional areas of business practice.

BUS 1008 - Building Business Values (3)

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

BUS 1016 - 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.

BUS 1100 - 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.

BUS 1108 - 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.

BUS 1200 - 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.

BUS 1208 - Prep for Financial Accounting (1)

This workshop addresses 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.

BUS 1300 C - Community-Based Research and Statistical Analysis (3)

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 conduct statistical analyses using SPSS and spreadsheet software. Fulfills Community Engagement requirement.

Prerequisite: MTH 2502.

BUS 2000 - Management Principles and Organizational Behavior (3)

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

Prerequisite: BUS 1000.

BUS 2006 - Contemporary Professional Writing (3)

Students develop analytical skills and practice 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.

BUS 2008 - 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.

BUS 2010 - 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.

BUS 2012 - 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.

BUS 2016 - Change and Conflict Management: Theory and Practice (3)

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

Prerequisite: BUS 2000.

BUS 2024 - Comparative International Management (3)

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. Fulfills Cultural Diversity requirement.

Prerequisite: BUS 2000.

BUS 2032 - Management Planning and Decision-Making (3)

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.

Prerequisite: BUS 2000.

BUS 2040 - Women in Management (3)

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. Fulfills Cultural Diversity Requirement.

BUS 2048 - Human Resource Management (3)

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.

Prerequisite: BUS 2000.

BUS 2056 - 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. The work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

Prerequisite: BUS 2000.

BUS 2078 - Facilitation Skills (0.5)

This course covers the basic tenets of skillful facilitation and meeting management strategies. Students 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 are introduced.

BUS 2079 - Workplace Coaching (0.5)

This course teaches key coaching skills applicable to a wide range of roles and workplace settings. Students learn and understand qualities and characteristics of a successful coach and the distinction between coaching, mentoring, and counseling. Key coaching tools and techniques are explored.

BUS 2104 - Environmental Economics (3)

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.

Prerequisite: BUS 1108.

BUS 2108 - Comparative Capitalist Systems (3)

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

BUS 2116 - Economic Development of Less-Developed Countries (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. Fulfills Cultural Diversity requirement.

BUS 2116 W - Economic Development of Less Developed Countries (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 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 one unit of General Education Upper-Division writing requirement. Fulfills Cultural Diversity Requirement.

BUS 2124 - International Economics (3)

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.

Prerequisite: BUS 1100.

BUS 2200 - Business Cycle Accounting Concepts (3)

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.

Prerequisite: ACC 1232, MTH 1114.

BUS 2201 - 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.

BUS 2208 - Accounting for Managers (3)

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.

Prerequisite: ACC 1220 or ACC 1224.

BUS 2211 - Federal Income Taxation II (3)

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.

Prerequisite: ACC 2210.

BUS 2216 - Business Analysis Using Spreadsheets (3)

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

Prerequisite: MTH 2502.

BUS 2224 - Corporate Finance I (3)

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 on financial decision-making process and applications of NPV, IRR, and other investment rules. A financial calculator is required for this class.

Prerequisite: ACC 1220 or ACC 1224, BUS 1100, MTH 2502.

BUS 2228 - Financial Analysis and Modeling (3)

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 are utilized.

Prerequisite: BUS 2224.

BUS 2240 - Money, Markets, 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.

BUS 2244 - 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.

BUS 2248 - International Finance (3)

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.

Prerequisite: BUS 2224.

BUS 2250 - 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.

BUS 2300 - 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.

BUS 2304 - Market Analysis & Research (3)

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.

Prerequisite: BUS 2300.

BUS 2305 C - Community-Based Research and Statistical Analysis (3)

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 conduct statistical analyses using software. Fulfills Community Engagement requirement.

Prerequisite: MTH 2502.

BUS 2316 - Consumer Behavior (3)

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

Prerequisite: BUS 2300.

BUS 2324 - Channel Marketing (3)

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.

Prerequisite: BUS 2300.

BUS 2328 - Service Marketing (3)

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

Prerequisite: BUS 2300.

BUS 2332 - International Marketing (3)

Studies strategic issues in marketing products and services across national borders. Examines cultural, legal, ethical, and economic constraints. Fulfills Cultural Diversity requirement.

Prerequisite: BUS 2300.

BUS 2335 - International Business (3)

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. Fulfills Cultural Diversity requirement.

Prerequisite: BUS 1108.

BUS 2335 W - International Business (3)

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. This course satisfies one unit of General Education upper-division writing requirement. Fulfills Cultural Diversity requirement.

Prerequisite: BUS 1108.

BUS 2336 - Market Mapping Management (3)

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 Systems).

Prerequisite: BUS2000.

BUS 2340 - Entrepreneurial Management and Marketing (3)

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.

Prerequisite: BUS 2000, BUS 2300.

BUS 2348 - Finance and Marketing for a New Business Venture (3)

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.

Prerequisite: BUS 2224, BUS 2300.

BUS 2356 - Sales and Sales Management (3)

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.

Prerequisite: BUS 2300.

BUS 2364 - Advertising (3)

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

Prerequisite: BUS 2300.

BUS 2372 - Business to Business Advertising in a Technology Environment (3)

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.

Prerequisite: BUS 2300.

BUS 2600 - Operations and Information Technology Systems (3)

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

BUS 2608 - Telecommunications Management (3)

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.

Prerequisite: BUS 2000.

BUS 2616 - Project Management (3)

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.

Prerequisite: BUS 2000.

BUS 2980 - Business Policy/Strategies (3)

BS Capstone 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.

Prerequisite: completion of all major core coursework.

BUS 2980 W - Business Policies/Strategies (3)

BS Capstone Writing-intensive version of BUS 2980 in which 1 of the 3 units may be applied to the upper-division writing requirement.

Prerequisite: Completion of all major core course work.

BUS 2986 - Special Topics in Business (0.5-3)

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

BUS 2990 C - Business Internship (3)

Provides students with the opportunity to work in an industry to gain career-related experience. The internship requires 120 to 150 hours during which students acquire further industry knowledge and develop skills necessary for professional advancement. May be repeated up to a maximum total of 6 units of credit. Fulfills Community Engagement requirement.

Prerequisite: Junior or Senior status or by permission of Program Director.

BUS 2994 - Teaching Assistant (1-3)

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

Prerequisite: Consent of instructor and junior or senior status.

BUS 4000 - Organizational/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 is 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.

BUS 4008 - Entrepreneurship (3)

Students study the entire entrepreneur process and practice some of it including: ideation, launch, marketing, growth and pitching investors. The course includes student projects, guest speakers, and lectures. The course has two components: a study of key entrepreneurship concepts and a simulation of an actual business plan where teams develop model companies. Teams present portions of their plans throughout the term and receive feedback on improvement opportunities. At semester's end the teams pitch completed plans to a panel of judges including the instructor, students, and some venture capitalists.

Prerequisite: BUS 4108, BUS 4400.

BUS 4010 - 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.

BUS 4016 - 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.

BUS 4020 - Community-Based Research/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.

BUS 4040 - 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.

BUS 4048 - Administrative Law (3)

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

BUS 4100 - Management Accounting (3)

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.

Prerequisite: ACC1224.

BUS 4108 - Corporate Financial Management (3)

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.

Prerequisite: BUS4100.

BUS 4124 - Government Budget/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.

BUS 4132 - Investments (3)

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.

Prerequisite: BUS4108.

BUS 4140 - Derivatives/Risk Management (3)

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 it can be used in corporate finance. Financial risk management techniques are emphasized throughout.

Prerequisite: BUS 4108.

BUS 4148 - International Finance (3)

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.

Prerequisite: BUS 4108.

BUS 4158 - Behavioral Finance (3)

Behavioral Finance introduces the theories developed by research into cognitive biases, individual emotions and other psychological effects of decision-making. It explores the applications of these theories in finance, investment, and management and suggests approaches through which the models can be put to effective use. Traditional (or standard) finance builds its theories on the presumption that everyone is rational. However, it's clear that in real life, many are not. An accumulating body of research challenges this fundamental presumption, suggesting

instead that decisions are motivated by a complex array of non-rational psychological factors. This course explores decision-making in the real world.

Prerequisite: BUS 4108.

BUS 4164 - Entrepreneurial Finance (3)

Entrepreneurial finance focuses on start-up ventures and the early stages of company development. Raising capital, allocating it, and valuing the potential of the firm create key questions for any start-up. Traditional finance does not reflect the characteristics of a firm that has no historical data. However, crowd funding, angel investing, venture capital, and other funding sources for new firms have developed models that provide the foundation for entrepreneurial finance. These models equally apply to social entrepreneurship where ventures are formed to provide solutions to social issues. Regardless of the goal of the firm, from revenue projections and start up costs to working capital and valuation metrics, this course covers the financing part of a start-up.

Prerequisite: BUS 4108.

BUS 4200 - Enterprise Information Management Systems (3)

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.

Prerequisite: BUS4000.

BUS 4208 - Global Operations Management (3)

Focuses on how the global enterprise manages the goods and services value transformation process in a manner that is aligned with corporate goals and business strategy. A value-based management approach emphasizes the relationships between activities for product/process design, sourcing, production, delivery, and support using an integrated strategic planning and performance measurement framework.

Prerequisite: BUS 4200.

BUS 4216 - 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.

BUS 4240 - 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.

BUS 4248 - Global Management of Virtual Teams (3)

Focuses on how to organize and lead working groups separated by time, distance, or organizational affiliation. Evaluation of collaboration tools, content management applications, and business process management solutions provide a technology framework. Development of collaborative processes with enabling technologies to support departmental and cross-functional teams for intra-company scenarios, as well as intercompany teams in a value chain that forms a virtual enterprise is emphasized.

BUS 4256 - Technology and Innovation (3)

Innovation and technology are primary drivers of knowledge-based economies and an area of study that is important for MBA students. This course provides a strategic framework for understanding technological innovation. This covers how the innovation process works and the incredible impact that innovation and technology have had on society, including both intended and unintended consequences. Students explore factors that have led to some major innovations and what lessons can be drawn from these cases. Organizational structures that enhance and reward innovation are analyzed, including the 'coffee-house' model and the Medici Effect. Building organizations that excel at innovation are covered including the critical role that diversity plays. The course includes student projects, guest speakers, lectures and innovation exercises and experiments.

BUS 4300 - Systems Management (3)

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 sociotechnical designs are considered.

Prerequisite: BUS 4000.

BUS 4308 - Business System Modeling (3)

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.

Prerequisite: BUS 4000.

BUS 4316 - Sustainability: Local and Global Management (3)

Examines organizational conceptions of sustainability, strategic approaches to value creation, and the challenges toward 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.

Prerequisite: BUS 4000.

BUS 4324 - Distribution and Supply Chain Management (3)

This course introduces the principles, concepts, and analytical tools of distribution and supply chain management. It is designed to address the key operations and logistical issues in manufacturing and service organizations as well as analysis of inventory control, distribution management, and multi-plant coordination.

Prerequisite: BUS 4000.

BUS 4332 - Decision Support: Forecast and Optimization (3)

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.

Prerequisite: BUS 4000.

BUS 4400 - Marketing 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.

BUS 4404 - Consumer Behavior (3)

Explores the culture, psychology, motivation, and decision processes of consumers.

Prerequisite: BUS 4400.

BUS 4408 - Marketing Research (3)

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 its role in the decision support system. Emphasis is placed on market research projects, student discussions, and research team presentations.

Prerequisite: BUS 4400.

BUS 4420 - Digital Marketing (3)

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 constitutes the foundation of the class. We explore the effect of social media on traditional marketing disciplines and how they work together.

Prerequisite: BUS 4400.

BUS 4424 - Advertising and Promotion (3)

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 for client and agency roles.

Prerequisite: BUS 4400.

BUS 4432 - International Marketing (3)

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.

Prerequisite: BUS 4400.

BUS 4440 - Spatial Analysis (3)

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.

Prerequisite: BUS 4000.

BUS 4448 - Copywriting (3)

Students learn to write effective advertising and promotional copy in a various modern-day media, including print, broadcast, and online/Web/social media. Media-relevant copywriting skills, messaging, and execution strategies are covered.

Prerequisite: BUS 4400.

BUS 4456 - 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.

BUS 4500 - 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 leadership strategies.

BUS 4508 - Human Resource Management (3)

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.

Prerequisite: BUS 4000.

BUS 4516 - Managing Diversity (3)

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 are considered.

Prerequisite: BUS 4000.

BUS 4524 - Labor/Management Relations (3)

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.

Prerequisite: BUS 4000.

BUS 4532 - 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.

BUS 4540 - Recruitment, Training, Development (3)

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.

Prerequisite: BUS 4000.

BUS 4548 - Public Finance and Grant Writing (3)

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.

Prerequisite: BUS 4124.

BUS 4900 - Game Theory (3)

The 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.

BUS 4980 - Business Strategy (3)

MBA Capstone - 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.

Prerequisite: Completion of all major core course work.

BUS 4981 - Public Policy (3)

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.

Prerequisite: Completion of all major core course work.

BUS 4982 - Project Systems Analysis (3)

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.

Prerequisite: Completion of all major core course work.

BUS 4986 - Special Topics in Business (3)

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

Prerequisite: Consent of advisor.

BUS 4990 - Internship (3)

This course provides students with the opportunity to work in an industry to gain career-related experience. The internship requires 120 to 150 hours during which students acquire further industry knowledge and develop skills necessary for professional advancement.

Prerequisite: Acceptable academic progress and permission of the Dean and/or Program Director.

CHE - CHEMISTRY

CHE 1101 - Introductory Chemistry (3)

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.

Prerequisite: Math Placement Level 2.

CHE 1200 - General, Organic, and Biological Chemistry (3)

Three hours lecture. Covers the general, organic, and biochemistry topics that are most relevant to the biological sciences. Topics include matter and measurement, atoms and radioactivity, bonding and attractive forces, organic molecules and functional groups, chemical reactions, carbohydrates, solutions, acids and bases, buffers, amino acids, proteins, nucleic acids, and an overview of metabolic pathways. Students who have received credit for CHE 1202 may not take this course.

Prerequisite: Math Placement Level 2, High School Chemistry Recommended.

CHE 1200 L - General, Organic, and Biological Chemistry Lab (1)

Three hours lab. Laboratory component of CHE 1200. Includes measurement, extraction, and separation techniques, condensation, hydrolysis, and acid-base neutralization reactions, isolation of proteins, and enzyme activity experiments. Students who have received credit for CHE 1202 L may not take this course.

Prerequisite: Math Placement Level 2, High School Chemistry recommended.

CHE 1202 - General Chemistry I (3)

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. Students who have received credit for CHE 1200 may not take this course. Fulfills General Education Natural and Physical Science requirement.

Prerequisite: Math Placement Level 2, High School Chemistry, or CHE 1101 and satisfactory score on Chemistry Placement exam.

CHE 1202 L - General Chemistry I Lab (1)

Three hours laboratory component of CHE 1202. Students who have received credit for CHE 1200 L may not take this course.

CHE 1204 - General Chemistry II (3)

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.

Prerequisite: Math Placement Level 2, Grade of C or better in CHE 1202.

CHE 1204 L - General Chemistry II Lab (1)

Three hours laboratory component of CHE 1204.

CHE 1210 - Summer Reading Program (1)

Students read from books, journals, and reprints selected in consultation with Program Advisor. May be repeated for credit.

CHE 1886 - Special Topics in Chemistry (3)

Courses in Chemistry or Biochemistry that provide elective opportunities for Science majors and minors.

CHE 1886 L - Special Topics Lab (1)

Lab component of CHE 1886.

CHE 2203 - Organic Chemistry I (3)

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.

Prerequisite: Grade of C or better in CHE1202 and CHE1204.

CHE 2203 L - Organic Chemistry I Lab (1)

Three hours laboratory component of CHE 2203. Includes techniques in isolation (extraction, recrystallization, distillation), separation (TLC, column chromatography), and synthesis using microscale techniques.

CHE 2205 - Organic Chemistry II (3)

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.

Prerequisite: Grade of C or better in CHE 2203 and CHE 2203 L.

CHE 2205 L - Organic Chemistry II Lab (1)

Three hours laboratory component of CHE 2205. Includes further techniques in isolation and synthesis as well as compound analysis by IR, UV-Visible, and GC techniques.

CHE 2210 - Chemical Analysis and Instrumental Methods (3)

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.

Prerequisite: Grade of C or better in CHE 1202, CHE 1204, CHE 2203 and CHE 2203L.

CHE 2210 L - 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.

CHE 2312 - Physical Chemistry for Life Science (3)

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.

Prerequisite: Grade of C or better in CHE 1202 and CHE 1204 and in MTH 1320 or MTH 1322 or permission of instructor.

CHE 2312 L - Physical Chemistry for Life Science -Lab (1)

Three hours laboratory component of CHE 2312. Includes centrifugation, electrophoresis, viscosity measurement, and spectroscopy.

CHE 2370 - Biochemistry I (3)

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.

Prerequisite: Grade of C or better in BIO 1101, BIO 1103, CHE 2203 CHE 2203 L, CHE 2205 CHE 2205 L.

CHE 2370 L - Biochemistry I Lab (1)

Three and a half hours laboratory component of CHE 2370. Includes buffer preparation, protein purification and analysis, enzyme assays, UV/Visible spectrometry, liquid column chromatography, centrifugation, gel electrophoresis, and Western blotting.

CHE 2375 - Biochemistry II (3)

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, the structure of and interactions between molecules involved are studied in detail.

Prerequisite: Grade of C or higher in CHE 2370.

CHE 2375 L - Biochemistry II Lab (1)

Three and a half hours laboratory. Lab component of CHE 2375. Includes protein purification and analysis, enzyme assays, UV/Visible spectrometry, centrifugation, gel electrophoresis, and Western blotting.

CHE 2400 - Introduction to Pharmacology (3)

This course studies the chemical properties, effect, and therapeutic value of pharmacological agents. Pharmacology as a profession is fascinating, rewarding, patient oriented and extremely important. It is an integrative sciences and requires a knowledge of Biology, Physiology, Biochemistry, and Organic Chemistry. Anyone who wants to pursue a career in the health sciences including Medicine, Nursing, and Nurse Practitioner must have a solid knowledge of this subject. In addition those students who wish to be Organic Chemists, Biochemists, or Molecular Biologists will find this field especially valuable as well.

Prerequisite: BIO 1101, BIO 1103, CHE 1204; CHE 2203 recommended.

CHE 2884 - Research (1-3)

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.

Prerequisite: CHE 2203 and CHE 2203 L.

CHE 2886 - Special Topics in Chemistry (3-4)

Courses in Chemistry or Biochemistry that provide elective opportunities for Science majors and minors.

CHE 2894 - Teaching Assistant (1-3)

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

CHE 2994 - Laboratory Assistant (1-3)

Provides an opportunity for Natural Science majors to earn credit assisting instructors. Recommended as an upper-division elective in the Biochemistry major.

Prerequisite: CHE 1202 and permission of instructor.

CHE 6101 - Introductory Chemistry (3)

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.

Prerequisite: Math Placement Level 2.

CHE 6200 - General, Organic, and Biological Chemistry (3)

Three hours lecture. Covers the general, organic, and biochemistry topics that are most relevant to the biological sciences. Topics include matter and measurement, atoms and radioactivity, bonding and attractive forces, organic molecules and functional groups, chemical reactions, carbohydrates, solutions, acids and bases, buffers, amino acids, proteins, nucleic acids, and an overview of metabolic pathways. Students who have received credit for CHE 6202 may not take this course.

Prerequisite: Math Placement Level 2, High School Chemistry Recommended.

CHE 6200 L - General, Organic, and Biological Chemistry Lab (1)

Three hours lab. Laboratory component of CHE 6200. Includes measurement, extraction, and separation techniques, condensation, hydrolysis, and acid-base neutralization reactions, isolation of proteins, and enzyme activity experiments. Students who have received credit for CHE 6202 L may not take this course.

Prerequisite: Math Placement Level 2, High School Chemistry recommended. Corequisite: CHE 6200.

CHE 6202 - General Chemistry I (3)

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. Students who have received credit for CHE 6200 may not take this course.

CHE 6202 L - General Chemistry I Lab (1)

Three hours laboratory component of CHE 6202. Students who have received credit for CHE 6200 L may not take this course.

Corequisite: CHE 6202.

CHE 6203 - Organic Chemistry I (3)

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.

CHE 6203 L - Organic Chemistry I Lab (3)

Three hours laboratory component of CHE 6203. Includes techniques in isolation (extraction, recrystallization, distillation), separation (TLC, column chromatography), and synthesis using microscale techniques.

CHE 6204 - General Chemistry II (3)

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.

Prerequisite: Math Placement Level 2, Grade of C or higher in CHE 6202.

CHE 6204 L - General Chemistry II Lab (1)

Three hours laboratory component of CHE 6204.

CHE 6205 - Organic Chemistry II (3)

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.

Prerequisite: Grade of C or better in CHE 6203 and CHE 6203 L.

CHE 6205 L - Organic Chemistry II Lab (1)

Three hours laboratory component of CHE 6205. Includes further techniques in isolation and synthesis as well as compound analysis by IR, UV-Visible, and GC techniques.

CHE 6210 - Chemical Analysis and Instrumental Methods (3)

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.

Prerequisite: Grade of C or better in CHE 6202, CHE 6204, CHE 6203, CHE 6203 L.

CHE 6210 L - Chemical Analysis and Instrumental Methods Lab (2)

Six hours laboratory component of CHE 6210. The techniques emphasized include titrimetry, gravimetry, IR and UV-Vis Spectrophotometry, GC, and HPLC.

CHE 6312 - Physical Chemistry for Life Science (3)

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.

Prerequisite: Grade of C or better in CHE 6202 and CHE 6204 and in MTH 1320 or MTH 1322 or permission of instructor.

CHE 6370 - Biochemistry I (3)

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.

Prerequisite: Grade of C or better in BIO 6101, BIO 6103, CHE 6203, CHE 6203 L, CHE 6205, CHE 6205 L.

CHE 6370 L - Biochemistry I Lab (1)

Three and a half hours laboratory component of CHE 2370. Includes buffer preparation, protein purification and

analysis, enzyme assays, UV/Visible spectrometry, liquid column chromatography, centrifugation, gel electrophoresis, and Western blotting.

CHE 6375 - Biochemistry II (3)

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, the structure of and interactions between molecules involved are studied in detail.

Prerequisite: Grade of C or higher in CHE 6370.

CHE 6375 L - Biochemistry II Lab (1)

Three and a half hours laboratory. Lab component of CHE 6375. Includes protein purification and analysis, enzyme assays, UV/Visible spectrometry, centrifugation, gel electrophoresis, and Western blotting.

CHE 6884 - Research (1-3)

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.

Prerequisite: CHE 6203 and CHE 6203 L.

CHE 6994 - Laboratory Assistant (1-3)

Provides an opportunity for Natural Science majors to earn credit assisting instructors. Recommended as an upper-division elective in the Biochemistry major.

Prerequisite: CHE 6202 and permission of instructor.

COM - COMMUNICATION

COM 1000 - 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.

COM 1001 - 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.

COM 1008 - 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.

COM 1456 L - Media Production Lab (1-3)

Produces the campus newspaper, The Argonaut, and its website, www.theargonaut.net, which provide hands-on instruction in all aspects of news production including news, editorial and feature writing, editing, headline writing, layout, design, photography, and advertising design and sales. May be repeated for credit.

COM 2001 - 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.

COM 2408 - 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.

COM 2416 - The Holocaust (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. Fulfills General Education Upper-Division Religious Studies requirement. Fulfills Cultural Diversity Requirement.

COM 2428 - 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.

COM 2440 - 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.

COM 2445 - Social Media (3)

Focuses on learning the craft of working with social media and includes experience with some or all of the following: Twitter, Wordpress/blogging, social media websites, e-mail, newsletters. Also covers ethics, law, and etiquette.

COM 2449 - Digital Communication I (3)

Students learn audio, script production, podcasting, and interviewing using digital media. Also covers ethics and law.

COM 2450 - Digital Communication II (3)

Students learn photography, video shooting, and pairing images with sound, advanced interviewing, and digital editing. Also covers ethics and law.

COM 2456 L - Media Production Lab (1-3)

Produces the campus newspaper, The Argonaut, and its website, www.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.

COM 2502 - 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.

COM 2510 - Public Relations Cases and Campaigns (3)

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.

Prerequisite: COM 1001 or COM 2001 or permission of the instructor.

COM 2981 - Communication Seminar (3)

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

Prerequisite: Completion of all major core course work.

COM 2986 - Special Topics in Communication (3)

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

COM 2990 C - Internship (3)

Provides students with the opportunity to work in a nonprofit or for-profit industry to gain career-related experience. The internship requires 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). Fulfills Community Engagement requirement.

Prerequisite: senior status or by permission of program director.

COM 2994 - Teaching Assistant (1-3)

CPY - CLINICAL PSYCHOLOGY

CPY 4216 - Psychopathology (3)

This course introduces students to the study and understanding of psychological disorders. The study of psychopathology is approached from the standpoint of individual character structure/personality and the context of treatment. The etiology and dynamics of character structure and the development of symptoms and personality disorders are examined and discussed. Symptom formation and character disorders are examined primarily from dynamic, developmental, and socio-cultural perspectives, with attention given to cultural assumptions underlying classifications of psychopathology and the development of biopsychosocial case formulations. The course discusses the importance of developing an integrative approach to treatment by taking into account the treatment context, the socio-cultural context, and the nature of the evidence on which

assertions about effectiveness of treatment are based. Includes BBS mandates for the 'principles of the diagnostic process, including 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 the treatment modalities and placement criteria within the continuum of care.'

CPY 4217 - Child and Adolescent Psychopathology and Psychotherapy (3)

This course explores forms of psychopathology, mental disorder, and normal and abnormal development in children and adolescents and their treatment. It incorporates the perspective of developmental psychopathology for understanding etiology, assessment, diagnosis, and treatment. The course focuses on adaptive and maladaptive behaviors and psychological processes, as well as risk and protective factors within the child, family, and environment, while addressing cultural issues including ethnicity, socioeconomic status, and gender differences. This course offers education on child abuse effects, assessment, diagnosis, and treatment. Forms of psychotherapy that address psychopathology in children and adolescents are surveyed.

CPY 4221 - Cross-Cultural Issues (3)

This course educates students about the role of culture in human behavior; assist students in gaining knowledge about cross-cultural phenomena and reflect on their encounters in a cultural context that is different from their native culture. The course emphasizes the students' integration of theory and research about the relationships between culture and psychology, develop skills to apply knowledge about the impact of culture on psychology to themselves and others, and promotes continuous reflection on their multi-dimensional cross-cultural experiences. This course provides an overview of the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice models. Attention is given to the intersection of multiple cultural influences, as well as power differences that occur between groups.

CPY 4222 - Family Systems and Relational Psychotherapy (3)

This course examines the application of a variety of systemic and relational theories and models of intervention to interpersonal and relational problems with a strong emphasis on contemporary systems, interpersonal, attachment, humanistic, and relational

theories. Reviews principles of mental health recovery-oriented care and methods of service delivery as appropriate within systems. This course emphasizes systemic therapy approaches for resolving individual, interpersonal, couple, and family problems. Developmental and intervention considerations of non-traditional and diverse couples and families are examined.

CPY 4230 - Lifespan Development (3)

This course provides an 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, career, blended families, parenting, aging and long-term care, and geropsychology. Education on issues of aging and long-term care are examined comprehensively and fulfill BBS requirements. An overview of the individual differences and biological, cultural, socioeconomic, and environmental factors that influence growth and development across the lifespan are provided.

CPY 4235 - Human Sexuality (1)

This course offers a study of the psychological, social, and physiological dimensions of human sexual behavior. Emphasis is placed on the diversity of human sexual development and current research. Reflection of individual attitudes about sexuality and the sources that have affected the development of those attitudes is encouraged. Deviations, dysfunctions, and controversies in sexuality are presented.

CPY 4240 - Psychodynamic Psychotherapy (3)

This course provides a clinical survey of theoretical and empirical psychodynamic psychotherapy approaches and topics. Classical models of psychoanalysis are surveyed including Freudian, Jungian, Ego Psychology, Object Relations, Humanistic, and Self-Psychology while being integrated into contemporary, Developmental, Relational and evidence based practice. Specific topics include foundational psychodynamic concepts that inform the practice of psychotherapy. The psychotherapeutic relationship; conscious and unconscious processes; transference/countertransference; the development of personal qualities; developmental issues; personality; and relationships are examined. Clinical practice issues, including therapeutic interventions, are accented including for individuals with a range of diagnoses (including severe mental illness). Issues regarding assessment, diagnosis, treatment planning, interventions, and collaborative treatment practices are surveyed.

CPY 4245 - Professional Ethics and Law (3)

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 professional 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.

CPY 4252 - Clinical Assessment and Treatment (3)

This course introduces the basic appraisal concepts, various instruments, procedures, methods, and interview techniques used for developmental, behavioral, cognitive, affective, learning, and personality assessment. Emphasis is placed on understanding, criticizing, and using the assessment report to assist in the development of an approach to treatment. Includes BBS mandates for the assessment, appraisal, and testing of individuals, including basic concepts of standardized and non-standardized testing and other assessment techniques, norm-referenced and criterion-referenced assessment, statistical concepts, social and cultural factors related to assessment and evaluation of individuals and groups, and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling. Appropriate treatment planning and collaborative treatment with health care providers and family members is reviewed.

CPY 4275 - Couple Psychotherapy (3)

This course examines the theory and practice of psychotherapy with couples. Conscious and unconscious patterns of communication, behaviors, interactions, and defenses are discussed. The course reviews a variety of issues encountered in couple psychotherapy, including transitions to parenthood and childrearing, problems with intimacy and sex, substance use, infidelity, abuse and domestic violence, and more. Education on spousal and intimate partner abuse, assessment, reporting, and intervention is covered. The context of the couple is

examined from a socio-cultural perspective, with attention paid to diverse types of couples and relationships. Assessment, diagnosis, and intervention strategies for couples are reviewed.

CPY 4280 - Survey of Child and Adult Psychotherapy (2)

This course surveys a variety of treatment approaches for children and adults and may incorporate training in modalities such as play therapy; expressive arts therapy; sandplay therapy; somatic, and experiential therapies. Possible topics include treating premarital, couple, family, and child relationships; treating child, adult, spousal, and elderly trauma and abuse; healthy functioning; health promotion; illness prevention; working with families; professional writing, including documentation of services, treatment plans, and progress notes; and connecting consumers with resources.

CPY 4286 - Specialized Clinical Topics (1)

This course focuses on a variety of specialized clinical topics, including alternative psychotherapeutic approaches, relevant for MFT/LPCC licensure. Topics range across the broad spectrum of clinical practice and research in the field of psychology, bringing students into contact with the most recent and sometimes controversial clinical issues. Topics are continually modified to fulfill evolving BBS recommendations and standards.

CPY 4311 - Cognitive Behavioral Therapy (3)

This course introduces students to Cognitive-Behavioral Theory and technique as well as developments within Cognitive-Behavioral Therapy including Dialectical Behavior Therapy (DBT) and Acceptance and Commitment Therapy (ACT). Students learn about empirical findings that demonstrate its usefulness for a wide variety of problems, including mood disorders, anxiety disorders, personality disorders, eating disorders, substance abuse disorders, and psychotic disorders. Students learn to apply CBT; DBT; and ACT, and learn to address a variety of clinical topics, as recommended by the BBS, through this treatment modality.

CPY 4420 - Clinical Practicum I (3)

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 psychotherapeutic experience with children, adolescents, adults, couples, and families in community agencies, schools, 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, collaborative treatment, and training on working with domestic violence, child, adult, spousal, and elderly abuse will be emphasized. Understanding of the impact of socioeconomic position and culture will also be emphasized. Please note timeline restrictions (earliest start date is August 15 for training at field site).

CPY 4422 - Clinical Practicum II (3)

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 psychotherapeutic experience with children, adolescents, adults, couples, and families in community agencies, schools, 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. Training on working with domestic violence, child, adult, spousal, and elderly abuse will be emphasized. Integrated strength-based recovery models, 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.

CPY 4430 - Clinical Case Seminar I (3)

This two-semester sequence accompanies CPY 4420 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. It addresses many questions that beginning therapists face, including: setting up a therapeutic frame, establishing a therapeutic alliance, developing a treatment plan, using one's self in the treatment process, being alert to danger signals, working with cultural issues, handling crises and abuse, deciding on which type of intervention to use, developing a working hypothesis/formulation of the patient's difficulties, termination, and more. This class augments and supports what students are learning academically and experientially, concurrently, in CPY 4420.

Corequisite: CPY 4420.

CPY 4432 - Clinical Case Seminar II (3)

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. It addresses many questions that beginning therapists face, including: setting up a therapeutic frame, establishing a therapeutic alliance, developing a treatment plan, using one's self in the treatment process, being alert to danger signals, working with cultural issues, handling crises and abuse, deciding on which type of intervention to use, developing a working hypothesis/formulation of the patient's difficulties, termination, and more. This class augments and supports what students are learning academically and experientially, concurrently, in CPY 4422.

Corequisite: CPY 4422.

CPY 4882 - Research Project: Capstone Completion (3)

This course enables the student to build upon their Capstone proposal; conduct and complete their research capstone.

CPY 4888 - Research Project: Capstone Extension (3)

This course is offered for exceptional situations, a maximum of two times, unless there is chair approval, as an alternative to students who do not complete their capstone in the previous two courses.

CPY 4896 - Research Methods and Proposal (3)

This course provides an overview of research design and methodology culminating in developing a complete Master's Thesis or Capstone research proposal. Special emphasis is placed on helping the student conceptually understand the principles of psychological research, which informs evidence-based practice. Topics include observation and measurement, study design and implementation, descriptive and inferential statistics and the range of research projects including theses, needs assessments, grants, and program evaluations. This course culminates with the completion of a formal project proposal. Thesis or capstone project proposal may not proceed without IRB approval and project must be approved by the professor.

CPY 4897 - Research Project: Thesis Completion (3)

This course enables the student to build upon their Thesis proposal; conduct and complete their thesis.

CPY 4898 - Research Project: Thesis Extension (3)

This course is offered for exceptional situations, a maximum of two times, unless there is chair approval, as an alternative to students who do not complete their thesis in the previous two courses.

CPY 4986 - Special Topics in Clinical Psychology (1-3)

Course covers topics of special interest in the Clinical Psychology field.

CPY 5200 - Group Psychotherapy (3)

This course provides an overview of group psychotherapy, including analysis of group development, dynamics, process, and agents of therapeutic change. Issues pertaining to group leadership, ethics, and work with special populations are addressed. The intrapsychic and interpersonal dimensions of groups may be explored. Emphasis is placed on group developmental stage theories, group leadership styles and approaches, pertinent research and literature, group psychotherapy methods, and evaluation of effectiveness.

CPY 5205 - Neurophysiology and Psychopharmacology (3)

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. Developments in the field of interpersonal neurobiology and their relevancy for psychotherapy may be surveyed. 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. Special emphasis is 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.

CPY 5265 - Diagnosis and Treatment of Addictions (3)

This course focuses on the detection, evaluation, and treatment of substance abuse in a sociocultural context. It includes the historical and contemporary perspectives on alcohol and drug abuse, basic principles of diagnosis and assessment, and prevention and intervention strategies with diverse populations. Sociopolitical and cultural aspects of work in this area is emphasized. Reviews the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.

CPY 5550 - Crisis, Trauma, and Recovery (3)

This course integrates an integrative, depth-oriented, and community-based approach to trauma 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 to trauma treatment; assessment strategies for clients in crisis; principles of intervention for individuals with mental or emotional disorders during times of crisis or emergency; and other clinical topics including domestic violence and abuse. 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.

CPY 5560 - Career Development Theories and Techniques (3)

Career development theories and techniques are surveyed, including career development decision-making models and interrelationships among and between work, family, and other life roles and factors, as well as the role of multicultural issues in career development.

CPY 6992 - Supervised Field Experience (1-3)

Offers supervised practicum hours which supports students in receiving clinical training and in fulfilling the BBS requirements after the completion of 12 graduate units. This course requires the approval of the Director of Clinical Training and/or Chair; may fulfill individual clinical training needs and requirements; and may partially fulfill requirements from CPY 4420; CPY 4422; CPY 4430; CPY 4432 given individual contracts and agreements in these respective courses. Students meet with the Director of Clinical Training by appointment after obtaining an approved practicum site. A practicum packet must be completed and signed by all the parties to ensure that the site, student, and faculty are in agreement of the BBS and departmental requirements.

CSC - COMPUTER SCIENCE**CSC 1130 - Foundations of Computer Science****CSC 1130-L - Programming Lab****CSC 1140 - Data Structure and Abstraction****CSC 2211 - Algorithms and Complexity (4)****CSC 2221 - Programming Languages and Compiler****CSC 2233 - Database Management Systems****CSC 2233 - Database Management Systems (3)**

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.

Prerequisite: CIS 1140 and MTH 2419 or permission of instructor.

CSC 2235 - Computer Operating Systems and Unix Utilities**CSC 2243 - Computer Networks and Network Programming****CSC 2245 - Software Engineering****CSC 2255 - Computer Graphics****CSC 2261 - Object-Oriented Design and Programming****CSC 2277 - Web Programming I: Client Side****CSC 2278 - Web Programming II: Server Side****CSC 2341 - Quality Assurance and Testing****CSC 2348 - Software and Application Security****CSC 2355 - Mobile Device Programming****CSC 2358 - Agile Software Project Management****CSC 2885 - Senior Project****CSC 2886 - Special Topics in Computer Science****CSC 2894 - Laboratory/Teaching Assistant****Courses Folder****CUL- CULTURE AND LANGUAGE****CUL 2100 - Introduction to French Literature in Film (3)**

Introduces French literature and society through the study of French literary texts and their film adaptation, comparing the two artistic forms. Research on the periods, the authors, and their social environment, as well as the film directors and their cinematic techniques are studied. Taught in English with a French component. Fulfills Culture and Language requirement.

CUL 2108 - French Cinema, Culture, and Language (3)

Explores French cinema from origins (Melies) to the present and major movements (New Wave) and directors (Truffaut, Godard, Jeunet). Films are viewed and discussed. Taught in English with a French component. Fulfills Culture and Language requirement.

CUL 2124 - Modern France: Culture and Language (3)

Studies modern French culture, society, and life through texts and films. Taught in English with a French component. Fulfills Culture and Language requirement.

CUL 2135 - Business Culture of France vs. US (3)

Studies French Business culture and how the French way in business compares to the American way. Course

includes visits to companies in the area for field experience and prospective internships, preparation for job search, planning work experience in a French or French-American company, and meeting with French CEO's in the Bay Area. This course leads to an Internship in the area or abroad. Taught in English with a French component. Satisfies a Business Elective requirement. Fulfills the Culture and Language requirement.

CUL 2140 - Business French II (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. Fulfills Cultural Diversity Requirement. Fulfills Culture and Language requirement.

CUL 2150 - Social Justice in French Literature and Culture (3)

This course explores calls for Social Justice in France from the 18th to the 21st centuries, and how these articulated themselves through various cultural avenues: literary, political, philosophical, journalistic, and in the visual and musical arts. The course focuses on four main issues: capital punishment, the French Resistance during the Nazi Occupation, feminism in modern France, French hip-hop and the questions it raises about race, immigration and segregation in contemporary France. Students become familiar with the Enlightenment and the values of "Liberty, Equality, Fraternity" very much at the core of the French Revolution. They also become engaged with various critiques of these values for not being as universal as they proclaim, and for "failing" to prevent subsequent injustices. Taught in English. Fulfills Cultural Diversity requirement. Fulfills Culture and Language requirement.

CUL 2200 - Mexico: Politics, Culture, and Language (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. Fulfills Cultural Diversity Requirement. Fulfills Culture and Language requirement.

CUL 2208 - Central America: Politics, Culture, and Language (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. Fulfills Cultural Diversity Requirement. Fulfills Culture and Language requirement.

CUL 2216 - Andean Nations: Politics, Culture, Language (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. Fulfills Cultural Diversity Requirement. Fulfills Culture and Language requirement.

CUL 2224 - Indigenous Cultures of Latin America (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. Fulfills Cultural Diversity Requirement. Fulfills Culture and Language requirement.

CUL 2232 - Latino/Hispanic Experience in USA (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. Fulfills Cultural Diversity Requirement. Fulfills Culture and Language requirement.

CUL 2240 - Mexican-American Literature, Language, and Film (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. Fulfills Culture and Language requirement.

CUL 2248 - Culture and Language of Latin America Thru Film (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. Fulfills Culture and Language requirement.

CUL 2250 - Literature of Latin America (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. Fulfills Culture and Language requirement.

CUL 2308 - Intercultural Cinema (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. Fulfills Culture and Language requirement.

CUL 2316 - Cultural Heritage and Language of China (3)

Gives an introduction to the history, culture, and language of China with presentations on cultural practices by guest speakers. Fulfills Culture and Language requirement.

CUL 2400 - African Cinema, Culture, Language (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. Fulfills General Education Cultural Diversity requirement. Fulfills Culture and Language requirement.

CUL 2500 - Service Learning: Spanish Community Service Project (1-3)

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 which serve the needs of the local Chicano/Latino population. Written work consists of a final portfolio: working translations, curriculum ideas, and workbook assignments. Fulfills Cultural Diversity requirement. Fulfills Culture and Language requirement.

Prerequisite: SPA 1001 and SPA 1008 or equivalent.

CUL 2886 - Special Topics in Culture and Language (3)

Offered as needed to satisfy the General Education requirement in Culture and Language.

DAN - DANCE**DAN 1010 - Choreography/Performance (1-2)**

Presents the key elements of dance and choreography for successful stage performance in both dance productions and musical theatre. This experiential course focuses on 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 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. May be repeated for credit.

Prerequisite: Completion of DAN 1050 or instructor approval.

DAN 1030 - Stylistic Forms of Dance for Stage (1-3)

Focuses on the exploration of dance and movement styles necessary for theatre performance. May be repeated for credit.

DAN 1045 - 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. Satisfies the General Education Visual and Performing Arts requirement if three units are taken within a four-semester sequence. May be repeated for credit.

DAN 1050 - Dance Technique II (1)

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 Maves productions and enroll in Dance Choreography and Performance class. May be repeated for credit.

Prerequisite: DAN1045.

DAN 1055 - Dance Technique III (1-2)

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 Maves Spring dance productions. This course may be repeated for credit.

Prerequisite: DAN1050.

DAN 1065 - Rehearsal and Performance: Dance (1-2)

Provides credit for participation as a performer in departmental productions. May be repeated for credit.

DAN 2010 - Choreography/Performance (1-2)

Presents the key elements of dance and choreography for successful stage performance in both dance productions and musical theatre. This experiential course focuses on 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 Maves 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. May be repeated for credit.

Prerequisite: Completion of DAN2050 or instructor approval.

DAN 2015 - 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.

DAN 2030 - Stylistic Forms of Dance for 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.

DAN 2045 - 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. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Satisfies the General Education Visual and Performing Arts requirement if three units are taken within a four-semester sequence. May be repeated for credit.

Prerequisite: DAN1045.

DAN 2050 - Dance Technique II (1)

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.

Prerequisite: DAN1050.

DAN 2055 - Dance Technique III (1-2)

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.

Prerequisite: DAN2050.

DAN 2065 - Rehearsal and Performance: Dance (1-2)

Provides credit for participation as a performer in departmental productions. May be repeated for credit. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

Prerequisite: DAN 1065.

DAN 2994 - Teaching Assistant (1-3)

EDU - EDUCATION

EDU 1003 - Learning Strategies/Applications (2)

This course equips students with the tools that 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.

EDU 2003 - P.E. 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.

EDU 2005 - Introduction to Teaching Science (3)

The course is the first education course for the Biological Sciences Teacher Preparation Program students. The course presents an overview of the teaching profession. The focus of this course is on math in the context of teaching science. The course also includes CBEST and CSET preparation, elements of planning, instruction, and Next Generation Science Standards.

EDU 2007 C - Introduction to Education Practicum (3)

Assists students in examining the role of the teacher at the elementary K-5 level. Includes exploration of questions such as what makes a good teacher, why do we want to be teachers, how can we develop our skills as teachers, and what does teaching involve. Students participate in classroom observations and tutoring during the semester. Topics are explored at an introductory level and, in EDU 2080: Senior Seminar, are applied to practice. Fulfills Community Engagement requirement.

EDU 2009 - 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.

EDU 2012 - 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.

EDU 2018 - Technology Applications in Education (2)

California has adopted Technology Standards that define computer-based technology use in classrooms. This course ensures that all teacher candidates understand and are able to use appropriate computer-based technology to facilitate the teaching and learning process. In addition to the California Level I Standards, the course covers issues surrounding technology use by society in general and education in particular. Also, several Teacher Performance Expectations (TPEs) from the California Standards of Quality Effectiveness for Professional Teacher Preparation Programs are addressed in this course.

EDU 2080 - 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 highlight important aspects of teaching such as lesson plans, analysis of student work samples, and reflection on informational texts in education. Senior standing required.

EDU 2090 - BSTP/LSTP Practicum (1-3)

This is a support course for the Liberal Studies Teacher Prep (LSTP) and Biological Sciences Teacher Preparation (BSTP) students. In this course, student teachers participate in a process of reflection, discussion, and evaluation that connects content from the student teaching seminars, the TPA components, and the methods courses. Attention is given to the California Standards for the Teaching Profession (CSTPs), Teaching Performance Expectations (TPEs), and the Teacher Performance Assessment (TPA). Topics to be explored include lesson planning, classroom management and other aspects of teaching and learning. Program-specific support and instruction will be provided. For BSTP, this includes topics such as communicating in science and presenting science data. For LSTP, this includes topics such as communicating with parents and curriculum mapping. Must be taken in conjunction with the Student Teaching courses. Liberal Studies students take the course for one unit in the fall and three in spring, while Biological Sciences students take the course for 3 units in the fall and 3 units in the spring.

Corequisite: Student Teaching.

EDU 2300 - Ways of Speaking (3)

In its targeted goal of addressing the need for potential teachers to be aware of their pivotal role as a "decisive element", this course serves to ensure that students examine how people express themselves (verbally and non-verbally); how learning identities are created, performed and changed; how people listen to others; and how symbols relate to human communication behaviors. In this course, the student studies teacher communication in various contexts and acknowledge, appreciate, and integrate human diversity in its various forms. Communication in culturally and socially diverse contexts is studied. A variety of methods and technologies are used to discover and share knowledge about communication and to analyze, interpret, and perform discourse. Areas of study include: language and social interaction, group processes, organizational communication, interpersonal and intercultural communication, and public speaking.

EDU 2305 - Philosophy of Education (3)

Can virtue be taught? What is the role of education in society? Can schools teach children to learn, or do they only teach children to fail? This course addresses such questions by analyzing classic and contemporary texts in the philosophy of education, from Plato to John Dewey to Paolo Freire and modern-day advocates of home schooling. Through class discussions and debates, students critically analyze historical shifts in philosophical perspectives about the nature and importance of education. In a series of short-essay blogs, students evaluate cultural, historical, political, and economic influences on philosophical thinking, particularly in the context of changing views about the role of education in maintaining or alleviating social inequality.

EDU 2310 - Integrating Arts Across Curriculum (3)

This course serves as a foundation for integrating arts across K-8 Curriculum. Students are introduced to various media, lesson planning, and ways of integrating the arts into planning academic curricula. Students explore principles, methods, and materials for infusing the arts into school-wide curricula, specifically language arts, mathematics, the sciences, and history/social studies. Students experience music, movement, visual and creative arts, and drama through process-oriented experiences to support teaching and learning in the content areas.

EDU 2315 - Emotional Intelligence (3)

Emotional intelligence is a subdivision of psychology that involves current neuroscience and explains the relationship/integration between the cognitive

intelligence aspects and the emotional intelligence aspects of the development of the human brain. Topics investigated include the history, research reported and research being conducted, brain data, and programs incorporated into schools and districts (both private and public). An emphasis is placed upon developing a consistent theory/philosophy (personal) based upon the preponderance of current research including, but not limited to such fields as brain-based learning, multiculturalism, gender, and socioeconomic status.

Prerequisite: PSY1001.

EDU 2320 - Math for Elementary Teachers II CCS (3)

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 Common Core State Standards in Mathematics (<http://www.corestandards.org/Math>). Topics addressed in this course include statistics and probability concepts, geometrical figures, measurement, and motions in geometry.

Prerequisite: MTH2606.

EDU 2886 - Special Topics in Education (0.50-3)

Workshops offered periodically on contemporary issues of special interest in Education.

EDU 2994 - Teaching Assistant (1-4)

This is an opportunity for advanced student to earn credit by special arrangement with the Department Chair. The required work will vary.

EDU 4100 - 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.

EDU 4104 - 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.

EDU 4107 - 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.

EDU 4110 - 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.

EDU 4113 - 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.

EDU 4116 - 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.

EDU 4119 - 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.

EDU 4200 - 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.

EDU 4203 - 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.

EDU 4207 - Technology - Special Education (3)

Introduces developmental and methodological foundations for the use of current technologies and practical application to the special education classroom. The use of low-tech to high-tech devices as assistive technology in meeting IEP needs of students are emphasized. Emphasis is also placed on learning the tools to enhance communication, information access, use of adaptive devices, use of current software/hardware, and problem-solving for the special education and regular education classroom.

EDU 4209 - Counseling - Special Education (3)

This course surveys the various support systems that can be used with special education children and families. An understanding of in-district and community agencies are examined. Effective communication techniques for counseling students and families with special needs are emphasized. Current research and publications that deal with assisting students' families are explored. Developing behavior plans for classrooms and individuals and the use

of questionnaires, health histories, and other related information are also explored.

EDU 4230 - Student/Intern Teaching Seminar: (Special Education, 1st semester) (4)

This course has the same focus as EDU 4342, 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.

Corequisite: EDU 4203.

EDU 4231 - Student/Intern Teaching/Seminar (Special Education, 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. Continued emphasis 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.

Prerequisite: EDU 4230.

EDU 4234 - Curriculum and Instruction Adaptations:Mild/Moderate (3)

Involves adaptations and methods of curriculum and instruction to meet the needs of students with identified mild/moderate disabilities. This course explores services to support students with special needs in and out of the regular classroom and how additional support services, such as speech, nurse, and adaptive physical education can be utilized. The role of the special education teacher as a support for children with 504 Plans are also discussed.

EDU 4236 - Student/Intern Teaching Seminar (Special Education - Extended) (1)

Candidates are provided with an extended opportunity to plan, teach, and reflect upon and improve their special education field experience. Candidates continue to engage in discussions of the day-to-day problems encountered in teaching students in special education classes, including issues such as planning, instructional problems, and evaluation. May be repeated for credit.

Prerequisite: EDU 4230 OR EDU 4231.

**EDU 4237 - Curriculum and Instruction
Adaptations: Moderate to Severe (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.

EDU 4240 - Emerging Research Practices in Special Education (4)

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.

Prerequisite: Admission to the Education Specialist Program or consent of Program Director and instructor.

EDU 4243 - Advanced Methods in Special Education: Mild/Moderate (3)

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.

Prerequisite: Admission to the Education Specialist Program or consent of Program Director and instructor.

EDU 4246 - Advanced Methods in Special Education Moderate/Severe (3)

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.

Prerequisite: Admission to the Education Specialist Program or consent of Program Director and instructor.

EDU 4330 - Elementary Reading/Language Arts: Primary Grades (3)

Surveys the teaching of beginning reading and language arts in diverse elementary classrooms. Introduces current research, principles, issues, strategies, and materials/resources for developmental processes of learning to read and write for all students. Presents theories concerning language acquisition and language development for first- and second-language learners. Constructs a literacy model with a multicultural/multilingual perspective. Concurrent coursework and field placement are required to ensure application and reflective practice.

EDU 4333 - Elementary Reading/Language Arts: Upper Grades (3)

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 coursework and field placement are required to ensure continued reflection/application.

Prerequisite: EDU4330.

EDU 4336 - 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.

EDU 4339 - Curriculum: Social Studies/Science (2)

Students develop expertise in planning, implementing, and assessing integrated science and social studies curriculum and experiment with a variety of strategies and techniques designed to promote higher-level thinking and provide for differences in teaching a diverse, multilingual, and multicultural population.

EDU 4342 - Student/Intern Teaching/Semester I: Multiple Subject (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.

EDU 4345 - Student/Intern Teaching Semester II: Multiple Subject (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.

EDU 4346 - Student/Intern Teaching Seminar (Multiple Subject - Extended) (1)

Candidates are provided with an extended opportunity to continue 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. May be repeated for credit.

Prerequisite: EDU 4342 OR EDU 4345.

EDU 4400 - Orientation to Teaching (1)

Teacher candidates are oriented to the Single Subject Credential Program and the teaching profession. Program-related topics and legal requirements such as Teaching Performance Expectations (TPE's), Teaching Performance Assessment (TPA), and portfolio development are introduced. Other topics include, but are not limited to classroom management, teaching and learning in a standards-based environment, and setting high expectations for all students. This is one of the first courses for ALL students in the Single Subject Credential Program.

EDU 4404 - Teaching and Pedagogy (2)

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.

Corequisite: EDU4342.

EDU 4405 - Teaching and Pedagogy for Secondary Authorization (3)

This course is for Single Subject Credential holders who wish to add an additional content area to their credential. This course in methodology is directly related to teaching in a departmentalized setting in the specific content area. The course is coordinated by an NDNU faculty member and jointly taught by mentor teachers from local schools. The course focuses on teaching the state adopted academic content standards using effective strategies in the designated discipline. It fulfills part of the California Commission on Teacher Credentialing requirements for adding another content area to the Single Subject Credential.

EDU 4407 - 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.

EDU 4410 - 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.

EDU 4442 - Student/Intern Teaching Semester I: Single Subject (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.

EDU 4445 - Student/Intern Teaching Semester II: Single Subject (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.

EDU 4446 - Student/Intern Teaching Seminar (Single Subject - Extended) (1)

Candidates are provided with an opportunity to continue to reflect upon and improve their 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 the candidates' concerns. May be repeated for credit.

Prerequisite: EDU 4442 OR EDU 4445 .

EDU 4492 - Field Practicum PIP STSP (1)

This course consists of a monthly seminar and regular supervisor support designed to provide academic and mentoring support to those candidates hired by school districts as teacher of record on PIP or STSP. Candidates participate in a process of reflection/action and evaluation (*California Standards for the Teaching Profession* [CSTPs]; *Teaching Performance Expectations* [TPEs]) as a vehicle for problem solving and critical thinking directly related to their day to day teaching practice. The course includes monthly seminars with candidates in the same credential program and observations/mentoring by an assigned university supervisor. Supervisors visit candidates in their classroom on a regular basis as well as provide weekly check-in (phone, email, video) to provide feedback and support to assist candidates in having a successful teaching experience. Course is graded Pass/No Pass.

EDU 4600 - 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 are explored. The final project includes 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 is presented with oral rationalization to a variety of audiences (staff, community, parents, central office personnel).

EDU 4604 - Human Resource Management in 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 is 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 towards developing human and organizational capacities, particular emphasis is 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.

EDU 4606 - Leadership Concepts (3)

This course explores 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 is 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 come to realize the importance of educational leadership in a democratic society. The candidate recognizes 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 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.

EDU 4609 - 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 are 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.

EDU 4612 - 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.

EDU 4621 - School Parent Community Relations (3)

This course covers 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, ways to work effectively with parents, community agencies and special interest groups as well as working with a culturally diverse school community. Candidates 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 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 is 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 which reflects 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 is congruous with the course objectives for learning.

EDU 4624 - School Law, Governance, 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 are examined and candidates develop an understanding of the critical role of instructional leadership in monitoring the educational needs of all students. The course covers the interaction of historical and philosophical forces that give rise to various institutionalized practices and laws and focuses 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 which reflects 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 is congruous with the course objectives for learning.

EDU 4627 - Instructional Leadership (3)

This course focuses on understanding the breadth, depth, and application of Instructional Leadership and Associated CAPEs 2A, 2B, 2C, & 2D (California Administrative Performance Expectations). The candidate explores the roles and resultant implications of the actions of a variety of stakeholders in curriculum development and program implementation. Procedures and strategies for implementing special programs and mandates are identified and discussed. This course includes a practicum project in which the candidate designs, initiates, and implements, an instructional program aimed at the improvement of student achievement. The written component of the practicum reflects work on an administrative project supervised by an on-site administrator (who serves as a partner in the field-based experiences) and approved by the instructor.

EDU 4630 - 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.

EDU 4700 - Trends in Curriculum Development (3)

This course considers curriculum development and leadership and the factors affecting and influencing both. Current and historical factors are explored, taking an in-depth look at *The Story of American Public Education*. 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.

EDU 4703 - 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 center around standardized, standards-based, norm-referenced, criterion-referenced, performance assessment, and formative assessment. Finally, the course explores issues surrounding the California Accountability Dashboard.

EDU 4706 - Social Justice, Diversity, 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.

EDU 4709 - Learning, Technology, 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.

EDU 4712 - 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.

EDU 4715 - 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.

EDU 4718 - 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 is 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 is 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 challenges.

EDU 4721 - Intro to Educational Research (3)

This is the first course of a two-course series (EDU 4724 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.

EDU 4724 - Educational Research (1-3)

This course 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.

Prerequisite: EDU 4721.

EDU 4803 - 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.

EDU 4880 - Educational Research Capstone (3)

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.

Prerequisite: All other coursework in the master's degree program; MA Special Education students may be concurrently enrolled in EDU 4230.

EDU 4881 - Capstone Course:Administrative Services, Preliminary (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 whose reflective thinking and resultant action is 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.

EDU 4886 - Special Topics in Education (1-3)

Course offered to cover topics of special interest in the field of education.

EDU 4900 - 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 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.

EDU 4901 - Advanced Teaching Students with Autism Spectrum (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 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 are discussed. All strategies are related back to core goals and curriculum to ensure the candidate's ability to integrate acquired knowledge into day-to-day programming. Participants are able to recognize and describe the characteristics of learners with Autism Spectrum Disorders. They are also able to describe the causes and prevalence of the spectrum. Participants are able to describe various types of intervention strategies available to school-based personnel.

EDU 4902 - Behavior Management Techniques (3)

This course utilizes the candidate's understanding of students with ASD gained in EDU 4900 to develop knowledge, skills, and abilities for educating students with ASD utilizing evidence-based and multifaceted methodologies and strategies. Participants 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 are provided.

EDU 4903 - Autism Mentoring and Capstone Seminar (3)

This seminar course addresses significant issues that must be understood and addressed by the ASD practitioner. Additionally, participants have 30 hours of observation time in an ASD classroom. This allows participants to observe the implementation of best practices. Observation hours are spent under the guidance of the seminar instructor and allows the participant to view a variety of service delivery systems to this population. The final project is a research paper on best practices based on peer-reviewed journal articles for including the child with ASD in the school community.

EIS - ENGLISH FOR INTERNATIONAL STUDENTS

EIS 1000 - 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.

EIS 1008 - Academic English: Advanced Communication Skills (1-3)

Focuses on the development of advanced writing skills in a variety of academic subjects and includes a research paper in student's major field of study.

EIS 1016 - 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.

EIS 1032 - 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.

EIS 6000 - 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.

EIS 6008 - Academic English: Advanced Communication Skills (1-3)

Focuses on the development of advanced writing skills in a variety of academic subjects and includes a research paper in student's major field of study. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

EIS 6016 - 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.

EIS 6032 - 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 differs in both quantity and quality from that required for lower-division credit.

EIS 6070 - Graduate ESL Seminar (1)

Focuses on advanced academic writing and research paper organization and style for graduate students in their major field of study.

ENG - ENGLISH**ENG 1000 - Writing Center (1)**

Develops the writing process. Topics include brainstorming, clustering, outlining, freewriting, editing, and revising. Students receive individual tutoring in grammar, research, and essay organization. First-year students may enroll in ENG 1000. Upon completion of one unit, a student may enroll for an additional unit in the same semester.

ENG 1008 - 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.

ENG 1030 - First Year Composition (3)

This freshman-level course in writing is designed to prepare students for college writing in a variety of disciplines. 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 non-fiction texts. Students are encouraged to develop critical reading skills in their disciplines. Students learn both MLA and APA forms of documentation. Fulfills General Education Lower-Division Writing Requirement.

ENG 1036 - Literary Engagements (3)

Explores expository and critical writing based on reading, discussion, and analysis of great works of literature from short fiction, poetry, drama, and novels. Reading selections may include but are not limited to works from classical through the Renaissance tradition. Fulfills General Education Literature requirement.

ENG 1040 - 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. Fulfills General Education Literature requirement.

ENG 1041 - Classics of World Literature II (3)

Continuation of ENG 1040, exploring great works of literature of the Renaissance, the Neoclassical Age, the Romantic Revolt, and the twentieth century, including non-Western and ethnic American literature. Fulfills General Education Literature requirement.

ENG 2000 - Writing Center (1)

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. Units apply toward the Upper-Division Writing requirement.

ENG 2008 - 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.

ENG 2010 - Writing in the Disciplines (3)

This course aims to strengthen the writing of upper-division students in their disciplines, preparing them to excel in course work in their majors and in their post-graduate vocations. While attention is paid to all aspects of writing, including grammar, syntax, and style, emphasis is placed on the discourse and conventions of the discipline. All students engage in certain forms of writing common to the workplace (memos, letters, emails, reports, proposals, etc); individual students also practice writing that is unique to their field. Students also collaborate on writing projects, emulating real work environments. Fulfills Upper-Division Writing requirement.

ENG 2108 - 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.

ENG 2142 - Creative Writing (3)

Study and practice of a variety of literary genres, including poetry, fiction, and memoir. May be repeated for credit.

ENG 2144 - Creative Writing: Poetry (3)

Focuses on writing and sharing poetry through workshopping and nurturing feedback; beginning as well as advanced writers are welcomed. May be repeated once for credit. Concurrent enrollment in ENG 2008, The Bohemian, is strongly recommended.

ENG 2148 - Creative Writing: Fiction (3)

Focuses on writing and sharing of short narratives with emphasis on workshopping 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 ENG 2008, The Bohemian, is strongly recommended.

ENG 2152 - 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 ENG 2008, The Bohemian, is strongly recommended.

ENG 2156 - 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 ENG 2008, The Bohemian, is strongly recommended.

ENG 2164 - Linguistics (3)

Studies language acquisition, variation, and usage with special emphasis on the structure and history of English. Especially useful for prospective teachers.

ENG 2200 - Survey of American Literature I (3)

Explores American literature from its beginnings to the mid nineteenth century, including the Colonial, Revolutionary, and post-revolutionary periods. Authors studied may include Emerson, Thoreau, Hawthorne, Melville, Twain, Poe, and Dickinson. Fulfills General Education Literature requirement.

ENG 2201 - Survey of American Literature II (3)

Investigates American literature from the mid-nineteenth century to the present, emphasizing realism, naturalism, modernism, and postmodernism. Fulfills General Education Literature requirement.

ENG 2212 - American Literary Movements: Realism/Naturalism (1)

Covers American realist/naturalist writers of prose, poetry, and drama from the late 19th and early 20th centuries, including Howells, Chopin, Norris, London, Jewett, and Gilman.

ENG 2216 - American Literary Movements: Modernism (1)

Covers American modernist writers of poetry, prose, and drama during the years encompassing the first and second world wars, including Frost, Hurston, Faulkner, Toomer, and Hemingway.

ENG 2218 - American Literary Movements: Postmodernism (1)

Examines recent American writers who experiment with form and subject, such as Barth, Pynchon, and O'Brien.

ENG 2220 - American Literature Movements: Jazz Age (1)

Studies the art, literature, and music of the 1920s, including Fitzgerald's *The Great Gatsby*. Fulfills one unit of General Education Literature requirement.

ENG 2222 - American Literature Movements: Harlem Renaissance (1)

Studies the art, music, and literature of the Harlem Renaissance, including the works of Hughes, Hurston, and Toomer. Fulfills one unit of General Education Literature requirement. Fulfills Cultural Diversity requirement.

ENG 2224 - American Literature Movements: Beat Poets (1)

Studies the achievements of the Beat Poets, including Kerouac's *On the Road* and Ginsberg's poetry. Fulfills one unit of General Education Literature requirement.

ENG 2248 - Great American Writers: Hawthorne (1)

Includes study of Hawthorne's *Scarlet Letter* and major stories. Fulfills one unit of General Education Literature requirement.

ENG 2252 - Great American Writers: Melville (1)

Study of *Moby Dick* and other works. Fulfills one unit of General Education Literature requirement.

ENG 2256 - Great American Writers: Twain (1)

Investigates *Huckleberry Finn*, *Tom Sawyer*, and selected short stories. Fulfills one unit of General Education Literature requirement.

ENG 2260 - Great American Writers: Hemingway (1)

Study of Hemingway's major novels and selected short stories. Fulfills one unit of General Education Literature requirement.

ENG 2264 - Great American Writers: Faulkner (1)

Study of Faulkner's major novels and selected short stories. Fulfills one unit of General Education Literature requirement.

ENG 2268 - Great American Writers: Morrison (1)

Study of Morrison's major novels, including *Beloved*. Fulfills one unit of General Education Literature requirement. Fulfills Cultural Diversity requirement.

ENG 2270 - Great American Writers: Poe (1)

Reading and analysis of Poe's poetry and short stories. Fulfills one unit of General Education Literature requirement.

ENG 2272 - Great American Writers: Dickinson (1)

In-depth study of Dickinson's poems. Fulfills one unit of General Education Literature requirement. Fulfills Cultural Diversity requirement.

ENG 2274 - Great American Writers: Wharton (1)

Study of selected novels by Wharton. Fulfills one unit of General Education Literature requirement. Fulfills Cultural Diversity requirement.

ENG 2400 - British Literature: Myth, Epic, 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.

ENG 2403 - 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.

ENG 2408 - 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.

ENG 2412 - British Literature: Modernism and Postmodernism (3)

Investigates late nineteenth century and twentieth century British literature, including the Victorians, Modernists, and Postmodernists. Fulfills General Education Literature requirement.

ENG 2544 - Shakespeare (3)

Focuses on reading and analysis of selected masterpieces of the great bard, with emphasis on the development of his career and to the genres of history, tragedy, comedy, and romance. Fulfills General Education Literature requirement.

ENG 2545 - 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.

ENG 2600 - Women's Literature (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. Fulfills Cultural Diversity requirement.

ENG 2604 - African-American Literature (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. Fulfills Cultural Diversity requirement.

ENG 2608 - Asian-American Literature (1)

Briefly surveys Asian-American literature, from the earliest immigrant poems to contemporary novels, poems and plays. Fulfills one unit of General Education Literature requirement. Fulfills Cultural Diversity requirement.

ENG 2612 - Latino Literature (1)

Gives an overview of Latino literature, including study of Rudolfo Anaya's *Bless Me, Ultima*. Fulfills one unit of General Education Literature requirement. Fulfills Cultural Diversity requirement.

ENG 2616 - Native American Literature (1)

Studies representative works of Native American writers, including Native American songs and twentieth century

fiction and nonfiction. Fulfills one unit of General Education Literature requirement. Fulfills Cultural Diversity requirement.

ENG 2620 - Co-opting the Colonial Voice (3)

This course introduces students to an expanding body of postcolonial literature and cinema and explores how these literary texts and films depict the process of colonization, its consequences on the colonized peoples, as well as the struggles of individuals, groups, and nations for independence and self-identity. In this course, we focus primarily on writings in English that emerged from former British colonies such as Africa, India, North America, and the Caribbean. Though these literatures are multifarious and have distinctive features, they also share certain common concerns and characteristics. One such commonality is that these writers choose to write in the language of the colonizer; but instead of using standard English, they remold it to include grammar and syntax of their native languages. Moreover, they use this language as a means of asserting their identity, reclaiming power, reconstructing their nations and cultures, resisting the colonial stereotypes, and revising documented histories.

In addition to these texts, we watch a selection of films that focus on protagonists from former colonies of British, Dutch, French, and Spanish colonial empires. We examine how the lives and identities of these protagonists have been radically altered by their experience of colonialism. Students are introduced to major themes, issues, and vocabulary of postcolonial discourse. Fulfills General Education Literature Requirement. Fulfills General Education Cultural Diversity requirement.

ENG 2624 - Children's Literature (3)

Extensively explores children's literature from early folk and fairytales to contemporary issues in the field; emphasizes reading, evaluating and selecting books for children as a vital part of child development and childhood creativity. Especially useful for prospective teachers. Fulfills General Education Literature requirement.

ENG 2632 - Graphic Novels and Manga (3)

Comparative study of Anglo-American graphic novels and Japanese manga, including analysis of anime and animated film. Fulfills General Education Literature requirement. Fulfills General Education Cultural Diversity requirement.

ENG 2636 - Mythology of Superheroes (3)

Study of world mythology with emphasis on the concepts of heroism and superheroism, including readings of classical myths and twentieth-century embodiments in American and Japanese superheroes as manifested in graphic novels and manga. Fulfills General Education Literature requirement. Fulfills General Education Cultural Diversity requirement.

ENG 2642 - 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. Fulfills Cultural Diversity requirement.

ENG 2643 - Anime and Animation (3)

This course investigates Japanese and American animation, from its origins to the present day, introducing students to the mechanics of animated film and emphasizing major artists, including Walt Disney, Hayao Miyazaki, and Satoshi Kon. Fulfills General Education Literature requirement. Fulfills the Cultural Diversity requirement.

ENG 2645 - Literature and Film (3)

An exploration of the complex interplay between film and literature from a global perspective with emphasis on cross-cultural influences and collaboration. Specifically, selected novels, short stories, and plays are analyzed in relation to film versions of the same works in order to gain an understanding of the possibilities - and problems - involved in the transposition to film. Classes include weekly film viewings and critical discussions. Fulfills General Education Literature requirement. Fulfills Cultural Diversity requirement.

ENG 2646 - Detective Fiction (3)

An exploration of Hard-boiled Detective Fiction, a tough, unsentimental style of American crime writing that brought a new tone of earthy realism or naturalism to the field of crime fiction. This type of fiction refers as much to style as to content, it describes a story in which the characters and the dialogue are, at once, rough and colloquial. Hard-boiled fiction is contrasted with the classic detective stories; this genre is examined through a cultural and postcolonial theoretical lens. Fulfills General Education Literature requirement.

ENG 2647 - Poetry of Rock (3)

This course investigates the history of rock music from its origins in the 1950's to the present day, emphasizing the lyrics in the context of music and performance. In addition to exploring a wide variety of rock music, special attention is given to the Golden Age of rock and roll and to the lyrics of major musicians such as the Beatles and Bob Dylan. Fulfills General Education Literature requirement.

ENG 2650 - Modern Poetry (3)

A course designed to enhance the ability to think, discuss and write about the aesthetic experience of modern poetry, from Shakespeare to the present. What is a "poem" and what is its value? What constitutes the literary canon and how do contemporary genres, such as a popular song lyrics, relate to it? Fulfills General Education Literature requirement.

ENG 2656 - Literary Theory (3)

Introduction to major theories about literature, from the ancient Greeks (Plato, Aristotle) to the twentieth century, including major approaches such as formalist, feminist, Marxist, deconstruction, and new historical, applying these theories to sample literary works. This junior-level course is required of English majors and open to all students interested in the nature of literary interpretation. Fulfills General Education Literature requirement.

ENG 2700 C - Empowered Voices (4)

This course provides opportunities for students to build on NDNU's commitment to community engagement by supporting local groups in their literacy goals. First, through classroom discussions and readings about how to practice the social change model of leadership, and second, through working with troubled youths, veterans, and special-needs students, students use their newfound knowledge to affect their communities' literacy goals in a positive manner. Fulfills Community Engagement requirement.

ENG 2800 - 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.

ENG 2810 - Shakespeare in Oxford (3)

Four-week study of major Shakespearean plays in Oxford, England, in conjunction with productions in Stratford-upon-Avon and London; exploration of Shakespeare's life and age, with visits to his Stratford home and the Globe Theatre in London. Students may enroll for undergraduate or graduate credit; non-NDNU students may also enroll for professional growth units. Satisfies the General Education Literature requirement.

ENG 2886 - Special Topics in English (1-3)

Emphasizes nonwestern literature, a study of writer genre, literary movement, or some other that is not covered in other English courses, usually the specialization of the instructor of the course. Students should consult the current schedule of classes for availability or contact the English Department to learn the exact content of this offering.

ENG 2990 C - Internship (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. See the Department's brochure giving details about this exciting program. Fulfills Community Engagement requirement.

ENG 2994 - Teaching Assistant (1-3)

Offers the opportunity to tutor students in Writing Center on their writing assignments in core courses and in other courses. Includes weekly training sessions. Strongly recommended for prospective teachers.

ENG 2997 - 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.

ENG 4000 - 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.

ENG 4005 - 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.

ENG 4016 - 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.

ENG 4024 - 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.

ENG 4028 - 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.

ENG 4032 - Period Course (3)

The Period Course is an extensive study of major works representing the thematic and stylistic characteristics of primary developmental periods in the British and American literary canons. The content of the course varies from year to year depending on student and faculty interest and choice. In the past, the course has addressed the medieval, Renaissance, Romantic, early modern, post modern, and contemporary periods of literature.

ENG 4048 - Creative Writing (3)

Study and practice of a variety of literary genres, including poetry, fiction, and memoir. May be repeated for credit.

ENG 4800 - 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.

ENG 4884 - 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.

ENG 4886 - Special Topics in English (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.

ENG 4894 - 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.

ENG 4994 - Community-Based Pedagogy/Teaching Assistant (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 meets twice per month to enable students to share their experiences, role play, get support, and discuss assigned readings from the field of pedagogy.

ENG 4997 - 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.

FRE - FRENCH**FRE 1001 - 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.

FRE 1008 - Basic Practical French II (3)

Continuation of FRE 1001.

Prerequisite: FRE 1001 or equivalent.

FRE 1016 - Intermediate Conversation I (3)

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.

Prerequisite: FRE 1008 or equivalent and/or Placement Test.

FRE 1024 - Intermediate Conversation II (3)

Continuation of FRE 1016.

Prerequisite: FRE 1016.

FRE 1032 - Grammar Review and Conversation (1-3)

Offers an advanced grammar review. Includes discussion of French cultural issues, research using Internet in French, extensive conversation practice, and viewing of French media.

Prerequisite: FRE 1024 or equivalent and/or Placement Test.

FRE 2100 - Advanced Conversation I (1-3)

Provides in depth discussion of issues in contemporary France. Students use French press and French web sites in their research and oral presentations.

Prerequisite: FRE 1024 or equivalent and/or Placement Test.

FRE 2108 - 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.

Prerequisite: FRE 2100.

FRE 2116 - Pronunciation in Cultural Context (1-3)

Practice of pronunciation and study of phonetics in discussing cultural and literary texts. Study of French idioms, acquisition of vocabulary. The course is conducted in French.

Prerequisite: FRE 1024 or the equivalent.

FRE 2124 - 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.

FRE 2126 - French Culture and Gastronomy (3)

Study of the role of food and gastronomy in French life and culture: society, art, literature, films, business, etc. This course also explores the Art of French Cuisine and its evolution in France and the French-speaking countries. Taught in French.

FRE 2128 - Litterature de Jeunesse (3)

Study of children and youth literature in France with a psychological and sociological approach to the texts. Examines myths and archetypes as well as social environment at various times in history, and studies the role of this literature in a child's development. Students develop their creative skills by writing their own story for children and presenting it to the class. Taught in French.

FRE 2132 - The French Today (1-3)

Study and discussion of French behavior, institutions and creations, as well as social structure and values in France today.

Prerequisite: FRE 2108 or the equivalent.

FRE 2134 - Introduction to French Civilization (3)

Studies important aspects of French culture and history through the centuries, from the Middle Ages to modern Time.

FRE 2140 - Women in French Literature (3)

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. Fulfills General Education Cultural Diversity requirement.

FRE 2886 - Special Topics in French (1-3)

Offered as needed to satisfy the General Education requirement in Culture and Language.

FRE 2994 - Teaching Assistant (1-3)

Advanced undergraduate French students, through classroom observation, tutoring, and some teaching, are shown the techniques used in foreign language instruction.

GER - CLINICAL GERONTOLOGY

GER 4110 - 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.

GER 4115 - 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.

GER 4120 - 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.

GER 4135 - 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.

GER 4145 - Dying, Death, 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.

GPY - ART THERAPY - MA

GPY 4100 - History and Foundations of Art Therapy (1)

This course provides an overview of the history and foundations of art as healing. It begins 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 are also addressed. The major focus of the course is 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.

GPY 4178 - 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 psychotherapists in a culturally diverse society.

GPY 4179 - 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.

GPY 4200 - 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 teaches students to be familiar with a broad range of matters that may arise within marriage and family relationships and prepares 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 assists in developing a greater understanding of interpersonal skills needed in therapeutic relationships.

GPY 4205 - Advanced Human Development (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 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 are explored. The techniques taught 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.

Prerequisite: An undergraduate-level course in Human Development from an accredited institution (i.e., NDNU's PSY 2141).

GPY 4210 - 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 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 also includes 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 teaches students to develop and analyze clinical applications to family and group assessment and formulate treatment planning methods.

GPY 4215 - 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.

GPY 4220 - 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 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 develop the knowledge and breadth of specific treatment and assessment issues relevant to special populations, clinical interventions, psychopathology, and other clinical topics.

GPY 4225 - Psychological Assessment II (1)

This course is a continuation of GPY 4220. 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 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 develop the knowledge and breadth of specific treatment and assessment issues relevant to special populations, clinical interventions, psychopathology, and other clinical topics.

GPY 4230 - Psychopathology (3)

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 examine the

development of treatment modalities and placement criteria within the continuum of care.

Prerequisite: An undergraduate-level course in Abnormal Psychology from an accredited institution (i.e., NDNU's PSY 2157).

GPY 4236 - Substance Abuse: Theory, Treatment, Assessment (3)

In this course, students learn about the major approaches and evidence-based best practices of identification, evaluation, treatment, and instruction in the definition of substance use disorders. Students 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 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.

GPY 4240 - Cross-Cultural Issues (1-3)

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 learn individual and community strategies for working with and advocating for diverse populations and 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 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 are also explored.

GPY 4245 - 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 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.

GPY 4251 - 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.

GPY 4255 - 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 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.

GPY 4260 - 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 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.

GPY 4263 - Child Abuse (1)

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 are 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.

Offered: Summer term.

GPY 4266 - 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 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 develop knowledge of detection and intervention strategies, community resources, assessment and treatment planning, specific treatment issues, and application of counseling constructs.

GPY 4268 - 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 learn about the personal, professional, and ethical considerations to confidently opening the doors to a private MFT/Art Therapist psychotherapy practice. Topics

covered 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.

GPY 4269 - 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 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 are 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.

GPY 4286 - 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.

GPY 4300 - Art Therapy Techniques: Group Experience (1)

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.

Offered: Summer term.

GPY 4305 - Art Therapy Techniques: Special Populations (1)

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.

Offered: Summer term.

GPY 4310 - Art Therapy Techniques: Integrating Creative Arts (1)

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.

Offered: Summer term.

GPY 4312 - Digital Art Therapy (1)

This is an experiential course, integrating art therapy techniques and digital and virtual reality technology. Course content covers an introduction to art making digital technology using 3D and virtual computers. Class covers psychotherapeutic standards in using technology in the therapeutic setting by art therapy, safety standards of individual and group counseling using digital media, pertinent research and literature, access for under-served and poor communities, and evaluation of effectiveness.

GPY 4315 - Metaphors in Psychopathology: Children (1)

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.

Offered: Summer term.

GPY 4320 - Metaphors in Psychopathology: Adolescents (1)

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.

Offered: Summer term.

GPY 4325 - Metaphors in Psychopathology: Adults (1)

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.

Offered: Summer term.

GPY 4348 - Career Counseling (3)

This course explores the basic tenets of career counseling for vocational and occupational careers in the mental health profession. Students 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.

GPY 4350 - Practicum I (3)

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.

Prerequisite: Completion of all prerequisites in art and psychology, 30 hours of fieldwork, and 15 semester units of graduate course work, including GPY 4255 and GPY 4260. Corequisite: GPY 4365.

GPY 4355 - Practicum II (3)

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.

Prerequisite: GPY 4355. Corequisite: GPY 4370.

GPY 4356 - Practicum Extension (1-3)

GPY 4360 - Explorations in Sandplay (1)

This course covers the basic tenets of Sandplay and its use in psychotherapy. The work of founder Dora Kalff is reviewed and discussed. There is a study of Sandplay figures and their meaning, especially in the sequencing of trays, with a variety of patients. Experimentals and the deepening of symbols are included.

Offered: Summer term.

GPY 4365 - Seminar I (3)

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 review and apply legal and ethical standards of practice, develop and prepare weekly theoretical treatment plans, and deliver an oral presentation.

Corequisite: GPY 4350.

GPY 4370 - Seminar II (3)

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 review and apply legal and ethical standards of practice, develop and prepare weekly theoretical treatment plans, and deliver an oral presentation.

Corequisite: GPY 4355.

GPY 4371 - Seminar Extension (1-3)

GPY 4384 - Research Methodology (2)

This course prepares 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 is also covered. Students learn the application of diversity factors relevant to research.

GPY 4396 - Research Project (3)

This course prepares 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 are also covered. Students learn the application of diversity factors relevant to research.

GPY 4397 - Research: Thesis Completion (3)

This course prepares 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 are also covered. Students learn the application of diversity factors relevant to research. Students produce a final Thesis or Grant Proposal as the culminating project.

GPY 4398 - Thesis Extension (1-3)

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.

GPY 4400 - 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.

GPY 4415 - 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.

GPY 4450 - 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.

GPY 4900 - International and Multicultural Art Therapy Service (2-6)

This is a course involving volunteer service for an international project, which gives participants a multicultural learning experience providing art therapy to a variety of diverse populations. Participants 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 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.

Prerequisite: Advancement to candidacy and approval of the Program Director.

GPY 4905 - Art as a Way of Knowing: International Ancient Sites and Living Art (2)

This course provides an art therapy method, Living Art painting, as a way to explore cross-cultural experiences within a group setting. The course involves visiting ancient British sites of mystery and antiquity, as well as modern day London museums, responding with the art process of Living Art and journaling, as well as living, traveling, and interacting with the British cultures - all to enhance a growth in understanding art and culture as a way of knowing. The practice of response art making involves gaining insight, expanding one's vision, working and interacting mindfully during the five-day course. Students summate their experiences with a final art project, as well

as a debriefing five-page paper done to integrate personal and academic meaning of their work.

GPY 6992 - 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.

HSC - Health Sciences

HSC 1000 - Introduction to Health Sciences (3)

Provides an overview of the U.S. health care system, selected health professions, and selected health topics. Current issues in health science and how they related to various health science professions are also discussed. This information enables students to explore the health care system with its varied areas of employment with the aim of making a more informed decision about pursuing a career in the health sciences. Students identify specific career options based on personal goals and research of the profession. Professional traits and skills for success in the field are explored, as well as roles and responsibilities of selected health professionals.

HSC 1002 - Microbes and Diseases (3)

This course is intended for health science majors as well as any student interested to learn about the impact of microbes on human health and wellness. Students study the general nature and behavior of microbes as applied to human health and disease, including the dynamics of normal flora, the infectious process, microbes as causative agents of disease, host-parasite interactions, and the development of immunity. This course is a non-lab course. Fulfills General Education Natural and Physical Science requirement.

HSC 1005 - Anatomy and Physiology I (3)

Introduces the basic principles of anatomy and physiology: cells, organ systems, skeletal system, muscular system, circulatory system and immune system. Emphasizes normal function and interrelationships between various organs and systems in maintaining homeostasis. Special topics that relate health and wellness to organs and systems may be included.

Prerequisite: High School Biology or a Grade of C or higher in HSC 1002.

HSC 1005 L - Anatomy and Physiology I Lab (1)

Three hour laboratory component of HSC 1005. The content of this lab course integrates and applies the

material presented in Anatomy and Physiology I lecture. Information is provided through the liberal use of diagrams, models, laboratory experiments and demonstrations, and video presentations/computer simulations.

Prerequisite: HSC 1002.

HSC 1006 - Anatomy and Physiology II (3)

Continues the study of basic principles of anatomy and physiology: respiratory system, nervous system, sensory mechanisms, endocrine system, digestive system, urinary system, and reproductive system. Emphasizes normal function and interrelationships between various organs and systems in maintaining homeostasis. Special topics that relate health and wellness to organs and systems may be included.

Prerequisite: Grade of C or better in HSC 1005 and HSC 1005 L.

HSC 1006 L - Anatomy and Physiology II Lab (1)

Three hour laboratory component of HSC 1006. The content follows the material presented in Anatomy and Physiology II lecture. Information is provided through the liberal use of diagrams, models, laboratory experiments and demonstrations, and video presentations/computer simulations.

Prerequisite: Grade of C or better in HSC 1005 and HSC 1005 L.

HSC 2000 - Community Health (3)

Emphasizes health promotion, health maintenance, and disease prevention among populations. The course assists students to recognize and analyze the interrelationships between individuals, families, population groups, and communities in determining the health status of each. The impact of political, economic, social, environmental, and cultural concerns on the health of populations is examined.

Prerequisite: HSC 1000, HSC 1006, HSC 1006 L.

HSC 2010 - Epidemiology (3)

Introduces the basic principles and methods of epidemiology, a systematic approach to understanding disease or illness patterns in populations. Topics include the history of epidemiology, an introduction to epidemiological methods, and the application of these methods to evaluate strategies for disease prevention and control.

Prerequisite: HSC 2000 and MTH 2502/MTH 2502 L.

HSC 2800 - Health Care Systems and Policy (3)

Provides a framework for understanding the social, political, and economic dimensions of health policy. Introduces the policy-making and legal system of the United States, offers brief comparisons to health policies in certain other countries, provides scaffolding knowledge about the organization of the health care system in the U.S., and highlights issues in health policy including environmental health policy, health care reform under the Affordable Care Act, pharmaceutical policy, and the right to make decisions about our health. Health inequalities are also examined.

Prerequisite: Junior standing.

HSC 2810 - Multicultural Issues in Health Care (3)

Defines the general relationship between culture and health, focusing on the role culture plays in health education/behavior and program planning and evaluation. Students consider the health disparities experienced by different populations in the U.S. and examine the barriers and underlying issues in accessing appropriate, quality health care experienced by specific cultural, socio-economic, and/or racial/ethnic groups. Solutions are considered by examining the different initiatives that focus on involving the communities in the design, implementation, and evaluation of health interventions. Fulfills General Education Cultural Diversity requirement.

Prerequisite: HSC 1000.

HSC 2894 - Teaching Assistant (1-3)

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

HSC 2990 - Health Sciences Internship (3)

Provides the opportunity to work in an industry, agency, or educational institution to gain hands-on career-related experience to enhance learning and understanding of issues relevant to health in our community. Students are required to analyze and articulate their internship experiences in either a written or oral format which will be presented to the university community.

HSP - HUMAN SERVICES PROGRAM

HSP 2201 - Community Leadership Practicum (0.5)

Mentoring, in various forms, can be a key for community building and 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.

HSP 2202 - Introduction to Emotional Intelligence (0.5)

Emotional Intelligence is defined as a set of competencies demonstrating the ability one has to recognize his or her behaviors, moods, and impulses, and to manage them best according to the situation. This course gives an introduction to the concepts of Emotional Intelligence and the tools needed to be emotionally intelligent in the workplace. An employee with high emotional intelligence can manage his or her impulses, communicate with others effectively, manage change well, solve problems, and use humor to build rapport in tense situations. These employees also have empathy, remain optimistic even in the face of adversity, and are gifted at educating and persuading in a sales situation and resolving customer complaints in a customer service role.

HSP 2203 - Communication Skills (3)

This highly participative course focuses on analyzing and applying techniques of effective communication in organizational and interpersonal situations. Includes the use of personal assessment instruments that reflect students' preferred communication styles. All class participants make formal and informal presentations and practice utilizing fundamentals in active listening, self-esteem building, and conflict negotiations.

HSP 2204 - Leadership Strengths (0.5)

This course introduces students to the strengths-based leadership philosophy and research. It provides the opportunity to explore strengths through StrengthsFinder 2.0 Assessment, to set up specific goals and action items, and to explore how to better utilize strengths in the workplace and with teams.

HSP 2206 - 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.

HSP 2209 - Human Services (3)

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. Fulfills Cultural Diversity requirement.

HSP 2212 - Financial Management (3)

Introduces financial management for nonprofit organizations, focusing on the key principles and terminology needed by managers. Emphasizes financial accounting, budgeting, financial reports, and reporting cycles. Coursework includes case studies and a final project analyzing the fiscal status of a nonprofit agency or organization.

HSP 2218 - Social Research Methods (3)

Introduces the major techniques of social research to demystify the research process and increase competence in student's ability to investigate ideas, concepts, and statistical data or literature. Proficiency is measured by performance in individual and collaborative group projects, individual written assignments, and a final research presentation.

HSP 2221 - Human Services Senior Seminar (3)

This capstone course utilizes all key Human Services theories, concepts, and methods acquired through the coursework. Successful demonstrations of competencies are exhibited in case studies, analysis, group discussion, individual presentations, and community project work.

Prerequisite: Completion of core requirements and senior class standing.

HSP 2224 - Professional Development (0.50)

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.

HSP 2227 - Marketing for Non-Profit Organizations (3)

Presents the principles of marketing, marketing strategy, and the marketing mix (product, place, price, and promotion) as applicable in a nonprofit setting.

Prerequisite: HSP 2209 or permission of Program Director.

HSP 2230 - 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.

Prerequisite: ACC 1224, BUS 2224.

HSP 2233 - 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 is available during the semester. Fulfills General Education Upper-Division Writing requirement.

HSP 2236 - 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.

HSP 2239 - 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.

HSP 2242 - 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.

HSP 2248 - Managing Cultural Diversity (3)

Theoretical and practical approaches to the complexities of issues of diversity are examined by reviewing typical values, habits, interactions, and concerns of different cultural groups in the workplace. Students identify and practice strategies to overcome barriers and conflict in the workplace. Fulfills Cultural Diversity requirement.

HSP 2251 - Managing Employee Assist Programs (3)

Surveys all aspects of managing EAP's as they relate to employers, unions, human resources, and the workplace. Special attention is given to administration and implementation of strategies for special work groups.

HSP 2254 - 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 are used to create a personal wellness plan for each student. Particular emphasis is on early detection of organizational factors that create effects of personal and professional burnout.

HSP 2257 - 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 range from societal influences on women's socialization/role identification and development. Contributing factors examined relative to women's health include psychosocial, psychological, spiritual, emotional, legal, and physiological. Fulfills Cultural Diversity requirement.

HSP 2260 - 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 is occurring 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 includes an overview of issues and trends, the importance of policy and legal issues, emerging ethical concerns, and emerging issues, including changing family roles and death and dying.

HSP 2263 - 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.

HSP 2269 - Managing and Leading Emotional Intelligence (3)

In this course, students learn applications for emotional intelligence in personal and organizational leadership, in building teams, and in increasing overall effectiveness. Students also learn to assess individual strengths and weaknesses and to assess and address group needs.

HSP 2283 - Gerontology Practicum (3)

A gerontology track 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.

HSP 2286 - Special Topics in Human Services (0.5-3)

Workshops offered periodically on contemporary issues of special interest to Health and Human Services professionals.

HSP 2290 - Internship (3)

Human Services students participate in supervised internships in service organizations to enhance individual career skill set and portfolio. The internship is in a Human Services agency over a semester with designated mandatory class meetings. May be repeated once for credit.

HSP 2994 - Teaching Assistant (1-3)

This is an opportunity for advanced students to earn credit by special arrangement with the Human Services Department Chair. The required work varies and may include conducting student surveys, tutoring research students, or creating reports for Human Services professors.

HST - HISTORY**HST 1000 - 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 HST 2020 or for the AP World History exam.

HST 1010 - 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.

HST 1020 - 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.

HST 2000 - 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 HST 2020 or for the AP World History exam.

HST 2010 - 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 HST 2020 or for the AP World History exam.

HST 2020 - 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 HST 1000, HST 1010, HST 2000, or HST 2010 or the AP World History exam.

HST 2100 - History of Western Culture (3)

Surveys the ideas, people, and movements that have shaped the modern western world. Upper-division History requirement is not satisfied for History majors by taking this course.

HST 2110 - History of Political and Social Thought (3)

Analyzes various political philosophies in their specific historic context. Fulfills General Education Social and Behavioral Science requirement.

HST 2120 - 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.

HST 2200 - History, Culture, and Language of France I (3)

Surveys French history and culture from its origins in Gaul to the French Revolution at the end of the eighteenth century. Topics include politics, literature, art, and daily life. Taught in English with a French component. Included also is an introduction to basic French. Fulfills Culture and Language requirement.

HST 2210 - History, Culture, and Language of France II (3)

A continuation of HST 2200 from the French Revolution to the present. Taught in English with a French component. Fulfills Culture and Language requirement.

HST 2220 - 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.

HST 2230 - 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, though also focuses on individual nations to illustrate specific developments. Recovery after the war, the Cold War, the collapse of communism, the emergence of supranational organizations and the development of the European Union, and the impact of globalization are among the topics covered in this course. Fulfills General Education Social and Behavioral Science requirement.

HST 2260 - Revolutionary Russia (3)

Russia has experienced an ongoing and sometimes dramatic political, economic, and cultural revolution for the better part of a century. In this course, we analyze the early 20th-century revolutionaries, the Bolshevik victory, the transformation of Russian society by the Communist Party, the myriad opposition movements of the 1970s and 1980s, Gorbachev's Perestroika, and the collapse of the Soviet Union. During the final weeks of the course, we discuss the extent to which Vladimir Putin is attaching himself to the Russian revolutionary tradition. As part of this survey, we examine cutting-edge film, art, and literature inspired by the revolutionary spirit permeating Russian and Soviet society.

HST 2300 - American History: 1607-1877 (3)

Surveys American history from the colonial period to the end of Reconstruction after the Civil War. Topics covered include the founding of colonies in the New World, social and economic change in the eighteenth century American colonies, the American Revolution and the making of the Constitution, politics in the early republic, territorial expansion, slavery, and the Civil War and Reconstruction. Fulfills institutional U.S. History requirement. Fulfills General Education Social and Behavioral Science requirement.

HST 2310 - 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.

HST 2320 - Modern America: 1932 to 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.

HST 2330 - History and Politics of the Civil Rights Movement in the United States (3)

Traces the history of the social and political movement for achieving justice and equality in the United States. Although the course's focal point is the struggle of African-American people to end racial injustice, it discusses a number of other movements, including women's rights, freedom of speech, environment, and labor, which together made the middle decades of the twentieth century the crucible for the emergence of a new vision for a more diverse and just United States. Fulfills institutional U.S. History requirement. Fulfills General Education Social and Behavioral Science requirement. Fulfills Cultural Diversity requirement.

HST 2340 - America's Ethnic History (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 peoples. Fulfills institutional U.S. History requirement. Fulfills General Education Social and Behavioral Science requirement. Fulfills Cultural Diversity requirement.

HST 2350 - California History (3)

Surveys California history and institutions. Fulfills General Education Social and Behavioral Science requirement.

HST 2400 - 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.

HST 2410 - 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.

HST 2420 - 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.

HST 2430 - Islam and the West (3)

Gives a brief survey of the encounters between Islam and the West in four periods: the early Age of Islam, the Crusades, the Renaissance, and the recent decades. Fulfills either three units of the General Education Religious Studies requirement or General Education Social and Behavioral Science requirement. Fulfills Cultural Diversity requirement.

HST 2440 C - Environmental History/Environmental Justice (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 participate in a community-based learning placement to explore their particular area of interest. Fulfills General Education Social and Behavioral Science requirement. Fulfills Community Engagement Requirement.

HST 2450 - Food: Substance and Symbol (3)

A multi-disciplinary team-taught course on food as subsistence and symbol. It brings together views from history, sociology, geography, psychology, philosophy, ethics, theology, economics, linguistics, cultural studies, literature, and arts on food and eating. Satisfies General Education Social and Behavioral Science requirement.

HST 2460 - Twentieth Century Global Women's History (3)

This course examines women's history and activism from a global perspective, focusing on the twentieth century. The curriculum addresses how women seek political, economic, and social rights, addressing how these rights are shaped by women's experiences and socio-economic status throughout the world. In addition, we investigate how women have challenged the prescribed roles and identities assigned to them by their specific culture as well as explore how women interact with each other, to define their engagement of equality. Twentieth Century Global Women's History engages how categories of class, gender, and race have shaped women's experiences in the world and provide an understanding of how historical experiences and political discourse has defined women's rights in the world. Fulfills Cultural Diversity requirement.

HST 2880 - Capstone (4)

Intended to be taken close to a student's graduation, this is a summative course in which students synthesize their learning over the course of the program through a directed research project on a topic of their choice.

HST 2886 - Special Topics in History (3)

Current issues or special courses may be offered periodically.

HST 2994 - Teaching Assistant (1-3)

Provides an opportunity for outstanding history majors to earn credit for assisting instructors.

IDS - INTERDISCIPLINARY STUDIES

IDS 1000 - Week of Welcome (0)

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

IDS 1300 - Freshman Seminar (3)

NDNU's Freshman Seminar is a collaboratively-taught interdisciplinary course intended to establish a rigorous foundation for academic excellence in a mission-driven university setting. The course is an intensive, transitional experience developing the intellectual vision, curiosity, interests, and capabilities of the incoming student; promoting personal identity development; and providing an equitable introduction to NDNU's high-impact

pedagogical practices. This integrated learning experience encourages students to develop themselves as whole persons, agents in their own process of professional and vocational discernment, members of collaborative campus communities, and co-creators of a more just society.

IDS 1990 - Student Mentor for Freshman Seminar (1)

Student Mentors work closely with faculty to assist in identifying student needs, guiding student activities, and helping connect students to campus programs and opportunities. May be repeated once for credit.

IDS 2994 - Freshman Seminar Teaching Assistant (1)

Teaching Assistants will work closely with faculty to assist in identifying student needs, guiding student activities, and helping connect students to campus programs and opportunities. May be repeated once for credit.

ITA - ITALIAN

ITA 1001 - Introduction to Italian I (3)

Introduces the language and culture of Italy. Through communicative approach, students develop listening, speaking, reading, and writing skills with emphasis on modern Italian culture.

ITA 1008 - Introduction to Italian II (3)

Continuation of ITA 1001. Reinforces the language skills and deepens the knowledge of Italian Culture.

KIN - KINESIOLOGY

KIN 2100 - 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.

Prerequisite: BIO 2205, BIO 2205 L.

KIN 2108 - Care and Prevention of Athletic Injury (3)

The policies and treatment procedures for athletic injuries are addressed, including recognition, management, prevention, and therapeutic conditioning.

Prerequisite: BIO 2205, BIO 2205 L.

KIN 2110 - 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.

KIN 2114 - 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.

KIN 2116 - Exercise Physiology (3)

Exercise Physiology teaches how the body responds, adjusts, and adapts to exercise, including muscular, circulatory, respiratory, energy, and endocrine systems.

Prerequisite: BIO 2210.

KIN 2124 - Mechanical Kinesiology (3)

Mechanical Kinesiology is the analysis of human motor performance, kinematic and kinetic. Students use theoretical models to evaluate motor performance skills.

KIN 2132 - 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.

Prerequisite: BIO 2205. BIO 2205 L.

KIN 2886 - Special Topics in Kinesiology (3)

Various courses are offered, providing elective opportunities for Kinesiology majors.

KIN 2894 - Teaching Assistant (1-3)

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

LAT - LATIN

LAT 1001 - 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 are read.

LAT 1008 - Introduction to Latin II (3)

Continuation of LAT 1001.

Prerequisite: LAT 1001.

MTH - MATHEMATICS

MTH 1012 - Beginning Algebra (3)

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.

Prerequisite: Math Placement Level 1 or MTH 7003 with a Passing grade.

MTH 1105 - Math and Life (3)

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.

Prerequisite: Math Placement Level 1 or MTH 7003 with a Passing grade.

MTH 1111 - Statistical Concepts (3)

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. Conceptual approach to understanding basic statistical/mathematical methods and their use in analyzing and interpreting data. For Excel based statistical applications, enroll concurrently in MTH1111L. Note: This course is not a transferable Statistics course. Satisfies the NDNU General Education Mathematics Requirement.

Prerequisite: Math Placement Level 1 or MTH 7003 with a Passing grade.

MTH 1111 L - Excel for Statistical Concepts (1)

Basic statistical applications solved with Excel. Topics are compatible with MTH 1111 content: experimental design, mean, median, mode, standard deviation, correlation and regression analysis, and an introduction to probability, confidence intervals and hypothesis testing.

Corequisite: Concurrent enrollment in MTH 1111 or instructor's permission.

MTH 1113 - Essential Algebra (3)

Topics include: sets of real numbers, intervals, absolute values, linear equations and functions, inequalities, polynomials, factoring, rational expressions and equations, radical expressions and functions, exponential and logarithmic expressions and 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.

Prerequisite: Math Placement Level 1 or MTH 7003 with a passing grade or equivalent course with grade of C or higher.

MTH 1114 - Algebra for College (3)

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. Other topics may include: systems of equations, matrix algebra, complex numbers. 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.

Prerequisite: Math Placement Level 2 or MTH 1012 with a grade of C or higher.

MTH 1216 - Pre-Calculus With Trigonometry (4)

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.

Prerequisite: Math Placement Level 3 or MTH 1114 with a grade of C or higher.

MTH 1320 - Calculus I (4)

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.

Prerequisite: Math Placement Level 4 or MTH 1216 or equivalent with a grade of C or higher.

MTH 1321 - Calculus II (4)

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.

Prerequisite: MTH 1320 or equivalent with a grade of C or higher.

MTH 1322 - Applied Calculus (4)

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.

Prerequisite: Math Placement Level 3 or MTH 1114 with a grade of C or higher.

MTH 2330 - Multivariable Calculus (4)

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.

Prerequisite: MTH 1321 or equivalent with grade of C or higher (PHY 1304, PHY 1306 recommended).

MTH 2419 - Discrete Mathematics (4)

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.

Prerequisite: MTH 1320 or MTH 1322 with a grade of C or higher or permission of instructor (MTH 1321 is recommended).

MTH 2450 - Linear Algebra (4)

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.

Prerequisite: MTH 1321, MTH 2419 with grades of C or higher or permission of instructor (MTH 1330 is recommended).

MTH 2485 - Research/Project in Math/Statistics (4)

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.

Prerequisite: Permission of instructor.

MTH 2502 - Statistics (3)

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. Conceptual approach to understanding statistical/mathematical methods and their use in analyzing and interpreting data. For Excel or SPSS based statistical applications, enroll concurrently in MTH 2502 L or MTH 2503 L. Satisfies the General Education Mathematics Requirement.

Prerequisite: Math Placement Level 2 or MTH 1012 with a grade of B or higher; MTH 1114 with a grade of C or higher (Math Placement Level 3 recommended).

MTH 2502 L - Excel for Statistics (1)

Offers hands-on learning of Excel procedures for solving statistical problems. Topics are compatible with MTH 2502 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.

Corequisite: Concurrent enrollment in MTH 2502 or instructor's permission.

MTH 2503 L - SPSS for Statistics (1)

Statistical applications solved with Excel. Topics are compatible with MTH 2502 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.

Corequisite: Concurrent enrollment in MTH 2502 or instructor's permission.

MTH 2522 - Probability and Statistics (4)

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.

Prerequisite: MTH 1321 with a grade of C or higher or permission of instructor (MTH 1330, and/or MTH 2419 are recommended).

MTH 2606 - Math for Elementary Teachers I (3)

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 Common Core Standards for Mathematics. 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.

Prerequisite: Math Placement Level 3 or MTH 1114 with a grade of C or higher.

MTH 2986 - Special Topics in Mathematics (3-4)

Designed to address topics in Mathematics or Statistics not covered in the regular Mathematics courses currently offered. May be repeated for credit.

Prerequisite: MTH 1321 or topic specific, or permission of instructor.

MTH 2994 - Teaching Assistant (1-3)

Provides an opportunity for outstanding mathematics students to earn credit by assisting instructors.

Prerequisite: Permission of the instructor.

MTH 7003 - 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.

MUS - MUSIC**MUS 1000 - Piano/Instrumental Performance and Repertoire (1)**

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.

Corequisite: MUS 1605 or permission of instructor.

MUS 1005 - Vocal Performance and Repertoire (1)

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.

Corequisite: MUS 1600 or permission of instructor.

MUS 1050 - Opera Workshop (1-3)

Students participate in the preparation and performance process for workshops and/or productions. Open to majors and non-majors. Rehearsal and performance time outside class time is required. May be repeated for credit.

Prerequisite: Audition and permission of instructor.

MUS 1063 - 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 non-majors.

MUS 1065 - Camerata Chamber Ensemble (1)

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.

Prerequisite: Audition and permission of instructor.

MUS 1070 - Orchestra (1)

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. May be repeated for credit.

Prerequisite: Audition and permission of instructor.

MUS 1101 - Music Fundamentals (3)

A survey of the basic skills necessary for further study in music for any instrument or voice. Included are reading clefs, notes, rhythms, musical terms, and basic piano technique. This course is the prerequisite to MUS 1200 and the units earned do not contribute toward electives in the major.

MUS 1120 - Musical Theatre Workshop (1-4)

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.

Prerequisite: Audition and permission of instructor.

MUS 1145 - 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 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.

MUS 1150 - Computer Applications in Music (3)

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.

Prerequisite: Permission of instructor.

MUS 1200 - Music Theory I (3)

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 non-majors. Fulfills General Education Visual and Performing Arts requirement.

Prerequisite: MUS 1101 or by placement at this level.

MUS 1201 - 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 for credit.

MUS 1205 - Music Theory II (3)

This course continues from MUS 1200, with increasing focus on musicianship skills, sight singing, music dictation, diatonic harmony, and keyboard skills.

Prerequisite: MUS 1200 or permission of instructor.

MUS 1210 - Music Theory III (3)

This course continues focus on musicianship and keyboard skills, as well as use of music technology, with a new focus on chromatic harmony.

Prerequisite: MUS 1200 or permission of instructor.

MUS 1215 - Music Theory IV (3)

Advanced musicianship skills, keyboard skills, 20th Century techniques, and music of diverse cultural sources.

Prerequisite: MUS 1200 or permission of instructor.

MUS 1310 - 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 gain a deeper understanding of the context and meaning behind each event, leading to a more enriching experience. Fulfills the General Education Visual and Performing Arts Requirement.

MUS 1315 - Rock Music History and Culture (3)

This course explores the history and evolution of rock music in our popular culture.

MUS 1320 - World Music (3)

A study of music in cultures throughout the world, including China, Japan, India, Bali, Java, Africa, South

America, and the Near East. Fulfills three units of the General Education Cultural Diversity requirement.

MUS 1407 - 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.

MUS 1600 - Individual Instruction: Voice (1-4)

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. Satisfies the General Education Visual and Performing Arts requirement if three units are taken within a four-semester sequence. May be repeated for credit. Additional fees apply.

Prerequisite: Audition for Department Chair and permission of instructor.

MUS 1605 - Individual Instruction: Piano (0.50-4)

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. Satisfies the General Education Visual and Performing Arts requirement if three units are taken within a four-semester sequence. May be repeated for credit. Additional fees apply.

Prerequisite: Audition for Department Chair and permission of instructor.

MUS 1607 - Individual Instruction: Collaborative Piano (1-4)

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, prior study and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. Satisfies the General Education Visual and Performing Arts requirement if three units are taken within a four-semester sequence. May be repeated for credit. Additional fees apply.

Prerequisite: Permission of Department Chair and instructor.

MUS 1610 - Individual Instruction: Instrument (1-4)

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. Satisfies the General Education Visual and Performing Arts requirement if three units are taken within a four-semester sequence. May be repeated for credit. Additional fees apply.

Prerequisite: Audition for Department Chair and permission of instructor.

MUS 1612 - Individual Instruction: Conducting (1-4)

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. Additional fees apply.

Prerequisite: Permission of Department Chair and instructor.

MUS 1613 - Individual Instruction: Composition (1-4)

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. Additional fees apply.

Prerequisite: Permission of Department Chair and instructor.

MUS 1614 - Individual Instruction: Music Theory (1-4)

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. Additional fees apply.

Prerequisite: Permission of Department Chair and instructor.

MUS 1615 - Vocal Coaching (0.50-1)

Lower-division students rehearse and perfect repertoire as determined by the Individual Vocal Instructor. May be repeated for credit.

Prerequisite: Audition for Department Chair and permission of instructor. Corequisite: MUS 1600 or MUS 1605.

MUS 1700 - 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.

MUS 1725 - Class Piano (2)

This is an introduction to basic piano technique and repertoire for beginners. May be repeated for credit.

MUS 1730 - Ensemble (1-3)

Ensemble offers flexible rehearsal and performance opportunities in the student's chosen area of emphasis. May be repeated for credit.

Prerequisite: Permission of instructor.

MUS 1750 - Introduction to Music Management (3)

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.

Prerequisite: Permission of instructor.

MUS 1786 - Special Topics in Music (1-3)

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 varies from semester to semester. May be repeated for credit with different syllabus.

Prerequisite: Permission of instructor.

MUS 1890 - Music Management Internship (1-3)

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.

Prerequisite: Permission of instructor.

MUS 2000 - Piano/Instrumental Performance and Repertoire (1)

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.

Corequisite: MUS 2605 or permission of instructor.

MUS 2005 - Vocal Performance and Repertoire (1)

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.

Corequisite: MUS 2600 or permission of instructor.

MUS 2050 - Opera Workshop (1-3)

Open to majors and non-majors. Students participate in the preparation and performance process for workshops and/or productions. Upper division students have additional responsibilities. Rehearsal and performance time outside class time is required. May be repeated for credit.

Prerequisite: Audition and permission of instructor.

MUS 2063 - Chanteurs Concert Choir (1)

The choir offers rehearsal and performance of choral works in various styles. Upper division students have additional responsibilities in preparation and performance. Rehearsal and performance time outside class time is required. May be repeated for credit.

MUS 2065 - Camerata Chamber Ensemble (1)

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 have additional preparation and performance responsibilities. Rehearsal and performance time outside class time is required. May be repeated for credit.

Prerequisite: Audition and permission of instructor.

MUS 2070 - Orchestra (1)

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.

Prerequisite: Audition and permission of instructor.

MUS 2120 - Musical Theatre Workshop (1-4)

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.

Prerequisite: Audition and permission of instructor.

MUS 2125 - 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.

MUS 2150 - Computer Applications in Music (3)

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. The amount of work required for upper-division credit differs in both quantity and quality from that required for lower-division credit.

Prerequisite: Permission of instructor.

MUS 2201 - Advanced Musicianship (1)

Students develop complex applied rhythm skills, interval recognition, and sight reading. May be repeated for credit.

Prerequisite: MUS 1201 or approval of instructor.

MUS 2225 W - History of Musical Performance I (4)

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 one unit of the Upper Division Writing requirement.

Prerequisite: Permission of instructor.

MUS 2230 W - History of Musical Performance II (4)

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 one unit of the Upper Division Writing requirement.

Prerequisite: Permission of instructor.

MUS 2235 W - History of Musical Performance III (4)

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 one unit of the Upper Division Writing requirement.

Prerequisite: Permission of instructor.

MUS 2240 W - History of Musical Performance IV (4)

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 one unit of the Upper Division Writing requirement.

Prerequisite: Permission of instructor.

MUS 2310 - 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 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.

MUS 2315 - Rock Music History and Culture (3)

This course explores the music of the Beatles in popular culture. Upper-Division students fulfill additional requirements.

MUS 2320 - World Music (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.

MUS 2325 - Voice and Speech for Musical Theatre (1)

This course explores speech production and projection for the music theatre performer. May be repeated for credit.

Prerequisite: Permission of instructor.

MUS 2400 - Piano Pedagogy (1-3)

This course explores the pedagogy of studio teaching for piano players.

Prerequisite: MUS 1605.

MUS 2405 - 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.

MUS 2407 - Vocal Pedagogy II (3)

A continuation of MUS 2405 with guided teaching in the voice studio. May be repeated for credit.

Prerequisite: MUS 2405 or permission of instructor.

MUS 2500 - Conducting (3)

This course explores techniques of vocal and instrumental conducting, including beat patterns, classical instruments requiring transposition, cueing, and dynamics.

Prerequisite: Permission of instructor.

MUS 2505 - Composing and Improvising (3)

This is a workshop in musical composition and improvisation. May be repeated for credit.

Prerequisite: Permission of instructor.

MUS 2520 - Form and Analysis (3)

Students study musical forms and analyze compositions of various styles and periods.

Prerequisite: Permission of instructor.

MUS 2525 - English Diction for Singers (2)

This is an introduction to the International Phonetic Alphabet and its use in learning to sing clearly in English.

Prerequisite: MUS 2600 or permission of instructor.

MUS 2530 - Italian Diction for Singers (2)

This course discusses the fundamentals of Italian grammar, vocabulary and phonetics, and their use in learning to sing effectively in Italian.

Prerequisite: MUS 2525 or permission of instructor.

MUS 2535 - French Diction for Singers (2)

This course discusses the fundamentals of French grammar, vocabulary and phonetics, and their use in learning to sing effectively in French.

Prerequisite: MUS 2525 or permission of instructor.

MUS 2540 - German Diction for Singers (2)

This course discusses the fundamentals of German grammar, vocabulary and phonetics, and their use in learning to sing effectively in German.

Prerequisite: MUS 2525 or permission of instructor.

MUS 2600 - Individual Instruction: Voice (1-4)

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. Satisfies the General Education Visual and Performing Arts requirement if three units are taken within a four-semester sequence. May be repeated for credit. Additional fees apply.

Prerequisite: Audition for Department Chair and permission of instructor.

MUS 2605 - Individual Instruction: Piano (1-4)

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. Satisfies the General Education Visual and Performing Arts requirement if three units are taken within a four-semester sequence. May be repeated for credit. Additional fees apply.

Prerequisite: Audition for Department Chair and permission of instructor. Additional fees apply.

MUS 2607 - Individual Instruction: Collaborative Piano (1-4)

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. Additional fees apply.

Prerequisite: Permission of Department Chair and instructor.

MUS 2610 - Individual Instruction: Instrument (1-4)

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. Satisfies the General Education Visual and Performing Arts requirement if three units are taken within a four-semester sequence. May be repeated for credit. Additional fees apply.

Prerequisite: Audition for Department Chair and permission of instructor.

MUS 2612 - Individual Instruction: Conducting (1-4)

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. Additional fees apply.

Prerequisite: Permission of Department Chair and instructor.

MUS 2613 - Individual Instruction: Composition (1-4)

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. Additional fees apply.

Prerequisite: Permission of Department Chair and instructor.

MUS 2614 - Individual Instruction: Music Theory (1-4)

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. Additional fees apply.

Prerequisite: Permission of Department Chair and instructor.

MUS 2615 - Vocal Coaching (1)

Upper-division students rehearse and perfect repertoire as determined by the Individual Vocal Instructor. May be repeated for credit.

Prerequisite: Audition for Department Chair and permission of instructor. Corequisite: MUS 2600 or MUS 2605.

MUS 2700 - Guitar (1-3)

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.

MUS 2705 - Recital (1)

Students give a public presentation of selected musical repertoire under the guidance of the student's individual instructor. May be repeated for credit.

Prerequisite: Permission of Department Chair and instructor. Corequisite: Individual Instruction in the major and/or MUS 2615 for Vocal Performance and Musical Theatre emphasis during semesters of recital preparation and performance.

MUS 2725 - Class Piano (2)

Students learn piano technique and repertoire. Upper-division students fulfill additional requirements. May be repeated for credit.

MUS 2730 - 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.

Prerequisite: Permission of instructor.

MUS 2786 - Special Topics in Music (1-3)

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 varies from semester to semester. May be repeated for credit with different syllabus.

Prerequisite: Permission of instructor.

MUS 2800 - Musical Theatre Acting Styles (3)

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.

Prerequisite: Audition and permission of instructor.

MUS 2805 - Musical Theatre Dance Styles (1)

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.

Prerequisite: Audition and permission of instructor.

MUS 2810 - Musical Theatre Vocal Styles (1)

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.

Prerequisite: Audition and permission of instructor.

MUS 2890 - Music Management Internship (1-3)

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.

Prerequisite: Permission of instructor.

MUS 2891 - Musical Theatre Internship (3)

Students apply accumulated skills and techniques in a performance position in an off-campus, professionally produced musical theatre production. May be repeated for credit.

Prerequisite: Permission of Department Chair.

MUS 2985 - Musical Theatre Project (1-3)

Students prepare and present a musical theatre program under faculty direction. May be repeated for credit.

Prerequisite: Audition and permission of instructor.

MUS 2986 - Musical Theatre Final Project (3)

Students prepare and present a musical theatre program as a final project under faculty direction.

Prerequisite: Permission of Department Chair and Instructor.

MUS 2994 - Teaching Assistant (1-3)

Students assist instructors in various areas of class management, course development and instruction.

Prerequisite: Permission of Instructor.

MUS 4000 - Piano/Instrumental: Performance and Repertoire (1)

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.

Corequisite: MUS 4605 (concurrently) or permission of instructor.

MUS 4005 - Vocal Performance and Repertoire (1)

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.

Corequisite: MUS 4600 or permission of instructor.

MUS 4050 - Opera Workshop (1-3)

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.

Prerequisite: Audition and permission of instructor.

MUS 4063 - 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 non-music students. Rehearsal and performance time outside class time is required. May be repeated for credit.

MUS 4065 - Camerata Chamber Ensemble (1)

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.

Prerequisite: Audition and permission of instructor.

MUS 4070 - Orchestra (1)

Open to MFA and non-music 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.

Prerequisite: Audition and permission of instructor.

MUS 4120 - Musical Theatre Workshop (1-4)

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.

Prerequisite: Audition and permission of instructor.

MUS 4125 - 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.

MUS 4300 - History and Literature of Piano Music (3)

This is an in-depth study of the forms and literature of keyboard music.

Prerequisite: Permission of instructor.

MUS 4305 - History of Opera and Musical Theatre (3)

This is an in-depth study of the development of the lyric theatre.

Prerequisite: Permission of instructor.

MUS 4310 - History of Vocal Literature (3)

This is an in-depth study of the development of song.

Prerequisite: Permission of instructor.

MUS 4315 - Rock Music: History/Culture (3)

This course explores the music of the Beatles in popular culture. Students participating at the graduate level have

additional research, writing and presentation responsibilities appropriate to the advanced student.

MUS 4325 - Voice and Speech for Musical Theatre (1)

This course deals with the speech production and projection for the music theatre performer. Graduate students must master requirements appropriate to the advanced performer. May be repeated for credit.

Prerequisite: Permission of instructor.

MUS 4400 - Pedagogy: Piano I (3)

This course explores piano studio teaching techniques.

Prerequisite: Permission of instructor.

MUS 4402 - Pedagogy: Piano II (3)

MUS 4402 builds on MUS 4400 with an in-depth exploration of piano studio teaching techniques.

Prerequisite: Permission of instructor.

MUS 4405 - Vocal Pedagogy I (3)

This is an in-depth course exploration of teaching others how to sing. This course explores the physical make-up of the vocal instrument, as well as practical exercises to help build the singing voice.

Prerequisite: Permission of instructor.

MUS 4407 - Vocal Pedagogy II (3)

MUS 4407 is a continuation of MUS 4405 with guided teaching in the voice studio. May be repeated for credit.

Prerequisite: MUS 4405 or Permission of Instructor.

MUS 4500 - Conducting (3)

This is a conducting workshop in application of techniques. Graduate students have additional projects appropriate to the advanced student.

Prerequisite: Permission of Instructor.

MUS 4505 - Composing/Improvising (3)

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.

Prerequisite: Permission of instructor.

MUS 4550 - Graduate Seminar I (3)

Student projects focus on research methodology and analysis of musical performance.

Prerequisite: Permission of instructor.

MUS 4555 - Graduate Seminar II (3)

Continuation of MUS 4550; student projects focus on research methodology and analysis of musical performance.

Prerequisite: MUS 4550 or permission of instructor.

MUS 4600 - Individual Instruction: Voice (1-4)

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. Additional fees apply.

Prerequisite: Audition for Department Chair and permission of instructor.

MUS 4605 - Individual Instruction: Piano (1-4)

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. Additional fees apply.

Prerequisite: Audition for Department Chair and permission of instructor.

MUS 4607 - Individual Instruction: Collaborative Piano (1-4)

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. Additional fees apply.

Prerequisite: Permission of Department Chair and instructor.

MUS 4610 - Individual Instruction: Instrument (1-4)

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. Additional fees apply.

Prerequisite: Audition for Department Chair and permission of instructor.

MUS 4612 - Individual Instruction: Conducting (1-4)

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. Additional fees apply.

Prerequisite: Permission of Department Chair and instructor.

MUS 4613 - Individual Instruction: Composition (1-4)

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. Additional fees apply.

Prerequisite: Permission of Department Chair and instructor.

MUS 4614 - Individual Instruction: Music Theory (1-4)

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. Additional fees apply.

Prerequisite: Permission of Department Chair and instructor.

MUS 4615 - Vocal Coaching (1)

Graduate students rehearse and perfect repertoire as determined by the Individual Vocal Instructor. May be repeated for credit.

Prerequisite: Audition for Department Chair and permission of instructor. Corequisite: MUS 4600 or MUS 4605.

MUS 4700 - Graduate Lecture Recital (1)

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.

Prerequisite: Permission of Department Chair and instructor. Corequisite: Individual Instruction in the major

instrument and/or MUS 4615 for Vocal Performance and Musical Theatre emphasis during semesters of recital preparation and performance.

MUS 4705 - Graduate Final Recital (1)

Students give a public presentation of selected musical repertoire under the guidance of the student's individual instructor. May be repeated for credit.

Prerequisite: Permission of Department Chair and instructor. Corequisite: Individual Instruction in the major instrument and/or MUS 4615 for Vocal Performance and Musical Theatre emphasis during semesters of recital preparation and performance.

MUS 4730 - Ensemble (1-3)

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.

Prerequisite: Permission of instructor.

MUS 4786 - Special Topics in Music (1-3)

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 varies from semester to semester. May be repeated for credit with different syllabus.

Prerequisite: Permission of instructor.

MUS 4800 - Musical Theatre Acting Styles (3)

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 must master additional skill requirements. May be repeated for credit.

Prerequisite: Audition and permission of Instructor.

MUS 4805 - Musical Theatre Dance Styles (3)

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.

Prerequisite: Audition and permission of Instructor.

MUS 4810 - Musical Theatre Vocal Styles (3)

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.

Prerequisite: Audition and permission of instructor.

MUS 4885 - Graduate Final Project (3)

Students prepare individual projects related to performance. May be repeated for credit.

Prerequisite: Audition and permission of instructor.

MUS 4890 - Music Management Internship (1-3)

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 in as supervisors to undergraduates. Rehearsal and performance time outside class time is required. May be repeated for credit.

Prerequisite: Permission of instructor.

MUS 4891 - Musical Theatre Internship (1-3)

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.

Prerequisite: Permission of Department Chair.

MUS 4985 - Graduate Musical Theatre Project (1-3)

Students prepare and present a musical theatre program appropriate to the advanced student under direction of faculty. May be repeated for credit.

Prerequisite: Audition and permission of instructor.

MUS 4994 - Teaching Assistant (1-3)

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.

Prerequisite: Permission of instructor.

MUS 6000 - Piano/Instrumental: Performance and Repertoire (1)

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.

Prerequisite: MUS 6605 or permission of instructor.

MUS 6005 - Vocal Performance and Repertoire (1)

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.

Corequisite: MUS 6600 or permission of instructor.

MUS 6050 - Opera Workshop (1-3)

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.

Prerequisite: Audition and permission of instructor.

MUS 6063 - 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.

MUS 6065 - Camerata Chamber Ensemble (1)

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.

Prerequisite: Audition and permission of instructor.

MUS 6070 - Orchestra (1)

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.

Prerequisite: Audition and permission of instructor.

MUS 6120 - Musical Theatre Workshop (1-3)

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.

Prerequisite: Audition and permission of instructor.

MUS 6325 - Voice and Speech for Musical Theatre (1)

Students learn speech production and projection for the music theatre performer. Certificate students must master requirements appropriate to the advanced performer. May be repeated for credit.

Prerequisite: Permission of instructor.

MUS 6600 - Individual Instruction: Voice (1-4)

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. Additional fees apply.

Prerequisite: Audition for Department Chair and permission of instructor.

MUS 6605 - Individual Instruction: Piano (1-4)

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. Additional fees apply.

Prerequisite: Audition for Department Chair and permission of instructor.

MUS 6607 - Individual Instruction: Collaborative Piano (1-4)

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. Additional fees apply.

Prerequisite: Permission of Department Chair and instructor.

MUS 6610 - Individual Instruction: Instrument (1-4)

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.

Prerequisite: Audition for Department Chair and permission of instructor.

MUS 6612 - Individual Instruction: Conducting (1-4)

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. Additional fees apply.

Prerequisite: Permission of Department Chair and instructor.

MUS 6613 - Individual Instruction: Composition (1-4)

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. Additional fees apply.

Prerequisite: Permission of Department Chair and instructor.

MUS 6615 - Vocal Coaching (1)

Certificate students rehearse and perfect repertoire determined by the Individual Vocal Instructor. May be repeated for credit.

Prerequisite: Audition for Department Chair and permission of instructor. Corequisite: MUS 6600 or MUS 6605.

MUS 6700 - Graduate Lecture Recital (1)

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.

Prerequisite: Permission of Department Chair and instructor. Corequisite: Individual Instruction and/or MUS 6615 for Vocal Performance and Music Theatre emphasis during semesters of recital preparation and performance.

MUS 6705 - Graduate Final Recital (1)

Students give a public presentation of selected musical repertoire under the guidance of the student's individual instructor.

Prerequisite: Permission of Department Chair and instructor. Corequisite: Individual Instruction in the major instrument and/or MUS 6615 for Vocal Performance and Musical Theatre emphasis during semesters of recital preparation and performance.

MUS 6730 - Ensemble (1-3)

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.

Prerequisite: Permission of instructor.

MUS 6786 - Special Topics in Music (1-3)

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 varies 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.

Prerequisite: Permission of instructor.

MUS 6800 - Musical Theatre Acting Styles (3)

This is an advanced workshops 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.

Prerequisite: Audition and permission of instructor.

MUS 6805 - Musical Theatre Dance Styles (3)

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.

Prerequisite: Audition and permission of instructor.

MUS 6810 - Musical Theatre Vocal Styles (3)

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.

Prerequisite: Audition and permission of instructor.

MUS 6885 - Graduate Final Project (3)

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.

Prerequisite: Audition and permission of instructor.

MUS 6890 - Music Management Internship (1-3)

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.

Prerequisite: Permission of instructor.

MUS 6891 - Musical Theatre Internship (1-3)

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.

Prerequisite: Permission of Department Chair.

MUS 6985 - Musical Theatre Project (3)

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.

Prerequisite: Audition and permission of instructor.

MUS 6994 - Teaching Assistant (1-3)

Students assist instructors in various areas of class management, course development and instruction. Certificate students assume additional responsibilities and may have supervisory duties. May be repeated for credit.

NSC - NATURAL SCIENCE**NSC 1001 - Science and Technology in Developing Countries (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. Satisfies Cultural Diversity requirement.

NSC 1003 - Revolutionary Women and Minorities in Science (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 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. Fulfills Cultural Diversity requirement.

NSC 1012 - Introduction to Nutrition (3)

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.

Prerequisite: Math Placement Level 1.

NSC 1018 - Nutrition and Health in Developing Countries (3)

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 NSC 1012. Fulfills Cultural Diversity requirement.

Prerequisite: Math Placement Level 1.

NSC 2001 - Science and Technology in Developing Countries (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 & 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 differs in both quantity and quality from that required for lower-division credit. Fulfills Cultural Diversity requirement.

NSC 2003 - Revolutionary Women and Minorities in Science (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 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 differs in both quantity and quality from that required for lower-division credit. Fulfills Cultural Diversity requirement.

NSC 2007 - 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.

NSC 2012 - Introduction to Nutrition (3)

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 differs in both quantity and quality from that required for lower-division credit. Fulfills General Education Natural and Physical Sciences requirement.

Prerequisite: Math Placement Level 1.

NSC 2018 - Nutrition and Health in Developing Countries (3)

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 NSC 1012. The amount of work required for upper-division credit differs in both quantity and quality from that required for lower-division credit. Fulfills Cultural Diversity requirement.

Prerequisite: Math Placement Level 1.

NSC 2024 C - Food and Politics (4)

This course covers the history of food from paleolithic times to the present. We look at the history of food politics and in particular examine how U.S. agricultural policy has affected the supply of food here in the U.S (i.e. the national school lunch program) and around the world (i.e. international aid). We talk about sustainable agricultural practices and take a look at the future of food around the world. Fulfills Community Engagement Requirement.

NSC 2086 - Special Topics in Natural Science (1-4)

Offered periodically to cover topics of special interest.

NSC 2086 C - Special Topics in Natural Science (3-4)

Offered periodically to cover topics of special interest in the Natural Science field. Fulfills Community Engagement requirement.

NSC 2432 - Writing for the Sciences (3)

This advanced writing course is designed for students in the natural and social sciences. Students 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. Satisfies the General Education Upper-Division Writing requirement.

Prerequisite: ENG 1030.

NSC 2880 - Environmental Justice Capstone (4)

Three hours lecture, three hours laboratory/field work. 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/field work, and GIS.

NSC 2894 - Teaching Assistant (1-3)

Provides advanced students the opportunity to earn credit while assisting instructors.

NSC 6012 - Introduction to Nutrition (3)

Three hours lecture. Studies the major nutrients and their functions. Includes digestion, metabolism, disorders, food fads, obesity, and proper diet for health.

Prerequisite: Math Placement Level 1.

PED - PHYSICAL EDUCATION**PED 1201 - Intercollegiate Lacrosse: Men (1)**

Covers theory and practice of fundamentals. Intercollegiate competition.

PED 1208 - Intercollegiate Golf: Men (1)

Covers theory and practice of fundamentals. Intercollegiate competition.

PED 1216 - Intercollegiate Soccer: Men (1)

Covers theory and practice of fundamentals. Intercollegiate competition.

PED 1224 - Intercollegiate Basketball: Men (1)

Covers theory and practice of fundamentals. Intercollegiate competition.

PED 1232 - Intercollegiate Cross-Country: Men (1)

Covers theory and practice of fundamentals. Intercollegiate competition.

PHY 1252 - Intercollegiate Track and Field: Men (1)

Covers theory and practice of fundamentals. Intercollegiate competition.

PED 1308 - Intercollegiate Soccer: Women (1)

Covers theory and practice of fundamentals. Intercollegiate competition.

PED 1316 - Intercollegiate Volleyball: Women (1)

Covers theory and practice of fundamentals.
Intercollegiate competition.

PED 1324 - Intercollegiate Basketball: Women (1)

Covers theory and practice of fundamentals.
Intercollegiate competition.

PED 1332 - Intercollegiate Cross-Country: Women (1)

Covers theory and practice of fundamentals.
Intercollegiate competition.

PED 1340 - Intercollegiate Softball: Women (1)

Covers theory and practice of fundamentals.
Intercollegiate competition.

PED 1352 - Intercollegiate Track and Field: Women (1)

Covers theory and practice of fundamentals.
Intercollegiate competition.

PED 1432 - Weight Training: Coed (1)

Covers conditioning through the use of weight machines
and free weights.

PED 1994 - Teaching Assistant (1-3)**PHL - PHILOSOPHY****PHL 1001 - 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.

PHL 1100 - 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.

PHL 1105 - Modern Philosophy (3)

The seventeenth and eighteenth centuries were marked by the intellectual turmoil produced by the scientific revolution. This course introduces students to the ideas of some of the major philosophers of this period, from Descartes to Kant, and their efforts to come to terms with developments that remain crucial for us today. Topics to be discussed include the nature and limits of knowledge, science and religion, and freedom and determinism. Fulfills General Education Philosophy requirement.

PHL 1110 - 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.

PHL 1200 - Moral Problems (3)

After a brief introduction to some basic ideas in ethical theory, this course allows students to examine and discuss critically various contemporary moral problems, such as abortion, the death penalty, affirmative action, free speech, and civil disobedience. Fulfills General Education Philosophy requirement.

PHL 1205 C - Law, Morality, Society (3)

Students in this class discuss the philosophy of labor and the philosophy of immigration - such as immigrant and post-immigrant phenomenology, the rights of non-citizens, the defense and critique of several economic and political assumptions about immigration - and reflect on these topics through community-based engagement. Satisfies the General Education Philosophy requirement. Fulfills Community Engagement requirement.

PHL 1215 - 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 this course examines what makes a life worth living. Fulfills General Education Philosophy requirement.

PHL 1405 - Philosophy of Mind (3)

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.

Prerequisite: A previous course in Philosophy or Psychology, or permission of the instructor.

PHL 2100 - 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 differs in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

PHL 2105 - Modern Philosophy (3)

The seventeenth and eighteenth centuries were marked by the intellectual turmoil produced by the scientific revolution. This course introduces students to the ideas of some of the major philosophers of this period, from Descartes to Kant, and their efforts to come to terms with developments that remain crucial for us today. Topics discussed include the nature and limits of knowledge, science and religion, and freedom and determinism. The amount of work required for upper-division credit differs in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

PHL 2110 - 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 differs in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

PHL 2115 - Asian Philosophies (3)

This course introduces students to the philosophical schools, thinkers, and arguments produced in China, India, and Japan between 4000 BCE and the present. Particular focus is given to Daoism, Confucianism, Buddhism, and the Astika Indian Schools. Fulfills General Education Philosophy requirement. Fulfills General Education Cultural Diversity requirement.

PHL 2200 - Moral Problems (3)

After a brief introduction to some basic ideas in ethical theory, this course allows students to examine and discuss critically various contemporary moral problems, such as abortion, the death penalty, affirmative action, free speech, and civil disobedience. The amount of work required for upper-division credit differs in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

PHL 2205 - Law, Morality, and Society (3)

Introduces a variety of urgent moral, political, and social controversies that are closely connected with the law. Special emphasis is placed on issues of race, gender, and class. The amount of work required for upper-division credit differs in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

PHL 2210 - 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 differs in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

PHL 2215 - 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 examine what makes a life worth living. The amount of work required for upper-division credit differs in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

PHL 2220 - 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 differs in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

PHL 2235 - 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 non-humans, and ethical issues in health care. Fulfills General Education Philosophy requirement.

PHL 2301 - Logic (3)

This course introduces students to formal, symbolic logic and to informal, non-symbolic logic. The formal component of the course may be satisfied by first-order sentential logic, first-order predicate logic, Nyaya logic, or Aristotelian syllogistic logic. The informal logic covered in the course may include such items as fallacies, the logic of question and answer, hermeneutics, as well as the logic of persuasion. Recommended for anyone who wants to improve his/her critical thinking and reading skills. Fulfills General Education Philosophy requirement.

PHL 2400 - Philosophy of Science (3)

The philosophy of science addresses questions about the nature and methods of science, about conceptual and foundational issues within the various sciences, and about the broader implications of scientific research. Specific topics may vary, but students will be introduced to competing views of the nature of scientific reasoning, learn to think critically about important scientific developments, and consider some of the ethical, social, political, and religious questions which they raise. The amount of work required for upper-division credit differs in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

Prerequisite: A previous course in Philosophy or Natural Science, or permission of the instructor.

PHL 2405 - Philosophy of Mind (3)

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 differs in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

Prerequisite: A previous course in Philosophy or Psychology, or permission of the instructor.

PHL 2410 - Women and Philosophy (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 differs in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement. Fulfills Cultural Diversity requirement.

PHL 2415 - 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. Satisfies three units of elective credit for Religious Studies majors. Fulfills General Education Philosophy requirement or three units of the General Education Religious Studies requirement.

PHL 2420 - 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 studies 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 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.

PHL 2425 - Ethics of Emerging Technologies (3)

Robots play a critical role in our society. The importance of robots as integral parts of our workforce and military is ever-increasing, and the potential for robots to be integrated into our social lives is fast becoming a reality. This requires the philosophically minded citizen to question the moral and destructive possibilities and implications of the continued evolution of artificial intelligence into an entity equal, and someday perhaps even more, intelligent than human beings. The learning in this course is constructed by students through an introduction into the field of modern artificial reality through contemporary philosophical literature regarding the effect of technology on human life, artificial intelligence development, robot ethics, and the media,

including science fiction and video. This course is a brief introduction into the complex world of robot and machine ethics. This course allows students to examine and discuss critically various contemporary and future moral problems with emerging technologies. Fulfills General Education Philosophy requirement.

PHL 2430 - Philosophy for Children and Community (3)

This course is designed for students who want to practice philosophy for children in an educational setting working with children or seniors in the community. Students develop a philosopher's pedagogy and skills to help strengthen their questioning and thinking skills and ability to think and debate logically. Students develop philosophy for children-based lesson plans in accordance with NDNU protocol for designing lesson plans and put the plans into authentic practice. Students learn how to receive and offer need-fulfilling feedback effectively.

Prerequisite: Lower-division Philosophy course.

PHL 2886 - Special Topics in Philosophy (1-3)

Current issues or special courses may be offered periodically.

PHL 2994 - Teaching Assistant (1-3)

This course is designed for juniors and seniors with a major and minor in philosophy only or those students who are doing an interdisciplinary major with a philosophy emphasis.

PHL 2997 - 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.

PHY - PHYSICS

PHY 1001 - Physical Geology (3)

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.

Prerequisite: High school chemistry or CHE 1101 or PHY 1109, and PHY 1109 L; Math Placement Level 1.

PHY 1008 - Physical Geography (3)

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.

Prerequisite: A high school science or geography course is recommended.

PHY 1109 - Introduction to Physical Science (3)

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.

Prerequisite: Math Placement Level 2.

PHY 1109 L - Intro to Physical Science Lab (0.50)

Lab component of PHY1109 Introduction to Physical Science.

PHY 1114 - Astronomy (3)

Three hours lecture and field trips. This is an introductory course in astronomy. The topics addressed in the course include the structure and dynamics of the universe, galaxies, stars, and our solar system. We discuss electromagnetic radiation, atomic structure, and the evolution of the constituents of space, as well as the technology, from earthbound telescopes to space probes, used to collect information. The course is open to non-science majors as well as science majors.

Prerequisite: High school math or science course.

PHY 1203 - College Physics I (3)

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, gasses, heat, wave motion, and sound. Laboratory emphasizes error calculations for objective evaluation of data. Standard equipment and air tracks are used extensively.

Prerequisite: Math Placement Level 4 or equivalent; high school physics or PHY 1109.

PHY 1203 L - College Physics I Lab (1)

Three hours laboratory component of PHY 1203 College Physics.

PHY 1205 - College Physics II (3)

Three hours lecture. This course is a continuation of PHY 1203 covering optics, electricity, and magnetism. Laboratory uses basic electronic measuring devices in electrical circuits, meters, pulse generators, and oscilloscopes.

Prerequisite: PHY 1203.

PHY 1205 L - College Physics II Lab (1)

Three hours laboratory component of PHY 1205.

PHY 1304 - Physics for Scientists I (3)

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.

Prerequisite: MTH 1320/1322 and two semesters high school physics or PHY 1109, or permission of instructor.

PHY 1304 L - Physics for Scientists I Lab (1)

Lab component of PHY 1304 Physics for Scientists I.

PHY 1306 - Physics for Scientists II (3)

Three hour 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.

Prerequisite: Grade of C or higher in PHY 1304.

PHY 1306 L - Physics for Scientists II Lab (1)

Three hour lab component of PHY 1306.

PHY 2000 C - Science in Action (4)

Three hour lecture, three hours laboratory. In this community-based learning course, students design and test science experiments for children and then partner with a local elementary school to work with/lead the elementary students through those experiments. Students

choose projects from the physical, life, and earth sciences that support the learning outcomes outlined in the Next Generation Science Standards. Fulfills General Education Natural and Physical Science Requirement. Fulfills Community Engagement requirement.

Prerequisite: BIO 1009 or PHY 1109 or BIO 1101 or CHE 1101 or CHE 1202 or by permission.

PHY 2894 - Teaching Assistant (1-3)

Provides the opportunity for advanced students to earn credit while assisting instructors.

PHY 2994 - Laboratory Assistant (1-3)

Provides an opportunity for Natural Science majors to earn credit assisting instructors.

Prerequisite: Permission of instructor.

PHY 6000 - Science in Action (4)

Three hour lecture, three hours laboratory. In this community-based learning course, students design and test science experiments for children and then partner with a local elementary school to work with/lead the elementary students through those experiments. Students choose projects from the physical, life, and earth sciences that support the learning outcomes outlined in the Next Generation Science Standards.

Prerequisite: BIO 1009 or PHY 1109 or BIO 1101 or CHE 1101 or CHE 1202 or by permission.

PHY 6203 - College Physics I (3)

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, gasses, heat, wave motion, and sound. Laboratory emphasizes error calculations for objective evaluation of data. Standard equipment and air tracks are used extensively.

Prerequisite: Math Placement Level 4 or equivalent; high school physics or PHY 1109.

PHY 6203 L - College Physics I-Lab (1)

Three hours laboratory component of PHY 6203 College Physics.

PHY 6205 - College Physics II (3)

Three hours lecture. This course is a continuation of PHY 6203 covering optics, electricity, and magnetism. Laboratory uses basic electronic measuring devices in electrical circuits, meters, pulse generators, and oscilloscopes.

Prerequisite: PHY 6203.

PHY 6205 L - College Physics II Lab (1)

Three hours laboratory component of PHY 6205.

PHY 6304 - Physics for Scientists (3)

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.

Prerequisite: MTH 1320, MTH 1322 and two semesters high school physics or PHY 1109 or permission of instructor.

PHY 6304 L - Physics for Scientists I Lab (1)

Lab component of PHY 6304 Physics for Scientists I.

PHY 6306 - Physics for Scientists II (3)

Three hour 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.

Prerequisite: Grade of C or higher in PHY 6304.

PHY 6306 L - Physics for Scientists II Lab (1)

Three hour lab component of PHY 6306.

PHY 6994 - Laboratory Assistant (1-3)

Provides an opportunity for Natural Science majors to earn credit assisting instructors.

Prerequisite: Permission of instructor.

PSC - POLITICAL SCIENCE

PSC 1000 - Introduction to American Government (3)

Introduces American government and institutions. This course fulfills the US Constitution requirement for Liberal Studies Teacher Preparation students. Fulfills General Education Social and Behavioral Science requirement.

PSC 1100 - Introduction to Comparative Government (3)

Surveys comparative governments and institutions. Fulfills General Education Social and Behavioral requirement.

PSC 2100 - Introduction to Comparative Government (3)

Surveys comparative governments and institutions. The amount of work required for upper-division credit differs in both quantity and quality from that required for lower-division credit. Fulfills General Education Social and Behavioral requirement.

PSC 2110 - 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 requirement.

PSC 2120 - World Geography (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 requirement. Fulfills General Education Cultural Diversity requirement.

PSC 2130 - Latin American Area Studies (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 requirement. Fulfills General Education Cultural Diversity requirement.

PSC 2140 - African Area Studies (3)

Surveys African events in the light of precolonial, colonial, and modern developments. Fulfills General Education Social and Behavioral requirement. Fulfills General Education Cultural Diversity requirement.

PSC 2150 - Asian Area Studies (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 requirement. Fulfills General Education Cultural Diversity requirement.

PSC 2160 - Middle East Area Studies (3)

Studies the geography, history, politics, economics, and culture of the states of the Middle East with emphasis on Islam and its impact on the region; familiarizes the student with a key geopolitical region. Fulfills General Education Social and Behavioral requirement. Fulfills General Education Cultural Diversity requirement.

PSC 2162 - Model Arab League I (3)

The 3-unit Model Arab League (MAL) course educates students about the 22 member states of the Arab League and prepares them for the Northern California Regional Model Arab League Conference held each spring. The students in this course comprise NDNU's delegation, which represents an Arab League's member state at the weekend-long conference. During the conference, the NDNU student delegation consults with other delegations from participating universities to draft resolutions on a variety of global and regional issues. Model Arab League may be repeated by taking PSC 2163 for 1 unit. Fulfills General Education Cultural Diversity requirement.

PSC 2163 - Model Arab League II (1)

PSC 2163 is a refresher course for students who have taken PSC 2162. Students in this course attend class one hour per week, write a research paper on NDNU's assigned Arab country for that year, and attend the conference. May be repeated for credit.

Prerequisite: PSC 2162.

PSC 2301 C - State and Local Government (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. This class incorporates a community engagement component. Fulfills General Education Social and Behavioral Science requirement. Fulfills Community Engagement requirement.

PSC 2310 - 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 requirement.

PSC 2320 - 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.

PSC 2330 - 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 requirement.

PSC 2340 - 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. Students majoring in Political Science may not take PSC 2340 to fulfill their major or elective requirements.

PSC 2400 - Methods and Methodology (3)

Introduces qualitative and quantitative methods used in history and political science and briefly discusses the epistemological foundations of these methods.

PSC 2400 L - Statistical Software in Behavioral Science Research (1)

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.

Prerequisite: MTH 2502 or permission of instructor.

Corequisite: PSC 2400.

PSC 2410 - Political Psychology (3)

Studies the psychological roots of political behavior and decision-making as well as theories relating to political activism and violence.

PSC 2880 - Capstone (4)

Intended to be taken close to a student's graduation, this is a summative course in which students synthesize their learning over the course of the program through a directed research project on a topic of their choice.

PSC 2886 - Special Topics in Political Science (1-3)

Current issues and special courses may be offered periodically.

PSC 2994 - Teaching Assistant (1-3)

Provides an opportunity for Political Science majors to earn credit by assisting instructors.

PSY - PSYCHOLOGY

PSY 1001 - 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.

PSY 1886 - Special Topics in Psychology (1-3)

Various topics are offered.

PSY 2101 - Personality Theory (3)

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.

Prerequisite: PSY 1001 for psychology majors; no prerequisite for non-majors.

PSY 2109 W - Research Methods (4)

Introduces empirical, quantitative, and qualitative research in the behavioral sciences. This is a writing-intensive course. Fulfills one unit of Upper-division Writing requirement.

Prerequisite: PSY 1001 and MTH 2502 (or other approved statistics course).

PSY 2117 - Psychobiology (3)

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.

Prerequisite: PSY 1001.

PSY 2118 - Neuropsychology (3)

This course is a survey of brain damage and plasticity, neuropsychological assessment and testing, cognitive rehabilitation, neurodegenerative diseases, and psychiatric disorders. Reviews basic brain structure and function along with an appreciation of clinical perspectives.

Prerequisite: PSY 1001, PSY 2117.

PSY 2118 C - Neuropsychology (4)

This course is a survey of brain damage and plasticity, neuropsychological assessment and testing, cognitive rehabilitation, neurodegenerative diseases and psychiatric disorders. Reviews basic brain structure and function along with an appreciation of clinical perspectives. It is a community engagement course that requires placement with a related agency, as well as in-class discussion and reflection activities. Fulfills Community Engagement requirement.

Prerequisite: PSY 1001 and PSY 2117.

PSY 2125 - Cognitive Psychology (3)

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 are discussed.

Prerequisite: PSY 1001 and PSY 2117.

PSY 2133 - Social Psychology (3)

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 three units of elective for Sociology (general) minor. Fulfills the General Education Social and Behavioral Science requirement.

Prerequisite: PSY 1001 for psychology majors; no prerequisite for non-majors.

PSY 2141 - Developmental Psychology (3)

Studies human growth and development from prenatal stages through adolescence. Attention is given to various developmental theories, interdisciplinary research, interconnected roles of biological and environment, and practical applications. Fulfills the General Education Social and Behavioral Science requirement. Students who have received credit for PSY 2149 C or PSY 2150 may not take this course.

Prerequisite: PSY 1001.

PSY 2145 - Adolescent and Youth Development (3)

This course studies physical, cognitive, social, and emotional development during adolescence, within the

contexts of family, peer group, school, work, and culture. Classroom discussions focus on some of the challenges faced by adolescents, including delinquency, substance abuse, depression, suicide, and eating disorders. Cross-cultural research is highlighted throughout the course.

Prerequisite: PSY 1001.

PSY 2149 C - Developmental Psychology in the Classroom and Community (4)

Studies human growth and development from prenatal stages through adolescence. Attention is given to various developmental theories, interdisciplinary research, interconnected roles of biological and environment, and practical applications. PSY 2149 C allows students to choose a particular area of interest and complete 15 hours in a community engagement placement. Fulfills the General Education Social and Behavioral Science requirement. Fulfills the Community Engagement Requirement. Students who have taken PSY 2171 or PSY 2150 may not take this course.

Prerequisite: PSY 1001.

PSY 2150 - Lifespan Development (3)

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 environmental and practical applications. Fulfills General Education Social and Behavioral Science requirement. Students who have received credit for PSY 2141 or PSY 2149 C may not take this course.

Prerequisite: PSY 1001 .

PSY 2157 - Abnormal Psychology (3)

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.

Prerequisite: PSY 1001 for psychology majors; no prerequisite for non-majors.

PSY 2157 W - Abnormal Psychology (4)

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 includes 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. Satisfies one unit of the upper-division writing requirement.

Prerequisite: PSY 1001.

PSY 2180 - History and Systems of Psychology (3)

Capstone Course 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.

Prerequisite: PSY 1001.

PSY 2180 W - History and Systems of Psychology (4)

Capstone Course 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. Satisfies one unit of the upper-division writing requirement.

Prerequisite: PSY 1001.

PSY 2201 - Counseling and Psychotherapy (3)

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.

Prerequisite: PSY1001.

PSY 2209 - Psychological Assessment (3)

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.

Prerequisite: PSY 1001.

PSY 2217 - 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.

PSY 2233 - Jungian Psychology (3)

Surveys the basic concepts in Jungian psychology, or Analytic Psychology, including the persona, shadow, anima and animus, the Self, the process of individuation, as well as the application of the Jungian system in the analysis of case histories, literature, film, and the political process. Fulfills the General Education Social and Behavioral Science requirement.

Prerequisite: PSY 1001 for psychology majors; no prerequisite for non-majors.

PSY 2309 C - Community Psychology (4)

Studies a wide variety of forces and structures in the community which affect the positive growth, development, and functioning of its members. As a community-learning course, this class includes community work, theoretical discussions, and reflection activities. May be used to satisfy four units of electives for Sociology (general) major or minor. Fulfills the General Education Social and Behavioral Science requirement. Fulfills Community Engagement requirement.

Prerequisite: PSY 1001 for psychology majors; no prerequisite for non-majors.

PSY 2409 - Building Community Thru Diversity (1)

This course examines cultural diversity as it relates to leadership development and community building. Students explore the impact of diversity on four levels: intrapersonally, interpersonally, in groups, and in the community. This is a weekend course totaling 15 hours. Elements of the course include discussion, experiential activities, small group sharing, dialogues, and reflection. May be used to satisfy one unit of elective for Sociology (general) major and minor. Fulfills one unit of the General Education Social and Behavioral Science requirement. Fulfills one unit of General Education Cultural Diversity requirement.

PSY 2701 - Human Sexuality (3)

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.

Prerequisite: PSY 1001.

PSY 2709 - Learning and Memory (3)

This course serves as an advanced Psychology elective focused on the cognitive neuroscience of memory. Both the cognitive and neural basis will be covered in depth. Topics include amnesia, simple and complex circuits, roles of the cerebral cortex, working, declarative, procedural, and emotional memory. The emphasis throughout the course will include memory research methods. Additionally the course will cover case studies such as on transience, blocking, misattribution, bias, suggestibility, persistence, and absent-mindedness.

Prerequisite: PSY 2117.

PSY 2717 - Psychoanalysis, Shakespeare, and Gender (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. May fulfill the General Education Social and Behavioral Science requirement or General Education Literature requirement. Satisfies the Cultural Diversity requirement.

PSY 2725 - 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.

PSY 2778 - Intro 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.

PSY 2779 - Intro to Clinical Art Therapy II (2)

This course is a continuation of PSY 2778 Introduction to Clinical Art Therapy I. It is not necessary to take PSY 2778 prior to this class.

PSY 2886 - Special Topics in Psychology (1-3)

Various topics are offered, providing elective opportunities for psychology majors.

PSY 2886 C - Special Topics in Psychology (4)

Special Topics in Psychology. Satisfies Community Engagement requirement.

PSY 2994 - Teaching Assistant (1-3)

This is an opportunity for advanced students to earn credit by special arrangement with the Psychology Department Chair.

REL - RELIGIOUS STUDIES**REL 1000 - 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.

REL 1005 - 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.

REL 1105 - Jesus and the Gospels (3)

Introduces the messianic activity and person of Jesus proclaimed in the synoptic gospels. Fulfills General Education Religious Studies requirement.

REL 1215 - World Christianity (3)

This course analyzes the history of Christianity with a particular focus on Southern continents. Christianity's history has generally been defined by a Western perspective and as Western History. Christianity has a broader, global history that we should know to understand the 21st century state of Christianity. The shift of the numerical bulk of Christians from Europe and North America to Asia, Africa, Latin America, and other areas outside of the Northern Hemisphere has had more than demographic significance because it is shaping a new Christianity. Satisfies General Education Religious Studies requirement. Fulfills Cultural Diversity requirement.

REL 1250 - Religions of the World (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. Fulfills Cultural Diversity requirement.

REL 1300 - Church/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.

REL 1400 - 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.

REL 1405 - 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.

REL 1500 - Meditation (1)

This course introduces students to Buddhist and Christian thought on Meditation and specific Meditation practices from both traditions. This class is offered with the intention of creating a space for students to come to better understand Meditation through both knowledge and practice. The course explores how Meditation can create the conditions needed for transformation and healing and how it can help us to become more mindful and present in our daily lives. Students have the opportunity to engage in Meditation practices during class times and are encouraged to have their own daily Meditation practice for the duration of the course. Students document their experience with Meditation through journaling and will be asked to research one kind of Meditation that particularly interests them. The course includes a half-day field trip.

REL 1505 - Alternative Spring Break Experience (1)

The Alternative Spring Break course is designed to offer NDNU students the opportunity to participate in faith and justice based education and action regionally, nationally, and internationally. Alternative Spring Break offers students the opportunity to interact with another community and/or experience another culture, to understand justice issues in different parts of the world, and to understand this through the lens of Catholic Social Teaching, the NDNU Hallmarks, and the student's own spiritual/faith tradition. Alternative Spring Break takes place during NDNU's spring break according to the annual academic calendar.

REL 1520 - Community Engagement for Social Justice (1)

This course provides an academic frame with curricular guidance for Bonner Leaders involved in significant community engagement in a co-curricular program. Each student's principal community partner works with the instructor to develop a series of learning activities including readings, interviews, and other academic work. Special attention is paid to Social Justice and/or Catholic Social Teaching-based fieldwork supported by Mission and Hallmark-based reflection activities, to form a solid context for the hour-based work involvement which the student has with that partner. The course provides individualized guidance towards the goal of maximizing the student's effectiveness with their particular community partner. The students begin and develop a portfolio of their collegiate community engagement work. Successful completion of at least three semesters of this class can qualify a Bonner Leader to become a teacher's assistant and mentor for students in other University Community Engagement classes. May be repeated for credit.

Corequisite: Concurrent enrollment in Bonner Leader program.

REL 1620 - Way of the Earth (3)

Explores the profound links between ecology and spirituality, between Mother Nature (Gaia concept) and conceptions of human/divine nature(s). The course aims to integrate perspectives on such topics as science and religion, the spirituality of indigenous peoples, eco-feminism, Creation Spirituality, and reverence for nature in the teachings of the world religions. Fulfills General Education Religious Studies requirement. Fulfills Cultural Diversity requirement.

REL 2100 - 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.

REL 2110 - 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.

REL 2120 - Study of 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 is 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.

REL 2130 - John: The Gospels 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.

REL 2140 - The Pauline Letters (3)

Studies the letters of Paul to understand him better and to learn about the struggles and diversity of the earliest Christian communities. Fulfills General Education Religious Studies requirement.

REL 2145 - Mystical Experience in the Religions of the Book (3)

This course enables students to understand the similarities and originalities of the Judeo-Christian-Islamic religions through the lens of mysticism. We begin with mysticism in the Hebrew Bible and then read from the Christian mystics such as Julian of Norwich and Hildegard of Bingen, Kabbalah and Sufi mystics. We study what occurs when mysticism encounters the scientific

revolution and the post-modern world. Fulfills General Education Religious Studies requirement.

REL 2210 - 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, 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.

REL 2250 - Religions of the World (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. The amount of work required for upper-division credit differs in both quantity from that required for lower-division credit. Fulfills General Education Religious Studies requirement. Fulfills Cultural Diversity requirement.

REL 2255 C - Social Justice in the World Religions (4)

This course explores the way the major world religions teach and advocate for social justice. Central to the study is an investigation of the way theological thought, as well as economic, political, and legal decisions, impact our understanding of social justice, their implementation, and adjudication. We consider the concept of Social Justice from the ethical teachings of Christianity, Islam, Judaism, Buddhism, and Confucianism in particular. The course also focuses on the application of social justice to particular cases, which changes each semester as the news of the world changes. After successfully completing the course, students have acquired an understanding of the principal teachings of the world religions as they relate to social justice. Students must be able to pass a test on world religions at the beginning of the semester. Fulfills General Education Religious Studies requirement. Fulfills Community Engagement requirement. Fulfills Cultural Diversity requirement.

Prerequisite: REL 1250 or REL 2250 or other World Religions course.

REL 2260 - Islam: Faith and Practice (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. Fulfills Cultural Diversity requirement.

REL 2265 - Buddhist Traditions (3)

This course surveys the historical developments of the various Buddhist traditions of India, China, and Japan--paying special attention to philosophical positions and arguments, and the corresponding forms of Buddhist religiosity. Fulfills General Education Religious Studies requirement. Fulfills Cultural Diversity requirement.

REL 2270 - The Catholic Imagination (3)

This course deals with the particular "gestalt" that constitutes the way in which Catholics look at the world, and how their unique worldview differs from that of other Christian traditions, secularism, and non-Christian religions. This worldview, which has been called "the Catholic Imagination", shapes everything that Catholics believe. It influences how they behave and how they worship. It also shapes the Catholic intellectual tradition, its tradition of art and worship, its concern for social justice, and its moral and ethical sense. This course consists of a focused study of this line of thought and draws not only on the writings of theologians but on works of art, architecture, music, literature, and poetry in order to illustrate the principles explored in the course. This is an interdisciplinary, ecumenical course open to all students, whatever their faith. It is not a summary of the principles of Christian religion used for the instruction of Catholics, but an exploration of the ways in which the Catholic worldview permeates the human experience of believers, both as individuals and as a community. Fulfills General Education Religious Studies requirement.

REL 2280 - African and Afro-Diasporic Religion (3)

The Mid-Atlantic slave trade was the 'maafa' (disaster) that shaped the gods and religious traditions that Africans practiced in the New World. This course examines various historical, cultural, ethical, philosophical, political and theological issues in African diasporic religious traditions

and practices and the ways in which the African transformed his/her religion in response to enslavement and subsequent oppression. Fulfills General Education Religious Studies requirement. Fulfills Cultural Diversity requirement.

REL 2310 - Religion and Technology (3)

In examining the gray areas among nature, humanity, and technology, this course considers 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 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 explores how technologies shape humans and the planetary future from spiritual, religious, and philosophical perspectives. Fulfills General Education Religious Studies requirement.

Prerequisite: One lower-division Religious Studies course.

REL 2425 C - Theologies of Liberation (3)

This course examines the origins of Liberation Theology in Latin America in the 1960's as well as Black U.S., Feminist/Womanist/Mujerista, queer, "Dalit", postcolonial theologies that subsequently arose in the ongoing search for and exposing of the "intersection of oppressions" which burden us all. We look at these theological movements within their historical, social, political, economic, and theological contexts. Part of this course involves community based learning. We spend the beginning of the semester getting to understand theology and the theories and approaches of the liberation theology movement; we then move into examining and integrating our insights through our community based learning. Fulfills General Education Religious Studies requirement. Fulfills Cultural Diversity requirement. Fulfills Community Engagement Requirement.

REL 2430 - Developments in Gender and Sexuality in Christianity (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 celibacy, marriage, homosexuality and power using the tools of queer theory, feminist studies, and men's studies. Fulfills General Education Religious Studies Requirement. Fulfills Cultural Diversity requirement.

REL 2435 - All You Need is Love: The Spiritual and Social Implications of Love (3)

Love is a central desire and motivator. As we say, "Love makes the world go round." Yet we rarely give love the serious thought it deserves. Love, both human and divine, is central to the great world religions. How one loves also relates to understandings of the self and to our ability to be in communion with the other. Here theology intersects with psychology as both fields help individuals to reach a healthy sense of self and love. This course delves into these issues. It fulfills the upper-division General Education Religious Studies requirement and may be used as a Psychology major or minor elective.

Students receiving credit for REL 2435 may not also receive credit for PHL 2420.

REL 2500 - Meditation: A Practice for Life (1)

This course introduces students to Buddhist and Christian thought on Meditation and specific Meditation practices from both traditions. This class is offered with the intention of creating a space for students to come to better understand Meditation through both knowledge and practice. The course explores how Meditation can create the conditions needed for transformation and healing and how it can help us to become more mindful and present in our daily lives. Students have the opportunity to engage in Meditation practices during class times and are encouraged to have their own daily Meditation practice for the duration of the course. Students document their experience with Meditation through journaling and are asked to research one kind of Meditation that particularly interests them. The course includes a half day field trip.

REL 2501 - Meditation for Busy People: Finding Your Zen in the 21st Century (0.5)

This half unit course introduces students to Buddhist thought and meditation, preparing them to establish their own meditation practice. The course explores how Meditation can help one manage stress and become more mindful and present in the midst of the busyness of daily life. Students have the opportunity to engage in Meditation practices during the class time and receive hands on instruction. Students are responsible for reading

the texts prior to the class day and for being fully prepared to discuss these in class.

REL 2600 - 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.

REL 2605 - Women's Spirituality (3)

Focuses on history and experience of women in Christian churches using women's writings to better understand how women view themselves and their spiritual development. Explores underlying questions: How do women live within the Christian community and express their spirituality? What influences might Christian feminist views have on our world? Fulfills General Education Religious Studies Requirement. Fulfills Cultural Diversity requirement.

REL 2610 - Early Christianities and Feminist Critique (3)

This course is a survey of the writings of various feminist exegetes and commentators around important issues in theology and scriptural interpretation vis-a-vis early patriarchal traditions, particularly those manifested in (Kemet) Judaic and Christian sources. It focuses not only on the feminist methodology of these writers but their valid critiques of the male supremacist, racist, and classist understandings of the "Fathers" of the church and philosophical-theological traditions that both influenced and stemmed from them. Satisfies General Education Religious Studies requirement.

REL 2620 - Way of the Earth (3)

Explores the profound links between ecology and spirituality, between Mother Nature (Gaia concept) and conceptions of human/divine nature(s). The course aims to integrate perspectives on such topics as science and religion, the spirituality of indigenous peoples, ecofeminism, Creation Spirituality, and reverence for nature in the teachings of world religions. The amount of work required for upper-division credit differs in both quantity and quality from that required for lower-division

credit. Fulfills General Education Religious Studies Requirement. Fulfills Cultural Diversity requirement.

REL 2625 - Religious Communes in the United States (3)

This course explores historical and contemporary utopian ideals and the communities that have attempted to realize them in the United States. Our examination of these ideals is primarily sociological and philosophical. We discuss the factors that have led to the success or failure of various communities as well as the merits of these communities' ideals and methods. We also use our own imaginative thinking about the future: what ideals ought we to be striving for, and how can we best create a world that embodies them? Fulfills General Education Religious Studies requirement.

REL 2886 - Special Topics in Religious Studies (1-3)

Current issues or special courses may be offered periodically.

REL 2994 - Teaching Assistant (1-3)

Offers an opportunity for outstanding Religious Studies majors to earn credit for assisting instructors may be arranged. Three units may be used as upper-division elective units in the major.

SOC - SOCIOLOGY

SOC 1001 - 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 Requirement.

SOC 1009 - Cultural Anthropology (3)

This course introduces the study of human societies and cultures through the concepts and methods of cultural anthropology. Course material explores the great diversity of human, social and cultural arrangements through the comparison of a wide variety of peoples around the world. Through investigating how groups of people define themselves and others, make sense of their world, and organize their lives, we consider similar and different way of constructing society. Themes of the course include anthropological method, race and gender, family and kinship, and contemporary issues of globalization,

inequality, and development. Films are shown to complement lectures, readings, and discussions. Fulfills General Education Social and Behavioral Requirement. Fulfills Cultural Diversity requirement.

SOC 1886 - Special Topics in Sociology (1-3)

Offered periodically to cover topics of special interest.

SOC 2110 - Sociological Theory (3)

This reading-based course is designed to introduce students to the ideas of the scholars who are considered the founders of social theory - sociological theory in its broadest sense. These ideas are explored through a reading of the original texts, as presented in our text book. The over-arching goal of the course is to understand the basic ideas of these influential theorists and tease out the contemporary relevance of these ideas to sociology, but more importantly, to how we make sense of the modern world.

SOC 2301 - The Family (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 three units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Requirement. Satisfies Cultural Diversity requirement.

SOC 2309 - 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 three units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Requirement.

SOC 2317 - 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 three units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Requirement.

SOC 2333 - 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 three units of electives for Psychology majors and minors.

SOC 2341 - Crime in American Society (3)

Focuses on deviant behavior, the social and psychological causes of crime, and how they are related. It explores a conceptually the nature of crime, who commits crime, how crime is studied, why it occurs, and distinguishes between white collar and traditional crime. May be used to satisfy three units of electives for Psychology majors and minors.

SOC 2345 - The Color of Crime: Race and Criminal Justice (3)

This course systematically examines 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 challenges 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. Fulfills Cultural Diversity requirement.

SOC 2349 - 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 three units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Science Requirement.

SOC 2401 - Race and Ethnicity (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 include white supremacy, race-mixing, indigenouness, 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. Fulfills Cultural Diversity requirement.

SOC 2417 - Interpersonal/Intercultural Communication (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 three units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Science requirement. Fulfills Cultural Diversity requirement.

SOC 2425 - Cultures, Communities, Criminality (3)

Addressed by experts in their field, this class explores the relationship between culture, community, and criminality. We investigate changes in the definition of crime and social response throughout history as well as some of the causes and consequences of contemporary crime. We discuss the influence of race/ethnicity, social class, gender, and prison experience on the characteristics of gangs and gang behavior. Within this context, we include the role of animals. Speakers also address some of the newest concerns of criminology, i.e., terrorism, both domestic and international, along with white collar crime. We conclude by considering the merits of balanced and restorative justice. Satisfies three units of electives for Psychology majors and minors. Fulfills Cultural Diversity requirement.

SOC 2433 - Cross-Cultures and Subcultures (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. Fulfills Cultural Diversity requirement.

SOC 2456 - The Sociological Study of Women (3)

This course discusses the social construction of women and how gender, masculinities/femininities, and 'what it means to be a woman' change in different contexts. The class also explores how gendered inequalities and identities are shaped, through race, class, sexualities, religion and nation, and what implications this has for the study of women and men's lives and realities. This course is designed so that both male and female students benefit from studying and discussing the topics covered in class.

SOC 2457 - Anthropology of Sexuality and Gender (3)

This course offers an anthropological perspective on the relationship between sex (the biological attributes by which a person is deemed "female" or "male") and gender (the norms and ideals associated with "masculine" and "feminine"). The course examines world cultures in which sex and gender are experienced in different ways, while also critically examining how sex and gender are understood in the U.S.

Prerequisite: SOC 1001 or SOC 1009.

SOC 2725 - Social Problems (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. Fulfills Cultural Diversity requirement.

SOC 2741 - Social Class, 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.

SOC 2750 - Social Change: Advocacy and Activism (1)

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 are 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.

Prerequisite: Instructor's approval required for participation at Ft. Benning.

SOC 2886 - 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.

SOC 2994 - Teaching Assistant (1-4)

SOC 2997 - Sociology Senior Capstone (3)

This course serves as a culminating experience for the Sociology major, resulting in a signature assignment. It is designed to help students review and reflect on what they have learned in Sociology and make the transition to next stages of their lives. This project-based course encourages students to explore their research, community engagement, and/or career interests and present and discuss their work.

SPA - SPANISH

SPA 1001 - 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.

SPA 1008 - Introduction to Spanish II (3)

Continuation of SPA 1001.

Prerequisite: SPA 1001 or equivalent.

SPA 1016 - Intermediate Spanish I (3)

Students continue to develop their Spanish skills by reading, writing, researching, and conversing about actual issues facing a diverse community. Students apply their learning in community-based learning activities that correspond to the focus of the class.

Prerequisite: SPA 1008 or equivalent, and/or Placement Test.

SPA 1024 - Intermediate Spanish II (3)

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.

Prerequisite: SPA 1016, or by permission of the instructor.

SPA 2100 - Advanced Spanish Composition and Grammar Review (3)

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.

Prerequisite: SPA1024 or equivalent, and/or Placement Test.

SPA 2106 - Spanish Conversation Through Theatre (3)

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.

Prerequisite: Two years of college Spanish or its equivalent such as completion of SPA 1024 Intermediate Spanish II, speaking Spanish at home, or by permission of the instructor.

SPA 2108 - Advanced Spanish: La herencia cultural de latinoamérica (3)

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. Fulfills Cultural Diversity requirement.

Prerequisite: SPA 2100 or SPA 2124 or equivalent and/or Placement Test.

SPA 2124 - Spanish for a Bilingual World: Community Service and Business (3)

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 focus on the writing of memos, e-mail, letters, reports, and filling out forms, interpreting and translating in role play situations, addressing groups in Spanish, and eliciting information. The content of the class is 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 are included, where possible.

Prerequisite: SPA 1024 (i.e., 4th semester or equivalent) and basic fluency.

SPA 2125 - Spanish for the Professions (3)

In almost all professional endeavors involving contact with the public, especially in California, the need for skills in Spanish arises constantly. This course prepares students to respond to that need. Students practice such skills as interviewing clients, writing letters and reports for an organization, interpreting on the spot, and translating. Materials are selected depending on the fields that members of the class expect to be or already are working or volunteering in. Guest speakers talk about their organizations and the language skills they find are needed and site visits to the local service organizations and businesses are arranged whenever possible.

Prerequisite: Two years of university level Spanish, or equivalent, or permission of the instructor.

SPA 2134 - Reel Latin America: A Continent through Film (3)

We 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 improve students skills in listening, understanding, writing, and speaking. Satisfies a requirement for the Minor in Spanish Studies.

Prerequisite: SPA 1024 or equivalent, and/or Placement Test.

SPA 2135 - Introduccion a la literatura latinoamericana (3)

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 are viewed for comparison and discussion. May be repeated for credit, since each time it is offered it will explore different works and authors. Satisfies a Spanish Studies Minor requirement.

Prerequisite: A minimum of two years of college level Spanish, or completion of SPA 2108, or placement test, or by permission of the instructor.

SPA 2136 - Literature and Film of the Spanish-Speaking World (3)

Taught in Spanish, this course integrates the study of film, fiction, and poetry from Spain, Latin American, and Latino USA. Students sharpen their critical eyes, gain confidence in their interpretive skills, and enhance their writing ability in Spanish. Satisfies a requirement for the minor in Spanish Studies. Fulfills Cultural Diversity requirement.

Prerequisite: SPA 1024, Placement Test, minimum of two years of college Spanish or permission of instructor.

SPA 2886 - Special Topics in Spanish (3)

Offered as needed to satisfy the General Education requirement in Culture and Language.

SPA 2994 - 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.

THE - THEATRE ARTS

THE 1000 - 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.

THE 1005 - 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 and non-fiction, prose and poetry. Fulfills the General Education Visual and Performing Arts Requirement.

THE 1015 - 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.

THE 1020 - Make-up (1)

Focuses on theory and practice of using theatre makeup. Emphasis is placed on corrective, middle age, old age, and character makeup.

THE 1025 - Theatre Production and Stagecraft I (3)

Provides an introduction to theatre production stage craft 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.

THE 1030 - Theatre Production and Stagecraft II (3)

Advance Assignments in the 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 differs in both quantity and quality from that required for lower division credit. Fulfills the General Education Visual and Performing Arts Requirement.

Prerequisite: THE 1025 or instructor's approval.

THE 1052 - Multicultural Perspectives in American Theatre (3)

Students explore and evaluate contemporary dramatic literature (1965-present) of Native-American, African-American, Asian-Pacific American and Chicano/Latino cultures. They also examine the historical as well as the cultural and social conditions in which these plays developed. Fulfills Cultural Diversity requirement.

THE 1055 - Scenic Design and Model-Building (3)

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.

Prerequisite: THE 1000 and THE 1025 or THE 1030.

Corequisite: THE 1076 L.

THE 1059 C - Introduction to Arts Management (3)

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. Fulfills Community Engagement requirement.

THE 1060 L - Theatre and Dance Production: Theatre Administration (1-2)

Provides practical experience in box office, house management, public relations and audience development.

THE 1065 L - Theatre and Dance Production: Costume Laboratory (1-2)

Provides practical experience in building costumes or working on costume and/or make-up crews for Theatre Arts productions.

THE 1070 L - 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 1075 L - 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 1076 L - Theatre and Dance Production: Stagecraft and Scenic Construction Laboratory (1-2)

Provides practical experience in working stage crews, scenic construction, and painting, lighting for Theatre Arts productions.

THE 1077 - 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 1078 - Stage Manager (1)

Provides the opportunity for students to serve as Stage Manager for an NDNU Theatre Department production. Student Stage Managers are responsible to assist the

production Director. They supervise technical crews, auditions, rehearsals, and performances. They gain experience in overseeing all aspects of organizing and implementing the necessary Theatre production process.

THE 1079 - Assistant Director (1)

Provides the opportunity for students to serve as Assistant Directors for an NDNU Theatre Department production. Student Assistant Directors assist the Director in planning and preparing all aspects of the play production. They serve as a liaison with the performers, Stage Manager, theatre staff and administration, and production personnel.

THE 2014 - Voice, Diction, and Vocal Production for Actors (3)

In this course, students develop an awareness of the principles of vocal production for the discipline of acting. These include: projection, pitch, and articulation; areas of resonance; production for heightened text; production for a variety of venues. The course focuses the student's attention on the voice in acting, and initiates a regimen of vocal exercises designed to strengthen vocal production.

THE 2052 - Multicultural Perspectives in American Theatre (3)

Students explore and evaluate contemporary dramatic literature (1965-present) of Native-American, African-American, Asian-Pacific American and Chicano/Latino Cultures. They also examine the historical as well as the cultural and social conditions in which these plays developed. The amount of work required for upper-division credit differs in both quantity and quality from that required for lower-division credit. Fulfills Cultural Diversity requirement.

THE 2100 - Intermediate Acting (3)

Provides for intensive work in character analysis and development through exercises and scene study.

Prerequisite: THE 1015 or permission of instructor.

THE 2105 - 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 and non-fiction, prose and poetry. The amount of work required for upper-division credit differs in both quantity and quality from that required for lower-division credit.

THE 2115 - Advanced Acting (3)

Provides an intensive study of period acting styles through monologue and ensemble scene work.

Prerequisite: THE 1000, THE 1015, THE 2100.

THE 2120 - Stage Lighting and Electrics (3)

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.

Prerequisite: THE 1000, THE 1025 or THE 1030, and THE 1055. Corequisite: THE 1070 L (1 unit).

THE 2123 - Costume Development and Design (3)

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.

Prerequisite: THE 1000 and THE 1025 or THE 1030.

Corequisite: THE 1065 L (1 unit).

THE 2125 - Theatre Production and Stagecraft I (3)

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 differs in both quantity and quality from that required for lower division credit. Fulfills the General Education Visual and Performing Arts Requirement.

Prerequisite: THE 1025 or instructor's approval.

THE 2130 - Theatre Production and Stagecraft II (3)

Advance Assignments in the 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 differs in both quantity and quality from that required for lower division credit.

Prerequisite: THE 1025 or instructor's approval.

THE 2135 W - Development of Drama and Theatre to 1600 (4)

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 reviews 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.

Prerequisite: THE 1000.

THE 2140 W - Development of Drama and Theatre from 1600 to 1800 (4)

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 reviews 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 one unit of General Education Upper-Division Writing requirement.

Prerequisite: THE 1000.

THE 2145 W - Development of Drama and Theatre From 1800 to Present (4)

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 reviews 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 one unit of General Education Upper-Division Writing requirement.

Prerequisite: THE 1000.

THE 2150 - Directing (3)

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.

Prerequisite: THE 1000, THE 1015 or by permission of instructor.

THE 2155 - Scenic Design and Model-Building (3)

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 differs in both quantity and quality from that required for lower-division credit.

Prerequisite: THE 1000 and THE 1025 or THE 1030.

THE 2157 - Acting for the Camera (3)

Provides an exploration of specific techniques required for acting in television and film productions.

THE 2159 C - Introduction to Arts Management (3)

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 differs in both quantity and quality from that required for lower-division credit. Fulfills the General Education Visual and Performing Arts Requirement. Fulfills Community Engagement requirement.

THE 2160 L - 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 differs in both quantity and quality from that required for lower-division credit.

THE 2165 L - Theatre and Dance Production: Costume Laboratory (1-2)

Provides practical experience in building costumes or working on costume and/or make-up crews for Theatre Arts productions. The amount of work required for upper-division credit differs in both quantity and quality from that required for lower-division credit.

THE 2170 L - 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 differs in both

quantity and quality from that required for lower-division credit.

THE 2175 L - Theatre and Dance Production: Rehearsal and Performance (1-2)

Provides credit for participation as a performer in departmental productions. The amount of work required for upper-division credit differs in both quantity and quality from that required for lower-division credit. May be repeated for credit.

THE 2176 L - 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. The amount of work required for upper-division credit differs in both quantity and quality from that required for lower-division credit.

THE 2177 - 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 differs in both quantity and quality from that required for lower-division credit.

THE 2178 - Stage Manager (1)

Provides the opportunity for students to serve as Stage Manager for an NDNU Theatre Department production. Student Stage Managers are responsible to assist the production Director. They supervise technical crews, auditions, rehearsals, and performances. They gain experience in overseeing all aspects of organizing and implementing the necessary Theatre production process. The amount of work required for upper-division credit differs in both quantity and quality from that required for lower-division credit.

THE 2179 - Assistant Director (1)

Provides the opportunity for students to serve as Assistant Directors for an NDNU Theatre Department production. Student Assistant Directors assist the Director in planning and preparing all aspects of the play production. They serve as a liaison with the performers, Stage Manager, theatre staff and administration, and production personnel. The amount of work required for upper-division credit differs in both quantity and quality from that required for lower-division credit.

THE 2883 - Directing Practicum (2)

Offers practical experience in play directing.

Prerequisite: THE 2150.

THE 2886 - Special Topics in Theatre (1-3)

Special projects in theatre theory and design are available.

THE 2990 - Theatre Internship (2)

Provides practical theatrical experience with an off-campus theatre organization.

Prerequisite: Permission of instructor.

THE 2994 - Teaching Assistant (1-3)

Provides an opportunity for advanced Theatre Arts students to earn credit by assisting instructors in planning and conducting theatre courses and production activities.

Prerequisite: Permission of instructor.

TSL - Teaching English to Speakers of Other Languages

TSL 4400 - TESOL Foundations in Theory and Methodology (3)

Examination of theory and methods of instruction for English language development and theory and methods of specifically designed academic instruction delivered in English. This course focuses on the concepts, principles, theories, and research in teaching English as a Second Language. The main areas of emphasis are: culture, standards, assessment, learning, grammar and the reading process.

TSL 4410 - Digital Technologies for Inclusion in TESOL Instruction (3)

This course focuses on the use of computer technology for diverse learners in the United States. Students explore issues surrounding the use of computers to enhance learning for all students. Through critical reading, the use of software, and hands-on activities, students study the relationship between technology and equity, the way technology is changing culture, gender equity, inclusion, and educational computing as a social practice. The class is both theoretical and practical. Students are required to have access to the internet and a microphone for audio recordings.

TSL 4420 - Applied Linguistics and TESOL Pedagogy (3)

This course focuses on the concepts, principles, theories, and research in selected major areas of linguistic

studies. The main emphasis of the course is on language structure, language use, and first and second language acquisition. Major content division include theories of first and second language acquisition/learning; models of second language acquisition/learning; psycho-linguistic factors in language acquisition; personality factors in second language acquisition; socio-cultural factors in second language acquisition; contrastive analysis and error analysis.

TSL 4430 - Assessment, Testing, and Evaluation in TESOL (3)

This course is designed to develop, identify, and assess students' understanding regarding the nature of second language testing and assessment. In addition to researching and analyzing second language examinations, the course also focuses on evaluating standardized tests as a means of measuring second language proficiency. Moreover, students are prepared to select, administer, and interpret the rationale of specific tools for second language testing as well as its impact on linguistic rights as defined in the TESOL Member Resolution on Language Rights (1987).

TSL 4450 - TESOL Curriculum Design in the Classroom (3)

This course explores the preparation and evaluation of TESOL materials with specific emphasis on integrated skills and student-centered instruction. It examines the ways that English Language Teaching (ELT) materials can be evaluated and adapted to individualize and pluralize instruction as well as nourish students' learning preferences and cultural identities.

TSL 4460 - Discourse Analysis Pragmatics (3)

This course explores several approaches to discourse analysis and pragmatics with application to the teaching of language arts/ESL/EFL. The emphasis is on oral communication (oracy) with some attention to written texts (literacy). Students will gain facility with discourse analysis and gain an understanding of the importance of discourse and pragmatics in language teaching with particular application to their own professional situations.

TSL 4470 - Digital Storytelling in TESOL Contexts (3)

This course explores the role of storytelling in the digital era, specifically in the field of TESOL. Students explore essential elements of digital storytelling, experiment with storytelling through various media types and techniques, and collaborate with and contribute to a diverse learning community through storytelling projects and presentations.

TSL 4480 - TESOL Portfolio Design (3)

This capstone course affords students the opportunity to fully integrate theory and practice of second language acquisition and expand their knowledge through individual evaluation and conceptualization of areas of interest and concern. It provides students with the information and guidance needed for the development and completion of an online teaching portfolio in TESOL.

TSL 4490 - Structure of American English in Global Paradigms (3)

This course examines the structure of American English through an overview and inquiry into English phonology, morphology, syntax, semantics, and grammar. Students practice applying concepts of English linguistics to planning, teaching, and assessing in ESL/EFL/EDL contexts. The major thread and framework for this course is the notion that language is not neutral and teaching language is a political act; that language is not limited to its parts, like grammar and meaning, but it is first of all the cultural product of the people who use it to communicate. In teaching language we teach cultural norms regarding the value of each utterance in a given society. Voice, power, and emotion play a critical role in teaching and learning a language.

TSL 4500 - Online Instruction and Advising in TESOL (3)

This course introduces the concepts and theories of social computing. It explores distance and distributed learning, varied techniques to promote mentoring, reflective discourse, collegial sharing, and dissemination of information. Research in current technologies informs the development of online community of student choice.

DIRECTORIES

Administrative Offices

Office of the President

Judith Maxwell Greig, Ph.D.
President
Toso Residence Compiègne 1
(650) 508-3503
Fax: (650) 508-3477
jgreig@ndnu.edu

Alison Lyon
Executive Assistant to the President
Toso Residence Compiègne 2
alyon@ndnu.edu

Human Resources

Mary Haesloop
Executive Director, Human Resources
Toso Residence Compiègne 3/Sobrato Center for
Nonprofits
(650) 508-3651
Fax: (650) 508-3477
mhaesloop@ndnu.edu

Office of the Provost

John Lemmon, Ph.D.
Interim Provost
Toso Residence Compiègne 8
(650) 508-3494
jlemmon@ndnu.edu

Gregory B. White, Ph.D.
Associate Provost and ALO
Toso Residence Compiègne 7
(650) 508-3436
gwhite@ndnu.edu

Melissa McAlexander
Assistant Provost for Faculty Affairs
Toso Residence Compiègne 6
(650) 508-3440
mmcalexander@ndnu.edu

Brad Washington
Assistant Provost for Online Programs
Toso Residence Compiègne 5
(650) 508-3506
bwashington@ndnu.edu

School of Business and Management

Douglas Rice, DBA

Dean
Cuvilly Hall 15
(650) 508-3684
drice@ndnu.edu

School of Education and Psychology

Caryl Hodges, Ed.D.
Dean
Saint Joseph's Hall 103
(650) 508-3613
Fax: (650) 508-3457
chodges@ndnu.edu

Registrar

JT Brown
Registrar
Saint Mary's Hall 110
(650) 508-3521
Fax: (650) 508-3520
jtbrown@ndnu.edu

Student Success Center

VACANT
Director
Campus Center
(650) 508-3670
Fax: (650) 508-3736

Institutional Research

John Hofmann, Ph.D.
Director
Saint Mary's Hall 120
(650) 508-3582
jmhofmann@ndnu.edu

Library

Mary Wegmann
Director
Carl Gellert and Celia Berta Gellert Library
(650) 508-3745
Fax: (650) 508-3697
mwegmann@ndnu.edu

Student Affairs

Dean of Students

Marsh-Allen Smith, Ed.D.
Dean of Students
JB Hall 1st Floor
(650) 508-3513
Fax: (650) 508-3475
masmith@ndnu.edu

Assistant Dean of Students

VACANT

JB 141

(650) 508-3657

Fax: (650) 508-3492

Campus Programs Office

Nikki Williams

Associate Director

Campus Center

(650) 508-3725

lwilliams@ndnu.edu

Career Services

Carrie McKnight

Director

JB 150

(650) 508-3717

Fax: (650) 508-3719

cmcknight@ndnu.edu

Counseling, Health, and Disabilities Services

Karin Sponholz, Ph.D.

Director

New Hall E18

(650) 508-3714

Fax: (650) 508-3475

ksponholz@ndnu.edu

David Muir

Health Services and Education Coordinator

New Hall W1

(650)508-3756

Fax: (650)508-3475

dmuir@ndnu.edu

Alice Wong

Disabilities Services Specialist

New Hall E19

(650)508-3670

Fax: (650)508-3475

disability@ndnu.edu

Dining Services/Bon Appetit

Jason Landau

Cafeteria

(650) 508-4182

Fax: (650) 654-1982

jason.landau@cafebonappetit.com

Dorothy Stang Center

VACANT

Director

Chapel Annex

(650) 508-4120

Housing and Residential Life

Annabelle Bautista

Associate Director of Housing and Residential Life

St. Joseph's Center Lobby

(650) 508-3424

Fax: (650) 508-3492

agbautista@ndnu.edu

Spirituality

Diana Enriquez-Field

Director

Chapel Annex

(650) 508-3671

denriquezfield@ndnu.edu

Enrollment Management**Office of Enrollment**

Jason Murray

Vice President for Enrollment Management

Welcome Center

(650) 508-3600

Fax: (650) 508-3426

jpmurray@ndnu.edu

Office of Admissions

Candace Hallmark

Sr. Associate Director

Admissions Operations

Welcome Center

(650) 508-3592

Fax: (650) 508-3426

challmark@ndnu.edu

Jon Black

Associate Director

Undergraduate Admissions

Welcome Center

(650) 508-3589

Fax: (650) 508-3426

jblack@ndnu.edu

Kaitlin Aparicio

Assistant Director

Graduate Admissions

Welcome Center

(650)508-3665

Fax: (650)508-3426

kparicio@ndnu.edu

Rey Penate

Enrollment Manager

Evening Bachelor's Admissions

Welcome Center

(650)508-3533

Fax: (650)508-3426
rpenate@ndnu.edu

Marketing and Communications

Karen Schornstein
Executive Director
Toso Courtrai
(650) 508-3599
Fax: (650) 508-3428
kschornstein@ndnu.edu

Office of Financial Aid

Charles Walz
Director
Welcome Center
(650) 508-3600
(650) 508-3426
cwalz@ndnu.edu

Athletics

Josh Doody
Director
Gleason Gymnasium
(650) 508-3638
Fax: (650) 508-3691
jdoody@ndnu.edu

International Students Office

Remi Harada
International Student Advisor
(650) 508-4176
Fax: (650) 508-3426
rharada@ndnu.edu

Tracy Programs

Cerena Sweetland-Gil
Tracy Programs Manager
902 Central Ave, Suite 1
Tracy, CA 95376
(209) 833-5020
Fax: (209) 833-5066
csweetlandgil@ndnu.edu

Finance and Administration

Finance

Henry Roth
Vice President for Finance and Administration
Trudeau Hall
(650) 508-3721
Fax: (650) 508-3661
hroth@ndnu.edu

Shahan Shahvekilian
Director of Planning

Trudeau Hall
(650) 508-3573
Fax: (650) 508-3439
sshahvekilian@ndnu.edu

Emiko Yamada
Director of Accounting
Trudeau Hall
(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
Toso Residence Courtrai/Sobrato Center for Nonprofits
(650) 508-3739
mmason@ndnu.edu

Facilities and Grounds

Christopher Kornahrens
Facilities Director
Madison Art Center, Ground Floor
(650) 508-3559
Fax: (650) 508-3408

Central Services

Greg Maravilla
Senior Central Services Coordinator
Trudeau Hall
(650) 508-3530
Fax: (650) 508-3660

Public Safety

William Palmini
Director
St. Mary's Hall 109
(650) 508-3505
wpalmini@ndnu.edu

Division of University Advancement

Division of University Advancement

Dino Hernandez
Vice President for Advancement

Sobrato Center for Nonprofits
 (650) 508-3512
 Fax: (650) 508-3426
 dhernandez@ndnu.edu

Marie Chavez
 Executive Assistant to the Vice President
 Sobrato Center for Nonprofits
 (650)508-4161
 mechavez@ndnu.edu

Advancement Events and Stewardship

Denise Winkelstein
 Director
 Sobrato Center for Nonprofits
 (650) 508-3501
 advevents@ndnu.edu

Advancement Services and Prospect Research

Niki Nielsen '11
 Director
 Sobrato Center for Nonprofits
 (650) 508-3652
 nnielsen@ndnu.edu

Alumni and Parent Relations

Elizabeth Valente
 Director
 Sobrato Center for Nonprofits
 (650) 508-3515
 alumni@ndnu.edu

Gloria Haro
 Development Associate for Annual Giving and Alumni
 Relations
 Sobrato Center for Nonprofits
 (650)508-4164
 gharo@ndnu.edu

Annual Giving Programs

Christine Madrigal
 Assistant Director
 Sobrato Center for Nonprofits
 (650) 508-4162
 Fax: (650) 508-8610
 czmadrigal@ndnu.edu

Conference Services

Mary Hill
 Associate Director
 Sobrato Center for Nonprofits
 (650) 508-3569
 conferenceservices@ndnu.edu

Major and Planned Gifts

Barbara Alvarez
 Regional Advancement Officer
 Sobrato Center for Nonprofits
 (650) 508-3581
 Fax: (650) 508-8610
 bgalvarez@ndnu.edu

Emeriti Faculty

College of Arts and Sciences

Bennett, Christine E, Professor of Modern Languages,
 1991; Emerita, 2012

BA, McGill University; MA, Ph.D., Stanford 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

Center, Elizabeth M., Professor of Biology, 1977; Emerita,
 2004

AB, Augustana College (Illinois); Ph.D., Stanford University

Fee, Diana G., Associate Professor of Philosophy, 1964;
 Emerita, 1995

AB, MA, Ph.D. (candidate), University of Michigan

Ferdowsi, Ali, Professor of Political Science, 1998;
 Emeritus, 2015

BA, MA, Shiraz University, Iran; MA, University of Florida;
 MA, Ph.D., University of Pennsylvania

Friedman, Betty, Professor of Art, 1995; Emerita, 2017
 BFA, MFA, California College of Arts and Crafts

Gaspar, Phillip, Professor of Philosophy, 1995; Emeritus
 2009

BA, Cambridge University; MA, University of Calgary;
 Ph.D., Cornell University

Hutchison, Sr. Patricia, SND, Professor of History, 1977;
 Emerita, 2003

BA, College of Notre Dame; MA, Santa Clara University;
 Ph.D., Stanford University

Joseph, Cheryl, Professor of Sociology, 1988; Emerita,
 2016

BA, Wayne State University; MA, University of Detroit;
 Ph.D., Wayne State University

Maxwell, Kevin, Professor of Philosophy and Religious
 Studies, 1986; Emeritus 2012

BA, MA, Gonzaga University; STM, Jesuit School of
 Theology, Berkeley; MA, Ph.D., Rice University

McCarron, Sr. Mary Pat, SND, Professor of Religious Studies, 1988; Emerita, 2003
BA, College of Notre Dame; MA, Ph.D. Graduate Theological Union

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

Rogers, Sylvia, Professor of English, 1986; Emerita 2005
BS, Rollins College; MA, Boston University; Ph.D., Stanford University

St. John, Terry, Professor of Art, 1990; Emeritus, 2001
BA, University of California, Berkeley; MFA, California College of Arts and Crafts

Siegel, Linda, Professor of Music, 1967; Emerita, 1999
BMF, Oberlin Conservatory of Music; MM, Ph.D., Boston University

Stannard-Friel, Donald L., Professor of Sociology and Anthropology, 1978; Emeritus, 2017
BA, MA, San Francisco State University; Ph.D., University of California, Davis

Titlow, Robert T., Professor of Theatre Arts, 1962; Emeritus, 1992
BA, Humboldt State University; MA, Stanford University; MA, San Francisco State University

School of Business and Management

Barden, Lillian, Professor of Business Administration, 1989; Emerita, 2000
BA, California State University, Fullerton; MBA, Pepperdine University; Ph.D., Golden Gate University

Cash, Deborah, Professor of Behavioral Science, 1984; Emerita, 2008
BA, MA, Oakland University; 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

Laxague, Sr. Mary, SND, Professor of Business Administration, 1967; Emerita, 2007
B.S., College of Notre Dame; M.A., San Jose State University

Sanford, Dorothy Zerzan, Professor of Business Administration, 1954; Emerita, 1995
BA, Willamette University; MA, University of Oregon; Ph.D., St. Louis University

Shafto, Sylvia, Professor of Business Administration, 1994; Emerita, 2007
BA, Carleton College; MS, Ph.D., Rutgers, The State University of New Jersey

Zimmerman, Miriam, Professor of Communication, 1994; Emerita 2005
BS, Northwestern University; MA, San Francisco State University; Ed.D., University of San Francisco

School of Education and Psychology

Arrington, Doris Banowsky, Professor of Art Therapy, 1979; Emerita, 2006
BS, University of Houston; MAT, College of Notre Dame; Ed.D., University of San Francisco

Chang, Lu, Professor of Education, 1994; Emerita, 2016
BA, University of International Business and Economics; MA, California State University, Northridge; Ed.D., University of the Pacific

Cohen, Elaine L., Professor of Education and Public Administration, 1975; Emerita, 2002
BS, University of Pennsylvania; M.Ed., Trinity University; Ed.D., University of San Francisco

Eide, Carla, Professor of Education, 1989; Emerita, 2002
BA, University of California, Berkeley; MA, San Francisco State University; Ed.D., Nova University

Etherington, Arnell, Professor of Art Therapy, 1990; Emerita 2012
BA, Rutgers University; MA, Lone Mountain College; Ph.D., Professional School of Psychology, San Francisco

Guay, Diane A., Professor of Education, 1987; Emerita, 2008

BS California State University, Hayward; MAT, MPA, College of Notre Dame; Ed.D., University of San Francisco

McCarron, Sr. Nancy, SND, Professor of Education, 1979; Emerita, 2003

BA, Dominican College; MA, Seattle University; Ph.D., University of California, Berkeley

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

Rossi, Joanne, Professor of Education, 1996; Emerita, 2017
BS, State University of New York; MA, Catholic University of America; Ed.D., George Washington University

Faculty

Full-time faculty are ranked as Instructor, Assistant Professor, Associate Professor, or Professor. Part-time faculty are listed as Lecturer. Library faculty are full-time unless otherwise indicated.

College of Arts and Sciences

Agundes, Rachelle, Lecturer in Art, 2013
MA, Boston University

Aivazova, Inna, Lecturer in English, 2012
MA, Moscow Linguistic University, Moscow, Russia; MA, San Francisco State University

Andrews, Patricia, Lecturer in History, 1999
BA, College of Notre Dame; MA, University of California, Berkeley

Ashley, Mary, Lecturer in Philosophy and Religious Studies, 2014
BA, University of Colorado, Boulder; MSW, University of California, Los Angeles

Badura, Michelle, Lecturer in Natural Sciences, 2017
BS, Rochester Institute of Technology; Ph.D., New York University

Bari, Emese, Lecturer in Computer Science, 2011
MS, Eotvos Lorand University of Sciences

Barry, William, Assistant Professor of Philosophy, 2012
BA, Western Connecticut State University; MAT, Sacred Heart University; Ph.D., Nottingham Trent University

Bartlett, Megan, Lecturer in Theatre, 2016
BFA, Notre Dame de Namur University

Basso, Lawrence, Lecturer in Biology, 2009
BS, University of San Francisco; MS, MD, University of California, San Francisco

Bauer, Pearl, Assistant Professor of English, 2015
BA, Bucknell University; MA, Pennsylvania 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

Bennett, Paige, Lecturer in Music, 2009
AS, Cañada College

Berger, Jacqueline L., 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

Birnkammer, Marc, Lecturer in Modern Languages, 2015
BA, University Paul Valery; MA, University of Savoy

Burkholder, Jeffrey, Lecturer in Modern Languages, 2016
BA, University of California - Berkeley; MA University of Paris III

Chaffee, Paula O'Sullivan, Lecturer in Psychology/Sociology, 2014
BA, College of Notre Dame; MS, Ph.D., Pacific Graduate School of Psychology

Chang, Cathy, Lecturer in Mathematics, 2011
BS, University of Hawaii, Honolulu; MS, Northwestern University

Cole, Stephen, Professor of History and Chair, History and Political Science Department, 2003
BA, University of Sussex; PGCE, University of Durham; MA, Ph.D., Indiana University

Connor, Brian, Lecturer in Musical Arts, 2016
MFA, Notre Dame de Namur University

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

Crawford, Lois R., Lecturer in 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 Theological Union

Damm, Michael, Lecturer in Art, 2012
BA, San Francisco State University; MFA, Mills College

Delaporte, Marianne, Professor of Religious Studies, 2003
BA, University of Chicago; MA, Graduate Theological Union; Ph.D., Princeton Theological Seminary

Deragon, Frederick, Lecturer in Art, 2011
BA, MA, California State University, Chico

Dimaandal, Rolando, Lecturer in Computer Science, 2014
BS Mathematics, University of San Tomas, Philippines;
MBA Pace University, New York

Dolan, Kerry Judith, Lecturer in English, 2003
BA, University of Chicago; MS, Columbia University; MFA, Cornell University

Dronkers, Marcelle, Lecturer in Music, 2006
BMU, Indiana University

Dumans, Isabelle, Lecturer in English, 2013
BA, Université de Savoie, France; MA, University of South Dakota, Vermillion; Ph.D., University of South Dakota, Vermillion

Dupain, Mandi, Lecturer in Natural Science, 2009
BA, Dominican University of California; MA, Saint Mary's College of California; Ph.D., University of Pittsburgh

Earlywine, Jennifer, Lecturer in Theatre and Dance, 2012
BA, Notre Dame de Namur University

Edwards, Kristen, Lecturer in History, 2012
MA, Ph.D., 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

Fathman, Ann K., Lecturer in English and Program Director, English for International Students, 1984
BA, University of California, Davis; MA, Ph.D., Stanford University

Fazio, Rebecca Vincenza Jobling, Lecturer in Theatre and Dance, 2013
BA, Notre Dame de Namur University

Feinman, Lena, Lecturer in Mathematics, 2001
MS, Krakov State University

Fitzgerald, Madeline, Assistant Professor of History, 2009
BA, Macalester College; Ph.D., MPhil, Yale University

Fitzgerald, Vincent, Professor of English and Chair, Department of English, 1994

BA, University of California, Berkeley; MA, Georgetown University; Ph.D., University of Southern California

Foster, Anne, Lecturer in Natural Sciences, 2001
BS, University of Washington; Ph.D., University of California, Davis

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

GuhaMajumdar, Monica, Associate Professor of Biology, 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

Hajdin, Mane, Lecturer in Philosophy and Religious Studies, 2015
BA, University of Belgrade; Ph.D., McGill University

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

Holt, Kathleen, Lecturer in Mathematics, 2013
BS, MA, University of Pittsburgh

Jacobs, Marc, Lecturer in Music, 2002
BA, San Francisco State University; MFA, California State University, Long Beach

Johnson, Carol, Lecturer in Art, 2005
BA, San Jose State University; MA, Notre Dame de Namur University

Kinder, Jennifer, Associate Professor of Kinesiology, 2015
BS, University of San Francisco; MS, DSc, University of California, San Francisco/San Francisco State University

Kinney, Steven, Lecturer in English, 2002

- BA, MA, Notre Dame de Namur University
 Kitt-Hopper, Khameeka, Assistant Professor of Natural Science, 2015
 BA, Saint Mary's College of California; Ph.D., University of Arizona
- Kortenkamp, Leon, Lecturer in Art, 1982
 BA, Loras College; MA, MFA, University of Notre Dame
- Krylova, Irina, Lecturer in Natural Sciences, 2013
 BS, Samara State University, Russia; MS, San Francisco State University; Ph.D., Institute of Biochemistry
- Kutsch, Carol, Lecturer in Theatre, 2016
 BA, Pacific Union College; MM, University of Southern California, Los Angeles
- LaPlante, Stephen, Lecturer in Psychology and Sociology, 2005
 BA, University of San Francisco; MA, University of Chicago
- Lambert, Debra, Professor of Music and Chair, Department of Music, 2000
 BFA, Carnegie-Mellon University; MM, Hartt School of Music
- Laroche-Davis, Hélène, Professor of French, Chair, Department of Modern Languages and Cultures, and Program Director, Liberal Arts, 1965
 BA, Université de Lyon France; MA, Université de Paris Sorbonne; Ph.D., Stanford University
- Lazo-Fuentes, Nelda Elizabeth, Lecturer in Modern Languages, 2012
 BA, California State University East Bay; MA, San Francisco State University
- Lehrke, Eliza, Lecturer in Psychology, 2014
 BA, University of California, Santa Cruz; MA, The Wright Institute
- Lipowitz, Cassie, Lecturer in Philosophy and Religious Studies, 2012
 BA, University of California Berkeley; MA, California State University, Sacramento
- Liu, Ying, Lecturer in Natural Sciences, 2014
 BS, Nankai University, Tianjin, China; MS University of South Carolina; Ph.D., UT Southwestern Medical Center
- Lockert, Daniel, Lecturer in Music, 2010
 BA, Loma Linda University; MA, University of Southern California
- Lopez-Gomez, Natashaia, Lecturer in Modern Languages and Cultures, 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
- Lorch, Thomas, Lecturer in English, 2012
 BA, Ph.D., Yale University; MA, University of Chicago
- Lowenthal, Marla, Lecturer in English, 2009
 BS, Illinois State University; MA, University of Missouri, Colombia; MA, Concordia University; Ed. D., University of San Francisco
- Lujan, Lawrence, Lecturer in History, 1993
 BS, University of San Francisco; MA, Ph.D., University of California, Berkeley
- Maat, Howard, Lecturer in Art, 2013
 BA, University of California, Los Angeles
- Mahbod, Bahram, Lecturer in Computer Science, 2012
 BS, Iowa State University; MEng, Iowa State University; MS, Oregon State University; Ph.D., Oregon State University
- Marks, Kai, Lecturer in English, 2012
 BA, Single-Subject Teaching Credential, MA, Notre Dame de Namur University; MFA, University of San Francisco
- Martinez, Ricardo A., Lecturer in Mathematics, 2007
 BS, California State University, Chico; MS, California State University, Hayward
- Matevia, Marilyn, Lecturer in Philosophy and Religious Studies, 2013
 BA, Wittenberg University; MPH, Hunter College, City University of New York; MA, Ph.D., Graduate Theological Union
- McNeil, Geoffrey, Lecturer in English, 2011
 BA, Lake Forest College; MA, University of California, Santa Barbara
- Meng, Hongyan, Lecturer in Mathematics, 2005
 BS, MS, Jilin University; Ph.D., SUNY Buffalo
- Mollicone, Henry, Lecturer in Theatre, 2016
 BM, MM, New England Conservatory
- Montes, Vincent, Lecturer in Psychology and Sociology, 2015
 BA, MA, San Francisco State University; Ph.D., New School for Social Research
- Morris, Eric, Lecturer in Music, 2003
 BM, San Francisco Conservatory of Music

- Muonio, Andrew, Lecturer in Art, 2015
BS, BFA, MFA, San Jose State University
- Murphy, Jennifer, Lecturer in Sociology, 2015
BA, University of California, Los Angeles; MA, Universitat Jaume, Spain
- Nadim, Hatem, Lecturer in Music, 2012
BA, Cairo Conservatory, Egypt; MA, Musik Hochschule, Germany
- Neff, Elizabeth, Lecturer in Music, 2015
BA, San Jose State University; MFA, Notre Dame de Namur University
- Nelson, Kathleen, Lecturer in Music and Vocal Arts, 2017
BM, San Francisco State University; MM College of Notre Dame
- Norberg, Daniel, Lecturer in Music, 2015
BA, University of the Pacific; MFA, Notre Dame de Namur University
- Nyland, Jean, Professor of Psychology, 1989
BA, University of Oregon; MA, University of California, Berkeley; MA, Ph.D., University of Hawaii
- Oliveira, Brian, Lecturer in Psychology, 2010
BS, Penn State University; MA, Ph.D., University of South Florida
- Ortiz Bautista, Lourdes, Lecturer in Philosophy, 2014
BA, Universidad Nacional Autonoma de Mexico
- Ostrowski, David, Lecturer in Computer Science, 2012
BBA, University of Michigan; MS, Wayne State University; Ph.D., Wayne State University
- Panomitros, Eugenia, Lecturer in Biology, 2000
BS, Ph.D., University of California, Davis
- Papay, Lauri, Lecturer in Mathematics, 2014
BS, Montclair State University; MS, San Jose State University
- Peabody, Nathaniel, Lecturer in Physics, 2015
BA, University of California - Berkeley; Ph.D., University of Hawaii at Monoa
- Poplack, Robert, Professor of Art, 1991
BA, University of California, Santa Cruz; MA, MFA, University of California, Berkeley
- Radian, Eugen, Professor of Mathematics and Chair, Mathematics Department, 1992
BS, MS, Ph.D., University of Bucharest (Romania)
- Reddy, Shilpa, Lecturer in Psychology and Sociology, 2015
BA, Bangalore University; MA, University of Western Sydney; MS, Ph.D., Palo Alto University
- Rende, Michael, Lecturer in Philosophy, 2007
BA, University of San Francisco; Ph.D., Marquette University
- Ryan, Michael, Lecturer in Art, 2013
BFA, Virginia Commonwealth University, Richmond
- 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, Los Angeles; MS, University of Georgia; Ph.D., University of Georgia
- Schwartz, Erin, Lecturer in Natural Sciences, 2017
BS, University of Redlands
- 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; MS, North Carolina State University
- Simons, Robert, Lecturer in Art, 1978
BFA, MFA, California College of Arts and Crafts
- Snyder, Adam, Lecturer in Philosophy, 2014
BA, University of California, Berkeley; MA, Stanford University
- Springhorn, William, Lecturer in Theatre, 2007
BA, University of Minnesota; MA, Mountview Theater School
- 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
- Syvertson, Patti, Lecturer in Kinesiology, 2006
BA, MS, Humboldt State University
- Torres, Erika, Lecturer in Psychology and Sociology, 2012
BA, San Francisco State University; MA, Ph.D., Alliant International University
- Tribuzi, Robyn, Lecturer in Dance, 2010
Multiple Subjects Teaching Credential, BA, San Francisco State University; Single Subject Teaching Credential, Notre Dame de Namur University

Trimble, Michael, Lecturer in Physiology and Kinesiology, 2013

BS, San Jose State University; MA, Saint Mary's College

Upadhya, Krishna, Lecturer in Natural Sciences, 2017
MS, Ph.D., Karnatak University

Vaughn, Bobby, Professor of Anthropology and Chair, Department of Psychology and Sociology, 2004
AB, Lafayette College; MA, Ph.D., Stanford University

Villarreal, Lisa, Lecturer in English, 2012
BA, Loyola University Chicago Honors College; Ph.D., Stanford University

Wehrle, Gretchen, Professor of Psychology, 1999
BA, University of California, Riverside; Ph.D., State University of New York at Stonybrook

Wenck-Reilly, Brennan, Lecturer in Biology, 2016
BS, University of California, Santa Cruz; BA, MS, San Francisco State University

White, Dorothea, Lecturer in Dance, 2004
Special Teaching Credential, State-Issued

Williams, Bruce, Lecturer in Theatre and Dance, 2005
Certificate of Completion, American Conservatory Theater Advanced Training Program

Wolterbeek, Marc, Professor of English, 1987
BA, MA, Ph.D., University of California, Berkeley

Wong, Winnie, Assistant Professor of 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

Youssefi, John A., Professor and Program Director of Computer Science, 1998
MS, Western Michigan University; Ph.D., Clemson University

Library Faculty

Selkirk, Sanjyot, Instructional Design Librarian, 2014
BA, MA, University of Bombay; MLIS Kent State University

School of Business and Management

Arbore, Patrick, Lecturer in Human Services, 1990

BA, MA, San Francisco State University; Ed.D., University of San Francisco

Aud, Joy, Lecturer in School of Business and Management, 2017
BA, MBA, Notre Dame de Namur University

Azad, Hamid, Professor of Accounting, 2008
BA, Iranian Institute of Advanced Accounting; MS, Ph.D., Utah State University

Barsi, Ralph, Lecturer in Human Services and Clinical Psychology, 1990
BA, San Francisco State University; MS, LaSalle University

Bowman, Sean, Lecturer in School of Business and Management, 2017
BA, University of California, Berkeley; MPA, University of Texas at Austin

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

Campodonico, Donald, Lecturer in Business, 1993
BS, MBA, San Francisco State University

Chait, Arthur, Lecturer in Business, 2014
BS, Rutgers University; MBA, University of Pittsburg

Cheng, Chosen, Lecturer in School of Business and Management, 2016
BS, MS, Cornell University; MBA, Carnegie-Mellon University

Combs, Wendy, Lecturer in Business, 2013
BA, University of California, Davis; MS, Eastern Washington University; Ph.D., North Carolina State University, Raleigh

Cox, Jeff, Lecturer in Business, 1998
MA, University of San Francisco

Cummings, Theresa, Lecturer in Business, 2014
BA, MS, University of La Verne; Certificate, University of Southern California

Davis-Wick, Patricia, Assistant Professor of Business, 2011
BA, Texas Technological University; M.Ed., Ed.D., University of Southern California

Eggers, Jason, Lecturer in Business, 2014
BS, Brigham Young University; MBA, University of Utah

Fogal, James, Professor of Business, 2006
BS, MS, California State University, Fresno; Ph.D., Walden University

Freeman, Nellis, Lecturer in Business, 1999
AAS, Delmar Junior College; BA, MBA, National University

Giblin, Gwendolyn Rose, Lecturer in Business, 2013
BA, University of California, Berkeley; JD, MBA, DBA,
Golden Gate University

Gohar, Reem, Lecturer in Business, 2014
MBA, Gonzaga University

Goodson, Roger M., Professor of Business, 1991
BS, University of Maine; MA, University of Connecticut;
Ed.D., Harvard University

Habeeb, Michael, Lecturer in School of Business and
Management, 2016
BA, San Francisco State University; Juris Doctorate, San
Francisco Law School

Heisterberg, Rodney, Professor of Business, 2001
BS, MS, Ph.D., Purdue University

Hernbroth, Robert, Lecturer in Business, 2010
BS, MA, University of Detroit; Ed.D., Michigan State
University

Holtzman, Jordan, Instructor in Business and Director,
Graduate Programs, 2007
BS, MBA, Cornell University

Hua, David, Professor of Business, 2002
BA, Shanghai Education Institute; MS, Ph.D., University of
Texas, Dallas

Jen, Joanna, Lecturer in Business, 2014
BS, University of California, Berkeley; MBA, Dartmouth

Johnson, Dean, Lecturer in Business, 2002
BA, Yale University; MA, Columbia University; JD, New
York University

Kaplan, Barbara, Lecturer in Business, 2013
BA, MPA, College of Notre Dame

Ladine, Dyanne, Lecturer in Business, 1981
BA, University of California, Berkeley; MBA, Santa Clara
University; JD, Lincoln University

Larragoiti, Sandra, Lecturer in Human Services, 1997
BA, University of California, Berkeley; MA, Santa Clara
University, MA, California Institute of Integral Studies

Madden, Therese, Associate Professor and Director,
Evening Business and Human Services Programs, 2008
BA, University of California, Davis; MS, Golden Gate
University; Ed.D., University of San Francisco

Martin, Therese, Assistant Professor of Business and
Director, Day Business Program, 2012

BFA, University of Kansas, Lawrence; MBA, DBA, Golden
Gate University

McLean, Michael, Lecturer in Economics, 2013
B.S, University of Oregon; MA, Belford University, United
Arab Emirates

Mulvey, Robert, Lecturer in School of Business and
Management, 2016
BA, Franklin & Marshall College; MBA, New York
University

Page, Christopher, Lecturer in Intensive Business, 2015
BA, MA, University of Phoenix

Pendergrass, Marsha, Lecturer in Business, 2011
AA, Fidam; BS, College of Notre Dame; MPA, Baruch
School of Public Affairs

Ramnarayan, Sujata, Associate Professor of Business, 2015
BS, University of Delhi; MBA, Kansas State University;
Ph.D., University of Oregon

Reynoso, Luis, Lecturer in Business, 2013
B.S, California State University; M.S, California State
University; Ed.D., University of San Francisco

Rice, Douglas, Assistant Professor of Business, 2012
BSBA, MBA, University of Phoenix; DBA, Golden Gate
University

Santamaria, Alicia, Lecturer in Business, 2011
BA, Syracuse University; MA, University of New Mexico

Verma, Sujata, Professor of Business, 2002
BA, Lady Shri Ram College; MA, MPhil., Delhi School of
Economics; MS, Ph.D., University of California, Santa Cruz

Wolf, Marijude, Lecturer in Business, 2011
BS, San Francisco State University; MS, Notre Dame de
Namur University

School of Education and Psychology

Archibald, Caroline, Lecturer in Education, 2015
BA, MA, Notre Dame de Namur University

Babb, Jean, Lecturer in Education, 2008
BS, Indiana University of Pennsylvania; MPA, Notre Dame
de Namur University; MA, San Jose State University

Backos, Amy, Assistant Professor of Art Therapy and Chair,
Art Therapy Program, 2011
BA, Kent State University; MA, Ursuline College; Ph.D.,
Alliant International University

Bedford, Susan, Lecturer in Education, 2003
BA, Stanford University; MA, San Jose State University

Bleviss Sharon, Lecturer in Education, 2017

BA, University of California - Los Angeles; MA, San Francisco State University

Bracco, Cheryl, Lecturer in Education, 2010
BA, MA, San Francisco State University

Burton, Constance, Lecturer in Clinical Psychology, 2014
BA, Brown University; JD, University of Cincinnati College of Law; Psy.D., California School of Professional Psychology

Buttrill, Judith, Lecturer in Education, 2013
BA, Stanford University; MA, University of Minnesota

Bynum, Vicki, Lecturer in Art Therapy, 2011
BA, University of Arizona; MA, Chapman University; MA-MFT, Notre Dame de Namur University

Carolan, Richard, Professor of Art Therapy and Director, Art Therapy Ph.D. program, 1993
BA, Western Connecticut State University; MA, Sonoma State University; Ed.D., University of San Francisco

Chatav, Maya, Lecturer in Clinical Psychology, 2017
MA, Ph.D., Palo Alto University

Chinn, Sylvia Lecturer in Education, 2009
BA, MA, San Francisco State University; MA, University of San Francisco

Cohen, Barbara, Lecturer in Education, 2010
BA, MA, California State University, East Bay

Coloma, Jennifer, Lecturer in Clinical Psychology, 2013
BA, San Francisco State University, 2007; Ph.D., Clinical Psychology Alliant International University - CSPP

Cox, Donald, Lecturer in Education, 2017
BS, MPA College of Notre Dame

Davis, Jason, Lecturer in Education, 2017
BS, Radford University; MS, Old Dominion University; M.Ed., George Mason 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

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

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

Drexler, Michael, Lecturer in Clinical Psychology, 2012
BA, University of Colorado; MA, Ph.D., California School of Professional Psychology

Eachus, Denise, Lecturer in Education, 2016
BA, California State University - Chico

Ennon, Cathelyn, Lecturer in Education, 2008
BS, Credential, Notre Dame de Namur University; MA, Professional Clear Administrator Credential, California State University, East Bay

Estes, Jackie, Lecturer in Education, 2007
BA, Northeastern State University; MS, California State University, East Bay

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

Fillin, Daniel, Lecturer in Education, 2015
BA, Boston University

Finander, Stephanie, Lecturer in Education, 2006
BA, University of California, Berkeley; MA, Stanford 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

Fox, Janet, Lecturer in Education, 2010
BA, Stanford University; MA, San Francisco State University; MA, Santa Clara University

Gadus, Brian, Lecturer in Education, 2017
BA, Portland State University; M.Ed., Notre Dame de Namur University

Haley, Michelle, Lecturer in Art Therapy, 2014
BS, MA, California State Polytechnic College

Harrison, Jennifer, Assistant Professor of Art Therapy, 2014
BFA, Academy of Art University; BA, San Francisco State University; Ph.D., Columbia University; Psy.D., Adler School of Professional Psychology

Huffman, Anne, Lecturer in Clinical Psychology, 2016
BS, Pacific Lutheran University; MA, Ph.D., Sofia University

Hunt, Phyllis, Lecturer in Education, 1999

BA, San Francisco State University; MA, Fresno Pacific College

Ingersoll, Janet, Lecturer in Education, 2013
BA, MA, San Francisco State University

Jackson, Louvenia, Instructor in Art Therapy, 2013
BA, Morris Brown University; MS, Notre Dame de Namur University

Jensen, Anabel, Professor of Education, 1993;
MA, ME, Brigham Young University; Ph.D., University of California, Berkeley

Jez, Rebekka, Lecturer in Education, 2016
MA, Ed.D., University of San Francisco

Johnson Jr., Samuel, Lecturer in Education, 2011
BS, Southern University; MA, Stanford University

Jorgenson, Judith, Lecturer in Education, 2010
BA, University of California, Berkeley; MAT, Professional Clear Single Subject Credential, Notre Dame de Namur University

Kell, Judith, Lecturer in Education, 2012
BA, MA, San Francisco State University; Ed.D., Saint Mary's College of California

Kendall, Marsenne, Lecturer in Education, 2015
BA, Sonoma State University; MA, Notre Dame de Namur University

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

Lamson, Jean, Lecturer in Education, 2011
BA, California State University, Long Beach; Teaching Credential, Chico State University; MA, San Jose State University

Lee, Brian, Lecturer in Education, 2009
BA, Secondary Education Credential, MA, San Francisco State University

Lencioni, Gina, Lecturer in Education, 2009
BA, Multiple Subject Credential, M.Ed., Notre Dame de Namur University; Ed.D., University of San Francisco

Liao Calaunan, Charlene, Lecturer in Education, 2013
BS, University of California, Davis; M.Ed., Notre Dame de Namur University

Lindsey, Margaret, Lecturer in Education, 2015

BA, California State University – Chico; MFA, John F. Kennedy University

Lookabill, Judith, Lecturer in Education, 2003
BA, Butler University; MA, Indiana University; Ed.D., Columbia University

Loustalot, Dona, Lecturer in Education, 1992
PHN, BS, MA, San Francisco State University; School Nurse Credential, University of California, San Francisco

Manthe, Lisa A., Lecturer in Art Therapy, 2004
BA, Miami University; MA, Notre Dame de Namur University

Marlo, Helen, Professor of Clinical Psychology and Chair, Clinical Psychology Department, 2000
BA, University of Missouri; Ph.D., University of South Carolina

McCabe-Wackwitz, Ellen, Lecturer in Art Therapy, 2003
MFT, Notre Dame de Namur University

Mellberg, Carol, Lecturer in Art Therapy, 2011
BS, California Polytech State University; MA, Notre Dame de Namur University

Menendez, Sara-Maria, Lecturer in Education, 2016
BA, MA, Notre Dame de Namur University

Mezzer, Claudia, Lecturer in Art Therapy Psychology, 2016
BA, Chaminade University; MA, Ph.D., Notre Dame de Namur University

Munoz Munoz, Eduardo, Lecturer in Education, 2014
MA, University of California, Berkeley; MA, University of Cordoba

Murphy, James, Lecturer in Education, 2014
BA, Santa Clara University, MA, San Francisco State University

Nemeth, Michael, Lecturer in Education, 2015
BA University of California - Los Angeles; MA, University of California - San Diego

Nicolopoulos, Robert, Lecturer in Education, 2015
BA, University of San Francisco

Norgaard, Kim, Lecturer in Education, 2015
BA, University of California, Santa Barbara; MA, Notre Dame de Namur University

Olein, Ryan, Lecturer in Education, 2008
BA, San Jose State University; M.Ed., Notre Dame de Namur University

Oringer, Jonathan, Lecturer in Psychology, 2013

BA, University of California, Berkeley; Ph.D., California School of Professional Psychology at Alliant International University

Ozanne, Linda, Lecturer in Education, 2009
BA, University of Illinois; MA, University of New Mexico

Park, Sung Ho, Associate Professor of Education, 2015
BA, Keimyung University, Korea; MA, Ph.D., University of California, Santa Barbara

Partridge, Erin, Lecturer in Art Therapy Psychology, 2016
Ph.D., Notre Dame de Namur University

Piraino, Carolyn, Lecturer in Education, 2013
BA, University of Colorado, Boulder; MA, San Jose State University; Ed.D., Fielding Graduate University

Poelke, Gina, Lecturer in Clinical Psychology, 2014
BA, San Francisco State University; MA, Ph.D., California School of Professional Psychology

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, San Francisco State University

Remsen, Katherine, Lecturer in Education, 2003
BME, University of Michigan; M.Mus., University of Colorado; Ph.D., University of Michigan

Robinson, Sharri, Lecturer in Art Therapy, 2015
BA, MA, College of Notre Dame

Rollins, Irvin, Lecturer in Education, 1979
BA, MA, San Francisco State University; Ed.D., University of San Francisco

Sanders, Gwen, Assistant Professor of Art Therapy, 2000
BFA, California College of Arts and Crafts; MA, Ph.D., Notre Dame de Namur University; Ph.D.

Satterberg, Melissa, 2013, Lecturer in Art Therapy, 2013
BA, San Diego State University; MA, Notre Dame de Namur University

Schilling, Tamara, Lecturer in Education, 2009
BA, University of California, Santa Barbara; Teaching Credential, MA, Notre Dame de Namur University

Schiller, Juliet, Assistant Professor of Education, 2015
BA, Regis University; MS Ed., Dominican University; Ed.D., University of San Francisco

Sitzer, David, Lecturer in Art Therapy, 2012

BA, University of California, Los Angeles; MA, Ph.D., California School of Professional Psychology

Stabno, Carolee, Lecturer in Art Therapy, 1991
BS, University of San Francisco; MA, College of Notre Dame; Psy.D., Western Graduate School of Psychology

Stafford, Karrie Marie, Lecturer in Art Therapy, 2015
BA, Plattsburgh State University; MA, Ph.D., Notre Dame de Namur University

Steensrud, Linda, Lecturer in Education, 2010
BA, San Jose State University; MA, San Francisco State University; Administrative Credential, California State University, Hayward

Sweeney, Kenneth, Lecturer in Education, 2013
BA, MA, San Francisco State University

Tashman, Richard, Lecturer in Education, 2017
BA, M.Ed., University of California, San Diego; MA, San Francisco State University

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 Program, 1996
BA, University of California, Santa Cruz; MA, Ed.D., University of California, Berkeley

Vaughn, Kelly, Associate Professor of Education, 2009
BA, MED, University of California, Los Angeles; MA, San Francisco State University; Ph.D., Stanford University

Wallace, Joanna, Lecturer in Art Therapy, 2004
BA, Loyola College; MA, Notre Dame de Namur University; Ph.D., Palo Alto University

Welch, Geraldine, Lecturer in Education 2007
BA, MA, San Francisco State University; MA, University of Laverne

Williams, Timothy, Lecturer in Education, 2015
BA, Santa Clara University

Young, Amanda, Lecturer in Clinical Psychology, 2015
BA, Wagner College; MA, Kean University; MA, Ph.D., Sofia University

Young, Gabriel, Lecturer in Clinical Psychology, 2017
BA, University of California, Santa Cruz; MA, John F. Kennedy University; Ph.D., Fielding Graduate University

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Carla Repetto Webster '70, '73

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INFORMATION**

ACADEMIC CALENDAR

Fall Semester 2017

CLASSES BEGIN: Traditional UG, Evening UG, Intensive Term 1/Graduate	August 28
Holiday - Labor Day	September 4
Last Day to Add Intensive Evening Term 1/Graduate	September 5
<i>Doctoral Weekend #1</i>	<i>September 8-10</i>
Last Day to Drop Traditional UG/Intensive Evening Term 1/Graduate	September 12
Filing Deadline for May or August 2018 Graduation (at no charge)	October 1
<i>Doctoral Weekend #2</i>	<i>October 6-8</i>
Last Week of Classes Intensive Evening Term 1/Graduate	October 9-13
Call to Action Day - no classes before 3:00 pm	October 10
CLASSES END: Intensive Evening Term 1	October 14
Midterms	October 16-19
Holiday - Midterm	October 20
CLASSES BEGIN: Intensive Evening Term 2	October 23
Term 1/Midterm Grades Due	October 27
Undergraduate/Graduate Advance Registration for Spring 2018	October 30- November 17
Last Day to Add Intensive Evening Term 2/Graduate	October 31
Last Day to Withdraw	November 1
<i>Doctoral Weekend #3</i>	<i>November 3-5</i>
Last Day to Drop Intensive Evening Term 2	November 7
Holiday - Thanksgiving	November 23- 24
<i>Doctoral Weekend #4</i>	<i>December 1-3</i>
Finals - Graduate	December 4-9

CLASSES END: Undergraduate, Intensive Evening Term 2, Graduate	December 9
Finals Undergraduate	December 11- 16
Final Grades Due - Fall Semester 2017	December 22

Spring Semester 2018

CLASSES BEGIN: Traditional UG, Evening UG, Intensive Term 1/Graduate	January 8
<i>Doctoral Weekend #1</i>	<i>January 11-14</i>
Holiday - Martin Luther King Day	January 15
Last Day to Add Intensive Evening Term 1	January 16
Last Day to Drop Traditional UG/Intensive Evening Term 1/Graduate	January 23
Professional Development Day - no classes before 3:00 pm	February 1
<i>Doctoral Weekend #2</i>	<i>February 2-4</i>
Holiday - President's Day	February 19
Last Week of Classes Intensive Evening Term 1/Graduate	February 20- 24
CLASSES END: Intensive Evening Term 1	February 24
Midterms	February 26- March 3
<i>Doctoral Weekend #3</i>	<i>March 2-4</i>
Holiday - Spring Break	March 5-9
Term 1/Midterm Grades Due	March 9
CLASSES BEGIN: Intensive Evening Term 2	March 12
Undergraduate/Graduate Advance Registration Summer/Fall 2018	March 19- April 6
Last Day to Add Intensive Evening Term 2	March 20
Last Day to Withdraw	March 21
Last Day to Drop Intensive Evening Term 2	March 27
Holiday - Good Friday	March 30
<i>Doctoral Weekend #4</i>	<i>April 6-8</i>
Finals Graduate	April 23-28

Classes End: Undergraduate	April 25
Reading Day for Undergraduate Finals	April 26
<i>Doctoral Weekend #5</i>	<i>April 27-29</i>
CLASSES END: Intensive Evening Term 2, Graduate Term 2	April 28
Finals Undergraduate	April 27-May 3
Commencement	May 5
Final Grades Due - Spring Semester 2018	May 11

Summer Term 2018

CLASSES BEGIN Summer Term 1	May 7
Last Day to Add	Before the third class
Last Day to Drop	May 22
Holiday - Memorial Day	May 29
<i>Doctoral Session #1</i>	<i>June 4-9</i>
<i>Doctoral Session #2</i>	<i>June 11-16</i>
CLASSES END	June 23
CLASSES BEGIN Summer Term 2	June 25
Final Grades Due - Summer 1 2018	June 29
Holiday - Fourth of July	July 4
Last Day to Add	Before the third class
Last Day to Drop	July 10
CLASSES END	August 11
Final Grades Due Summer 2 2018	August 17

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 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 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 built 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 nearly 1800. 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 Psychology—offering 19 liberal arts and career preparation undergraduate programs, 9 graduate degrees, four credentials, and 1 doctoral program yet it is small enough to boast a 12-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 of Notre Dame de Namur University

Notre Dame de Namur University (NDNU) 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 Catholic, not-for-profit, coeducational institution serving nearly 2000 traditional age and adult students from diverse backgrounds. The university is fully accredited and offers 37 undergraduate, graduate and teacher credential programs. The 50-acre campus is located in the city of Belmont on the San Francisco Peninsula in Silicon Valley.

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. The school was chartered in 1868 as the first college in the state of California authorized to grant the baccalaureate degree to women.

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

Since then, the university has undergone a number of changes. In 1955, College of Notre Dame began offering its first evening classes, followed by the introduction of teaching credential programs in 1965. Initially a women's college, the institution became coeducational in 1969; three men graduated as part of the class of 1970. The college expanded its offerings to include master's degrees in 1972 and added evening undergraduate programs in 1988.

In 2001, the college established four schools: School of Arts and Humanities, School of Sciences, School of Business and Management, and School of Education and Leadership. The institution's name was changed to Notre Dame de Namur University that same year. In 2009, the School of Arts and Humanities and School of Sciences merged to become the College of Arts and Sciences. In 2016, the School of Education and Leadership was changed to the School of Education and Psychology in 2016.

In an effort to provide access to a greater number of students, the university began offering partnerships in specific degree programs with local community colleges in 2009, allowing students to complete an NDNU degree on the community college campus. NDNU first achieved its status as a Hispanic-Serving Institution, meaning its undergraduate population is at least 25% Hispanic, in 2009, and maintains that status to this day. In 2010,

NDNU launched its Gen 1 program for first-generation students. Online degrees were added in 2012, and a new Ph.D. program in art therapy, NDNU's first doctoral program and the first Ph.D. program in art therapy in the nation, was established in 2013. The University expanded its program offerings to the city of Tracy in fall 2015.

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 Student Affairs Division. See the section on Student Rights, Freedoms, 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, coeducational, master's, doctoral university offering undergraduate, graduate, liberal arts, and professional programs.

Institutional Accreditation

Notre Dame de Namur University is accredited by the:
 WASC Senior College and University Commission (WSCUC)
 985 Atlantic Avenue, Suite 100
 Alameda, CA 94501
 (510) 748-9001

Accredited and Approved Programs at NDNU

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.

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://www.ndnu.edu/disclosures/>

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

Please reference the Notre Dame de Namur 2017-2018 Catalog for additional catalog information.

John Lemmon, Ph.D., Interim 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 their meeting their curricular and co-curricular goals.

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)
- NDNu student email address
- Telephone numbers
- Date and place of birth
- Photograph
- 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 and the General 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, 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.

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 for detailed policies and procedures.

A student who feels that he or she cannot resolve a complaint through NDNU's informal and formal processes may choose to contact the Bureau for Private Postsecondary Education.

The bureau may be contacted at:
2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833
Tel: (916)431-6924
Fax: (916) 263-1897,

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 Housing Office in Saint Joseph's Hall, first floor.

FINANCIAL INFORMATION

Tuition, Fees, Room, and Board

Rates effective Summer 2017

Application Fees and Deposits

Application Fee - Graduate (nonrefundable)	\$60.00
Graduate Enrollment Deposit (nonrefundable)	\$100.00
International Deposit (refundable only if refused visa)	\$600.00

Tuition

Doctoral unit	\$992.00
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Faculty discount: Please consult Human Resources for more information.

Note: Discounts are only available for regularly scheduled courses and are not applicable to workshops, special events, etc.

Student Fees

NA

Room and Board

Housing for two weeks in the summer session

Single Apartment (per week)	\$433.00
Double Apartment (per week)	\$362.00

Other Fees

Parking (per year - commuter students)*	\$140.00
International Fee - Graduate - one time	\$500.00
Re-activation Fee	\$25.00
Doctoral Dissertation Fee (one-time)	\$250.00
Graduation Application Fee	\$80.00
Transcript Fee	\$10.00
Transcript Fee - twenty-four hour	\$30.00

service (plus transcript fee)

Lost Library Book/Other Equipment Fee (plus replacement cost)	\$20.00
Employer Deferral and Document Fee (per trimester)	\$100.00
Bad Check Charge	\$25.00/\$35.00
Learning Disability Testing Fee (Full)	\$1,500.00
Learning Disability Testing Fee (Partial)	\$600.00

*Alternatively, students may purchase a day pass for \$2.

Payments and Policies

Payments

Tuition and fees for the semester are payable at the time of registration unless other arrangements have been made with the Business Office. Payments can be made at the Business Office, online (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.

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.

Appointments are available to discuss payment options regarding financial status. Call (650) 508-3565 or e-mail 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 will be subject to finance charges and legal and collection costs.

Policy on Timely Petitions

Any petition for an exception to a policy must be made within 30 calendar days after the end of the semester in which the event or action being petitioned took place.

Refund Policies

Fee Refund Policy

Fees are nonrefundable, with the following exception. Those fees labeled as “Student Fees” are 100% refundable up to the drop deadline for the semester or term and non-refundable after the drop deadline for the semester or term.

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.

Tuition Refund Policy

Students initiate Drop/Add procedures in 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.

Tuition Refund Schedule – Doctoral

Any refund due will be made within 30 days of the Registrar’s receipt of written notice of the dropped courses.

Refunds for the doctoral program semester courses:

- 100% refund before the close of business on Friday of the first teaching weekend semester;
- No refund thereafter.

Refunds for the doctoral program summer term courses:

- 100% refund before the close of business on the Friday before the beginning of the two-week summer term;
- No refund thereafter.

ADMISSION AND FINANCIAL AID

Doctoral Admission

Admission Requirements for the Art Therapy Doctorate Program

NDNU has developed a rigorous academic program that requires graduates to have extensive research and clinical skills. Admission to the program will be on a competitive basis with the following as minimum requirements:

- Completed *Graduate and Doctoral Application for Admission*
- Official transcripts from colleges and universities attended, including one transcript showing a master's degree from an accredited university in art, art therapy, creative art therapy, psychology, or related field such as counseling or social work
- Completed *Assessment of Academic Work for Required Prerequisites and Art Therapist Registration* form.
 - a. One of the following is required:
 - i. Registration as an Art Therapist
 - ii. Completion of Academic work with full completion required before end of the first year of doctoral work
 - b. The following graduate-level courses with a grade of "B-" or better in the following subject areas are required:
 - i. Assessment
 - ii. Counseling and psychological theories
 - iii. Cultural and social diversity
 - iiii. Human growth and development
 - iiiii. Psychopathology
 - c. The following courses are required and can be completed at the baccalaureate or graduate level:
 - i. Studio art (18 semester units or 27 quarter units)
- Professional resume or curriculum vitae showing a minimum of two years clinical work in the field
- Portfolio of 10 to 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.

- Autobiographical statement that includes experiences and personal background in the field of art therapy and outlines interest in the PhD Program, 2 to 3 pages and double-spaced
- Three letters of professional recommendation
- One published article or scholarly academic writing on an art therapy or psychology subject in a publication acceptable form
- In-person interview with NDNU faculty in the Art Therapy department

We are seeking students who are: professionals working in the field of art therapy, meet the admissions requirements, and have the capacity and interest to become leaders in areas of research and practice. The doctoral art therapy program faculty will strive to ensure a diverse student population. Students must be individuals who can work independently, can thrive as members of a learning community, and who display psychological mindedness and development of clinical skills. Interest and commitment to research and advanced writing skills is required also. The curriculum is designed such that all credits are taken through the NDNU campus.

International Students

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) exam, the minimum requirement is a score of 4.5. For the Pearson Test of English (PTE), the minimum requirement is a score of 53. For the Cambridge English Scale, the minimum requirement is a score of 168.

International students attending an NDNU approved English as a Second Language School are 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 specific agreements with 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) coursework is appropriate or required.

International university transcripts must be evaluated by a professional credential evaluation service. We require a course-by-course evaluation. We accept evaluations from members of NACES and recommend World Education Services, Inc. International students must also complete the International Student Financial Statement of Personal or Family Support as part of the application process. This form is available from the Admission office or it can be downloaded as a printable document in PDF format.

Application Procedures for Doctoral Program

Application and Fee

Online option:

Fill out the application for doctoral 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 deliver them 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, and one transcript must show a master'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.

Recommendations

Three recommendation letters that are of professional nature are required.

Admission Requirement Deadlines

Because the doctoral art therapy program is a cohort model with all students taking the same courses, students will be added in the fall only. To ensure admission, we urge you to complete your application and provide required documents well before August 1st.

Admission Status

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

Full Admission

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

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 and references. 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 doctoral program and for contributing to the mission of the program.

Terms of Admission

Admission is offered for a specific year and term. Admitted students may be eligible to defer their enrollment by contacting the Art Therapy Department. Admission file documents are retained for one year only.

Graduate Financial Aid

The mission of the Financial Aid Office is to work with graduate students to help make studying at NDNU affordable. The Financial Aid Office, located in St Mary's Hall, offers both financial assistance and referrals to other resources. 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, 3-unit basis. Graduate students with Unclassified Graduate status are not eligible for financial aid.

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

For further information, contact the Financial Aid Office at (650) 508-3600 or e-mail finaid@ndnu.edu.

DOCTORAL GENERAL REGULATIONS

Please reference the Notre Dame de Namur 2017-2018 Catalog for additional catalog information.

In addition to the General Academic Policies and Procedures, the following policies apply to doctoral students in the Art Therapy Psychology doctoral program.

Registration

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

Full-time Status

A student in a doctoral program carrying a load of 9 or more units in a semester is considered to be full-time. In the case where a student is enrolled in a cohort program in which less than 9 units are offered in a particular semester, the student will be considered full-time if enrolled in 6 or more units. Students are classified as full-time for continual enrollment in dissertation extension for up to 4 years. Students that are enrolled in only 3 hours of dissertation are financial aid eligible. Dissertation students must be enrolled in dissertation during the semester.

Dropping and Adding Courses

There is no drop/add option in the doctoral program. The student may withdraw from the doctoral program or under extreme extenuating circumstances may petition for a leave of absence.

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 s/he 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.

Leave of Absence

Students with a leave of absence who with return to the university will need to petition to enter a new academic calendar year with a new cohort of students.

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

Time Limits

All degree work must be completed within seven years from the beginning of the term of admission to the PhD 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 2015 must complete all requirements by the end of the Summer term in 2022.

Transfer Credit

Transferring units into the doctoral program will not be allowed. All units must be taken in the doctoral program.

Independent Study

Independent Study (DAT8999) 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. The maximum number of units of Independent Study in a doctoral degree program is 6.

Final approval of Independent study credit rests with the Dean of the College of Arts and Sciences. 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 required circumstances. Independent Study may not be used to repeat a course.

Required Circumstances

- Failure to earn a grade of "B" or higher in any course.
- 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 DAT8999 Independent Study:

1. A properly completed Registration Form
2. A separate Independent Study Contract with all required signatures, including the Dean of the College of Arts and Science. 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 doctoral 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: A grade of "B" is required for each course in the doctoral program.

Grade Points Per Unit	A+	4.0	B+	3.3	C+	2.3	F	0.0
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A	4.0	B	3.0	C	2.0
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A-	3.7	B-	2.7*	C-	1.7
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Grades Not Used in Computing the Grade Point Average:

AU	Audit	NP	Not Pass
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I	Incomplete	P	Pass (equivalent grade "B" or higher)
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IP	In Progress	W	Withdrawal
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All grades except Incomplete ("I") and In Progress ("IP") are considered final when assigned by an instructor at the end of a semester. An instructor may request a "change of grade" when a computational or procedural error occurred in the original assignment of a grade, but a grade may not be changed as a result of re-evaluation of a student's work or submission of additional work. Grade changes for computational or procedural errors are accepted within the semester following the close of the semester for which the grade is to be changed.

Grades may be accessed online after they have been submitted by instructors.

In Progress Grade

An IP for "In Progress" grade is given if the dissertation is not complete at the end of the Year 3. Student will take Dissertation Extension Course (DAT8590) for each subsequent semester until the dissertation is completed. When the dissertation is completed then the IP grade for Dissertation Completion will be converted into a letter grade.

An IP grade is given if the practicum is not complete at the end of Year 2 or Year 3. Student will take Practicum Extension Course (DAT8490) for each subsequent semester until the practicum is completed. When the practicum is completed then the IP grade for Practicum Completion will be converted into a letter grade.

Incomplete Grade

An I or "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 In Progress ("IP") and Incomplete ("I") 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 ten (10) working days following posting of grades. Review is taken to include, but is not limited to, inspections of the final examination and any written materials that influence the grade. It should be understood that a reviewed grade may be raised or lowered. The instructor shall ordinarily issue their decision regarding the student's grade within ten (10) working days of the start of the next semester. If the student believes

that the results of the review are not satisfactory, s/he may appeal in writing to the Department Chair/Program Director within ten (10) working days of receipt of the review. The Department Chair/Program Director will review the case, including a written statement from the instructor within ten (10) working days of receipt of the student's appeal.

If the case is not resolved to the student's satisfaction at this point in the process, s/he may request that the Department Chair/Program Director refer the matter to the Dean for final resolution. For this matter to be considered the request must be received within ten (10) working days following the communication of findings by the Department Chair/Program Director to the student. The Dean may, in the case of doctoral 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 with ten (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

There is no repeat policy for the doctoral program. Student may re-apply to enter the subsequent cohort in the next academic year.

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.

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 PhD 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 and completion of the first year of academic courses. Advancement to candidacy also requires successfully passing the Qualifying Examination. In addition, if not complete at the time of admission into the program, advancement of candidacy also requires full completion of academic work required for registration as an Art Therapist. An exception may apply pending approval of the program chair and the dean.

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

Completion of Requirements for the Doctoral Degree

The degree is awarded upon the satisfactory completion of all requirements for the program, including a cumulative GPA of 3.0 for all work done in the program.

It is the student's responsibility to file a Doctoral 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.

All dissertation submittal and payment requirements of the Art Therapy Department must be fulfilled. 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.

Doctoral students who are nearly finished with their degree work 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.

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
- 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 doctoral degree program. Once admitted, students whose performance in a doctoral 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.

Any student who fails to achieve a cumulative GPA of 3.0 or better 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 before the end of the subsequent semester.

Any student on academic probation who is unable to remediate the probation status by the end of the subsequent semester or subsequently, in any semester, fails to achieve a cumulative GPA of 3.0 or better in work taken for doctoral credit will be subject to disqualification.

No doctoral degree will be conferred upon a student whose cumulative GPA is below 3.0 in work taken for doctoral credit after completing the units required in the program. 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 doctoral programs:

1. Evidence of academic failure in any semester (see Evidence of Academic Failure);
2. Failure to regain clear standing after a period of academic probation. (See Academic Probation);
3. Failure to meet the standards set for candidacy (see Advancement to Candidacy);
4. Failure to complete a PhD degree program within seven years (including dissertation);
5. Failure to meet professional standards required by the specific degree, credential, or certificate program;
6. Violation of the written Code of Student Conduct found in the University's Student Handbook;
7. 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 doctoral courses at NDNU.

COLLEGE OF ARTS AND SCIENCES

PH.D. IN ART THERAPY

Dr. Richard Carolan
Ph.D. Program Director
(650) 508-3784
rcarolan@ndnu.edu

The Art Therapy Psychology Department at Notre Dame de Namur University (NDNU) is the only one of its kind in Northern California. The Notre Dame de Namur University Ph.D. in Art Therapy is a program with an emphasis on scholarly research as well as the development of clinical expertise. The NDNU curriculum is divided into four learning modules designed to educate the research/practitioner and the future stewards of the profession: 1) epistemology, 2) theory, 3) practicum, and 4) research. The four learning modules will be integrated throughout the course sequences with earlier emphasis on epistemology and theory and latter emphasis on practicum and research.

Learning Outcomes

Student Learning Outcomes include demonstration of advanced doctoral knowledge, understanding, and skills for

1. theoretical and historical basis of the practice of art therapy;
2. international and multicultural approaches to the theory and practice of art therapy;
3. the use of art as a way of knowing oneself, others, and community;
4. methods of inquiry and data analysis;
5. professional writing practices;
6. the use of art for therapeutic practices;
7. teaching the theoretical basis and practice of art therapy.

Courses of Study

The doctoral art therapy program is designed as a three-year program with 52 required units. The cohort model will be used with students admitted in the fall semester only. The program curriculum is designed to meet Ph.D. expectations with an emphasis on research integrated with practice. Students will be expected to attend and participate in all teaching weekends as well as the two-

week summer intensive courses offered at the end of Years 1 and 2.

PROGRAMS OF STUDY AND COURSE REQUIREMENTS FOR FALL 2015 COHORT

Learning Module: Epistemology (8200s), 9 units

The Epistemology Art as a Way of Knowing module investigates the core premise of the field of art therapy – that art is a way of knowing and altering the experience of the individual artist, as well as those with whom the artist is in relationships. Through individual practice, reflection, collaborative practice, witnessing, and communication, this inquiry will facilitate knowing related to the foundation of the field of art therapy. This module will contribute to furthering the field of art therapy through the investigation and documentation of art as a way of knowing self, others, and community.

DAT 8210	Art as a Way of Knowing I	2
DAT 8220	Art as a Way of Knowing II	2
DAT 8230	Art as a Way of Knowing III	2
DAT 8240	Art as a Way of Knowing IV	1
DAT 8252	Art as a Way of Knowing V	2

Learning Module: Theory (8300s), 14 units

The Theoretical Approaches and Art Therapy Practices module helps establish the historical and anthropological foundation of art as a therapeutic practice. The emphasis in this module includes an in depth understanding of art therapy practices; part of that understanding is developed through understanding the integration of art therapy therapeutic practices with traditional therapeutic practices and with alternative creative art therapy practices. This learning module places additional focus on current practices in the field of art therapy and the development of innovative practices in art therapy.

DAT 8310	Philosophical Foundations	2
DAT 8320	Theoretical Approaches	2
DAT 8332	Art Therapy Practices I	1
DAT 8340	Art Therapy Practices II	3
DAT 8350	Art Therapy Practices III	3
DAT 8360	Art Therapy Practices IV	3

Learning Module: Practicum (8400s), 12 units

Practicum work begins in the end of the first year and continues throughout the curriculum. One of the significant results of the Notre Dame de Namur University Strategic Plan was the development of the Sr. Dorothy Stang Center for Social Justice and Community Engagement. Each cohort of doctoral students designs,

develops, and implements an art-based community engagement service project. This emphasis contributes to the mission of the University while also helping the doctoral students develop their understanding of the use of art as a means of building and sustaining community. This project develops skills in collaborative work with a multitude of populations as well as project design, implementation, and completion. The final year of practicum work involves individualized program design and development by each student following one of four areas of emphasis: clinical skills, community service, international service, and teaching. Each emphasis area is supervised by a department faculty. The department faculty supervising each emphasis area approves and mentors all students individualized practicum plans.

DAT 8410	Practicum I	2
DAT 8420	Practicum II	2
DAT 8430	Practicum III	2
DAT 8440	Practicum IV	2
DAT 8452	Practicum V	2
DAT 8462	Practicum VI	2
DAT 8490	Practicum Extension	1-3

DAT 8490: If necessary

DAT 8490: Graded as Pass/Not Pass only, and units earned do not count towards total unit requirement for degree.

Learning Module: Research (8500s), 17 units

The Research module begins in the second semester of year one and continues through the completion of the dissertation. Students develop their knowledge base and skills in methodological approaches to research and work with a committee in developing, defending, and implementing their dissertation research. Areas of faculty-led research protocols possibly include: outcome-based art therapy practices, art therapy and trauma, neurological basis of art therapy, and art therapy assessment practices. These are fundamental areas of need for doctoral level inquiry in the field of art therapy and will be among the options available for student collaboration in dissertation development. Students will also have the option of proposing research protocols in additional areas of need in the field of art therapy.

DAT 8512	Research I	1
DAT 8520	Research II	1.5
DAT 8530	Research III	2
DAT 8542	Research IV	2
DAT 8552	Research V	3
DAT 8563	Research VIA	1.5
DAT 8565	Research VIB	3
DAT 8570	Research VII	3
DAT 8590	Dissertation Extension	1-3

DAT 8590: If necessary

DAT 8590: Graded as Pass/Not Pass only, and units earned do not count towards total unit requirement for degree.

Other

DAT 8999 Independent Study 1-3

DAT 8999: If needed

DAT 8999: Graded as Pass/Not Pass only, and units earned do not count towards total unit requirement for degree.

Total Unit Requirement: 52

Program-Specific Admission Requirements

Applications accepted on a rolling basis until the cohort group is confirmed.

Admission to the program will be on a competitive basis with the following as minimum requirements:

- Completed *Graduate and Doctoral Application for Admission*
- Official transcripts from colleges and universities attended, including one transcript showing a master's degree from an accredited university in art, art therapy, creative art therapy, psychology, or related field such as counseling or social work
- Completed *Assessment of Academic Work for Required Prerequisites and Art Therapist Registration* form.
 - a. One of the following is required:
 - i. Registration as an Art Therapist
 - ii. Completion of academic work required for registration as an Art Therapist
 - iii. Partially completed academic work with full completion required before end of the first year of doctoral work
 - b. The following graduate-level courses with a grade of "B-" or better in the following subject areas are required:
 - i. Assessment
 - ii. Counseling and psychological theories
 - iii. Cultural and social diversity
 - iiii. Human growth and development
 - iiiii. Psychopathology
 - c. The following courses are required and can be completed at the baccalaureate or graduate level:

i. Studio art (18 semester units or 27 quarter units)

- Professional resume or curriculum vitae showing a minimum of two years clinical work in the field
- Portfolio of 10 to 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
- Autobiographical statement that includes experiences and personal background in the field of art therapy and outlines interest in the PhD Program, 2 to 3 pages and double-spaced
- Three letters of professional recommendation
- One published article or scholarly academic writing on an art therapy or psychology subject in a publication acceptable form
- In-person interview with NDNu faculty in the Art Therapy department

Graduation Requirements

Graduation requirements include completion of all course work, advancement to candidacy, completion and defense of the community engagement practicum, completion and defense of the individual practicum; completion of the qualifying examination prior to commencement of the dissertation, and completion and defense of the dissertation.

Evidence of Academic Failure

Among the possible reasons for disqualifications listed in the Doctoral General Regulations section is evidence of academic failure. Any one of the following qualify as evidence of academic failure in the Art Therapy Ph.D. Program:

1. Earn two grades below "B" in any semester;
2. Earn three or more grades below "B" in the program;
or
3. Do not satisfactorily complete within one semester an independent study extension course (DAT8999) for any course in which they earned a grade below "B".

For further information, contact:

Art Therapy Psychology Department at (650) 508-3783 or rcarolan@ndnu.edu or atdoc@ndnu.edu

Graduate Admissions at (800) 263-0545, (650) 508-3600, or grad.admit@ndnu.edu

DIRECTORIES

Please reference the Notre Dame de Namur 2017-2018 Catalog for additional catalog information.

Core Doctoral Faculty Roster

Richard Carolan: rcarolan@NDNU.edu

Amy Backos: abackos@NDNU.edu

Doris Arrington: darrington@NDNU.edu

Arnell Etherington: aetherington@NDNU.edu

Jennifer Harrison: jharrison@ndnu.edu

Doctoral Faculty Narratives

The primary core faculty members for the doctoral art therapy program are full-time in the Department of Art Therapy Psychology. Part-time faculty who are nationally recognized in the field of art therapy will also co-teach or teach sections of courses in which they have noted expertise.

Doris Arrington, Ed.D., ATR-BC, HLM, is a licensed psychologist, Professor Emerita, and an exhibiting artist. She served 28 years as founding Director and Professor of the Art Therapy Psychology Department at Notre Dame de Namur University. She was a Summer Scholar for 12 years in the Department of Art Therapy at Florida State University. Internationally recognized as a speaker and consultant on child and family art therapy and trauma, Dr. Arrington was the first art therapist to receive a Fulbright Senior Specialist. She served in the Ukraine and continues to be an invited keynoter or presenter in Cambodia, China, Ethiopia, Ireland, Mexico, Russia, South Korea, Sweden, Taiwan, Thailand, and the United States. Dr. Arrington is the author of multiple articles and chapters as well as two books, *Home is Where the Art Is: An Art Therapy Approach to Family Therapy and Art, Angst, and Trauma: Right Hemisphere Interventions of Developmental Issues*. She is co-producer of the American Art Therapy Association's (AATA) historical film, *Presidents and Pioneers*. Dr. Arrington served two terms as president of the Northern California Art Therapy Association (NorCATA) and eight years on the National Board of the American Art Therapy Association (AATA). For many years she served on the editorial board of *Art Therapy: Journal of the American Art Therapy Association* and currently serves on the editorial board of *The Arts in Psychotherapy: An International Journal*. She has received the University of San Francisco's outstanding educator award, Notre Dame de Namur University's Sr. Catharine Julie Cunningham research award, NorCATA's Honorary Life

Member award, and AATA's highest honors: the Distinguished Service and Honorary Life Member awards.

Amy Backos, Ph.D., ATR-BC, is the Chair of the NDNU Art Therapy Psychology Department. She has 18 years of clinical experience and is a licensed psychologist and a Registered and Board Certified Art Therapist. Dr. Backos' clinical and research interests include: Acceptance and Commitment Therapy, psychological assessment, trauma recovery, and art therapy to treat Post-Traumatic Stress Disorder (PTSD). Her work includes children, teens, and adults who experienced sexual assault and intimate partner violence, as well as substance abuse disorders. Additionally, she has six years of experience with the Veteran's Affairs Hospital providing evidence-based treatments and art therapy for PTSD, as well as working as a research associate and conducting independent research on PTSD with Vietnam and Iraq veterans. Dr. Backos has presented at many local and national conferences, including the American Psychological Association, the American Art Therapy Association, and the Buckeye Art Therapy Association. She serves a guest lecturer in undergraduate and graduate psychology classes and has taught psychological assessment at the doctoral level. She is published in the area of PTSD research, theory, and art therapy.

Dr. Richard Carolan, Ed.D., ATR-BC is a licensed psychologist, Board Certified Registered Art Therapist, Tenured Professor, and Director of the PhD in Art Therapy Program at NDNU. Dr. Carolan has been on the faculty at NDNU for over 20 years. He served as Department Chair and guided the development of the department's research focus. Dr. Carolan previously served as faculty and dissertation research director at Meridian University (formerly the Institute of Imaginal Studies). Dr. Carolan served four years on the Art Therapy Credentials Board, the national board that establishes and maintains standards for the profession of art therapy, serving three years as Board President. He was presented with the Educator of the Year award for the American Art Therapy Association in 2013 and Keller teaching Excellence award at NDNU in 2014. Dr. Carolan also served as Associate Editor of *Art Therapy: Journal of the American Art Therapy Association*, the primary national journal in art therapy. He has given many presentations, locally, nationally as well as internationally, most notably presenting as the keynote speaker at the annual conference for the Taiwan Art Therapy Association. Dr.

Carolan's previous research work has included focus on the area of addiction and he is currently researching "art as a way of knowing." He has a private practice in Sonoma County as well as in San Mateo, working with individuals and families.

Arnell Etherington, Ph.D., MFT, ATR-BC, is a licensed clinical psychologist, Professor Emerita, licensed Marriage and Family Therapist, as well as a Board Certified Registered Art Therapist. She is also a Registered Practicing Psychologist, Art Psychotherapist, and Drama Therapist in the United Kingdom. Dr. Etherington was a full-time tenured faculty for 24 years at NDU in the Art Therapy Psychology Department. She was also Interim Dean for two years of the College of Arts and Sciences. She continues a private practice both locally and abroad. Dr. Etherington's expertise is family work with adolescents and children. She is the producer of one clinical video; one manual on sandplay; three chapters in clinical art therapy books; and has had numerous presentations, papers, workshops, and forums at the American Art Therapy Association where she has been an active member for 35 years.

Jennifer Myers Harrison, Psy.D., DAAETS, ATR-BC, is licensed by the state of California as a clinical psychologist. She holds a Doctor of Psychology in clinical psychology from Adler University, studied clinical psychology at Columbia University, and holds a Master of Arts in Art Therapy from New York University. She has Diplomat distinction at the National Center for Crisis Management with the American Academy of Experts in Traumatic Stress. Dr. Harrison is also a Board Certified, Registered Art Therapist. Over the last 13 years Dr. Harrison has worked in a variety of settings including, hospitals, community mental health clinics, school-based settings and private practice with children, families, and individuals with complex presenting problems such as: trauma exposure, aggressive behavior, difficulties with affect regulation, attention problems, academic failure, eating disorders and impaired interpersonal relationships. Dr. Harrison has taught at a variety of schools such as Adler University, Argosy University, and DePaul University. She is a clinical supervisor for psychological testing and currently has a private practice in Burlingame.

COURSES

DAT - ART THERAPY - PhD

DAT 8210 - Art as a Way of Knowing I (2)

Overview of the concept and practice of art as a way of knowing: Theory and experiential approaches in using art as a way of knowing self and others; art-based assessment procedures, pedagogical practices for reviewing literature and research, and engaging in experiential approaches to working with art as a means of understanding and communicating.

Offered: Spring, Year 1.

DAT 8220 - Art as a Way of Knowing II (2)

Theory and practice of art as a way of knowing self through art-based assessments: Create art as a way of knowing; attend to reflections on experiences in the creation of art and in the relationship with the completed art; work in self-directed and faculty-directed approaches. Address neuropsychological components of art as a way of knowing.

Offered: Fall, Year 2.

DAT 8230 - Art as a Way of Knowing III (2)

Developing and designing experiential approaches introduced in using art as a way of knowing others: Theory, practice, reflection, documentation, and focus on art-based assessments; create art as a way of knowing; attend to reflections on experiences in the creation of art, and in the relationship with the completed art; work in self-directed and faculty-directed approaches. Address neuropsychological components of art as a way of knowing.

Offered: Spring, Year 2.

DAT 8240 - Art as a Way of Knowing IV (1)

Art as a way of knowing community and culture: Theory, practice, reflection, and documentation; create art as a way of knowing; attend to reflections on experiences in the creation of art, and in the relationship with the completed art; work in self-directed and faculty-directed approaches.

Offered: Fall, Year 3.

DAT 8252 - Art as a Way of Knowing V (2)

Development of a cumulative creative project which addresses art as a way of knowing self and others:

Development of a documentation of the learning experience related to art as a way of knowing.

Offered: Spring, Year 3.

DAT 8310 - Philosophical Foundations (2)

Exploration of historical and anthropological practices in the use of art as a therapeutic process: Includes the development of the professional field, current status, and strategic plan for future.

Offered: Fall, Year 1.

DAT 8320 - Theoretical Approaches (2)

Theoretical integration of art therapy practices with traditional therapeutic practices and integration of creative art therapy approaches: Compare and contrast theoretical approaches to the use of art in therapy; research, reflection, and dialogue on the process/product balance of emphasis, the role of interpretation, and other-directed and client-directed approaches; interface of art therapy and major verbal therapy approaches and creative art therapy approaches.

Offered: Fall, Year 1.

DAT 8332 - Art Therapy Practices I (1)

Theoretical exploration with emphasis on practice implications: Overview of art therapy practices and emphasis on specific practices; documenting and communicating art therapy best practices.

Offered: Fall, Year 1.

DAT 8340 - Art Therapy Practices II (3)

Theoretical integration of art therapy practices with traditional therapeutic practices: Art therapy practices with different populations and needs and future development in art therapy practices; multi-cultural variables and practices.

Offered: Spring, Year 1.

DAT 8350 - Art Therapy Practices III (3)

Art Therapy practices with special populations, current trends in art therapy practices and development and innovation in art therapy practices: Experiencing, understanding, documenting, and communicating art therapy practices; plans for development of a cohort edition of on-line journal including use of digital media.

Offered: Summer, Year 1.

DAT 8360 - Art Therapy Practices IV (3)

Current trends in art therapy practices and the development and innovation in art therapy practices: Plans for development of a cohort edition of on-line journal including use of digital media will be outlined and a strategy implemented.

Offered: Summer, Year 2.

DAT 8410 - Practicum I (2)

Developing and Designing Community Engagement Proposal: Students research, develop, and design an art therapy community engagement proposal. The community engagement proposal includes identification of specific goals, implementation strategies, and effectiveness measurements. Students develop understanding and practice of establishing community with emphasis on the role of the arts in this process. Research is conducted on potential community partners and a plan is developed that is inclusive of community partner mission, NDNu mission, and the goals and objectives of the proposed intervention.

Offered: Summer, Year 1.

DAT 8420 - Practicum II (2)

Defense of Community Engagement Proposal: Implementation of Community Engagement Proposal; defending and implementing community engagement proposal. Proposed plan will include objectives as well as a plan for measuring effectiveness of the intervention and recommendations for future development.

Offered: Fall, Year 2.

DAT 8430 - Practicum III (2)

Implementation of Community Engagement Proposal: Completion of Community Engagement Project, the project evaluation, and development of the proposal report.

Offered: Spring, Year 2.

DAT 8440 - Practicum IV (2)

Development of Individual Practicum Program: Each student develops emphasis for their practicum work. Student works with faculty advisors in developing practicum proposal, including individualized learning objectives and service objectives, as well as plans for measuring effectiveness in the following areas: clinical skills, community service, international service, and teaching.

Offered: Summer, Year 2.

DAT 8452 - Practicum V (2)

Defense of Practicum Program: Implementation of Practicum Program. Each student defends, and upon successful completion, implements Practicum Program.

Offered: Fall, Year 3.

DAT 8462 - Practicum VI (2)

Implementation of Practicum Program: Students complete implementation of practicum program and defense of completed practicum.

Offered: Spring, Year 3.

DAT 8490 - Practicum Extension (1-3)

Students must be registered each semester for this class until they complete their practicum.

Prerequisite: DAT 8462.

DAT 8512 - Research I (1)

Methodological approaches meta-analysis of literature: Review of current research in the field of art therapy; trends in research in the field and contrast/compare of research results; focus on trends in methodological procedures used in art therapy studies, evaluating patterns in literature emphasis as well as areas that need additional research and theoretical study.

Offered: Fall, Year 1.

DAT 8520 - Research II (1.5)

Quantitative methodology and analysis: Quantitative methods of identifying, organizing, and communicating information in research in art therapy and related fields; course addresses strengths and weaknesses of the use of quantifying strategies in understanding art therapy and its relationship to the human experience.

Offered: Summer, Year 1.

DAT 8530 - Research III (2)

Qualitative methodology and analysis: Qualitative methods of identifying, organizing, and communicating information in research in art therapy and related fields; course addresses strengths and weaknesses of the use of quantifying strategies in understanding art therapy and its relationship to the human experience.

Offered: Spring, Year 1.

DAT 8542 - Research IV (2)

Dissertation Proposal Development: Writing the dissertation proposal; design and development of the

research question and claims and evidence that serve as the basis of the proposed methodology for inquiry.

Offered: Fall, Year 2.

DAT 8552 - Research V (3)

Dissertation Proposal Defense: Continuation of writing dissertation proposal, culminating in the defense of the dissertation proposal.

Offered: Spring, Year 2.

DAT 8563 - Research VIA (1.5)

Dissertation Research Implementation I: Conducting the dissertation research.

Offered: Summer, Year 2.

DAT 8565 - Research VIB (3)

Dissertation Research Implementation II: Conducting the dissertation research.

Offered: Fall, Year 3.

DAT 8570 - Research VII (3)

Dissertation Completion: Final completion and defense of the dissertation research.

Offered: Spring, Year 3.

DAT 8590 - Dissertation Extension (1-3)

Students must be registered each semester for this class until they complete their dissertation.

Prerequisite: DAT 8570.

DAT 8999 - Independent Study (1-3)

Students with an Incomplete in a course are required to enroll in DAT 8999.

Students must be registered for this class if they receive a grade lower than "B" in a course the prior semester. Course content will be customized and will include additional assignments through which the student can demonstrate mastery of learning outcomes not achieved in the course the prior semester.

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