

NOTRE DAME DE NAMUR UNIVERSITY



2024-2025 GRADUATE
GENERAL CATALOG

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2024-2025 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, and 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.

The 2024-2025 catalog is effective August 26, 2024 through August 23, 2025.

Notre Dame de Namur University
1500 Ralston Avenue
Belmont, CA 94002
650-508-3600

ACADEMIC CALENDAR

Fall 2024 Full Semester Classes

CLASSES BEGIN	August 26
Holiday - Labor Day	September 2
Last Day to Add/Drop	September 8
Advance Registration Begins for Spring 2025	October 21
Last Day to Request Grade of "W"	November 27
Holiday - Thanksgiving	November 28-29
CLASSES END	December 7
SEMESTER ENDS	December 14
Fall 2024 Final Grades Due	December 18

Spring 2025 Full Semester Classes

CLASSES BEGIN	January 13
Holiday – Martin Luther King Day	January 20
Last Day to Add/Drop	January 24
Holiday - President's Day	February 17
Holiday - Spring Break	March 10-14
Advance Registration Begins Summer / Fall 2025	March 7
Holiday - Good Friday	April 18
Last Day to Request Grade of "W"	April 25
CLASSES END	May 3
SEMESTER ENDS	May 3
Commencement	May 3
Spring 2025 Final Grades Due	May 7

Fall Semester 2024 Module Classes

MODULE 1 CLASSES BEGIN	August 26
Holiday - Labor Day	September 2
Last Day to Add/Drop M1 Classes	September 6
Last Day to Request M1 Grade of "W"	October 11
MODULE 1 CLASSES END	October 19
MODULE 2 CLASSES BEGIN	October 21
Module 1 Final Grades Due	October 23
Advance Registration Begins Spring 2025	October 21
Last Day to Add/Drop M2 Classes	November 1
Holiday – Thanksgiving	November 28-29
Last Day to Request Grade of "W"	December 6
MODULE 2 CLASSES END	December 14
SEMESTER ENDS	December 14
Module 2 Final Grades Due	December 18

Spring Semester 2025 Module Classes

MODULE 1 CLASSES BEGIN	January 13
Holiday – Martin Luther King Day	January 20
Last Day to Add/Drop M1 classes	January 24
Holiday - President's Day	February 17
Last Day to request M1 Grade of 'W'	February 28
MODULE 1 CLASSES END	March 8
MODULE 2 CLASSES BEGIN	March 10
Module 1 Final Grades Due	March 12
Adv, Registration Begins Summer / Fall 2025	March 17
Last Day to Add/Drop M2 classes	March 21
Holiday - Good Friday	April 18
Last Day to Request M2 Grade of "W"	April 25
MODULE 2 CLASSES END	May 3
Commencement	May 3
Module 2 Grades Due	May 7

Summer 2025 Semester Classes

CLASSES BEGIN	May 5
Last Day to Add/Drop	May 16
Holiday – Memorial Day	May 26
Holiday – Juneteenth	June 19
Holiday – Fourth of July	July 4
Last Day to Request Grade of “W”	August 8
CLASSES END	August 16
SEMESTER ENDS	August 23
Summer 2025 Final Grades Due	August 27

Summer Semester 2025 Module Classes

MODULE 1 CLASSES BEGIN	May 5
Last Day to Add/Drop M1 Classes	May 16
Holiday – Memorial Day	May 26
Holiday – Juneteenth	June 19
Last Day to Request M1 Grade of “W”	June 20
MODULE 1 CLASSES END	June 28
MODULE 2 CLASSES BEGIN	June 30
Module 1 Final Grades Due	July 2
Holiday – Fourth of July	July 4
Last Day to Add/Drop M2 classes	July 11
Last Day to Request M2 Grade of “W”	August 15
MODULE 2 CLASSES END	August 23
SEMESTER ENDS	August 23
Module 2 Final Grades Due	August 27

INTRODUCTION TO NOTRE DAME DE NAMUR UNIVERSITY

President's Welcome

At NDNU, we are a community of teachers, scholars, and learners dedicated to excellence and the pursuit of truth in the Catholic intellectual tradition. With a strong commitment to providing high-quality professional education, we are acutely aware of the needs of the larger society that surrounds us. We are committed to giving our students the opportunity to learn from and contribute to the community in meaningful ways.

Our university has a long history. The Sisters of Notre Dame originated in Namur, Belgium, educating young women during the French Revolution. The sisters of Notre Dame de Namur founded NDNU in 1851, making it the third oldest institution of higher education in California.

Accredited by WASC Senior College and University Commission (WSCUC), NDNU offers a rich array of academic programs designed to meet the evolving needs of its students and the demands of the global job market. The university provides master's degrees in business, education, and psychology. Additionally, its undergraduate degree completion programs in business and psychology, along with teacher credentials, are tailored for those looking to advance their careers.

NDNU's commitment to academic excellence is matched by its dedication to social justice and community engagement. The University not only equips students with the skills needed for professional success but also instills a deep sense of social responsibility. This dual focus ensures that graduates are capable professionals and conscientious citizens who are prepared to contribute positively to society through their service and leadership.

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 their 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

Founded by the Sisters of Notre Dame de Namur in 1851, NDNU is a private, independent, Catholic, coeducational institution. In 1843, six Sisters of Notre Dame de Namur traveled from Belgium to Oregon to establish mission schools. From there the Sisters came to the San Francisco Bay Area where they established the 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 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. Since then, the university has undergone a number of changes. In 1951, the College of Notre Dame began offering teacher preparation programs leading to credentials, followed by the introduction of evening classes in 1955. 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 1987.

In 2001, the institution established a school structure and changed its name to Notre Dame de Namur University. 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.

Today, Notre Dame de Namur University is celebrating over 170 years of service to the community. The university has grown into an institution that offers credential programs in education, master's degrees in business, public administration, teacher education, and clinical psychology, and undergraduate degree completion programs in business and psychology.

As NDNU looks to the future, it remains committed to expanding its educational curriculum and outreach programs by offering 100% online degrees in addition to on campus programs, continually adapting to meet the needs of its students and the wider community. With a history steeped in innovation and empowerment, Notre Dame de Namur University is poised to continue its role as a leader in providing exceptional education grounded in core values and social justice for generations to come.

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 Office of the Provost, Notre Dame de Namur University, (650) 508-3494.

Accreditation

Institutional Accreditation

Notre Dame de Namur University is accredited by the:

WASC Senior College and University Commission (WSCUC)
1001 Marina Village Parkway, Suite 402
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 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 Notre Dame de Namur University's MA Educational Therapy Program is approved by the Association of Educational Therapists (AET). It is designed to meet the academic requirements for Associate ET membership, as well as to provide advanced training for practicing educational therapists. The courses have been developed with the approval of AET and are offered for individuals who have an advanced degree and/or credential in education, special education, learning disabilities, speech/language, psychology, or related fields. Admission to the training program is based upon one's background in education or learning disabilities. For those without a special education background, the certificate courses must be combined with specific electives to fulfill the academic requirements for Associate-level membership in AET.

The following business programs at Notre Dame de Namur University are accredited by the Accreditation Council for Business Schools and Programs (ACBSP): Master of Business Administration (MBA), and Master of Public Administration (MPA).

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/>.

OFFICE OF THE PROVOST

Gregory B. White, PhD, Provost and Senior Vice President

Academic Affairs

The Office of the Provost is responsible for all of the academic programs of the University. NDNU's academic programs are organized into three schools, each headed by an academic dean:

- School of Business and Management
- School of Education
- School of Psychology

The Office of the Provost oversees and promotes many of the resources of the University that support students throughout their career here. Many such services are described below.

Academic Advising

Students work closely with their program director, faculty members in their department, and a staff advisor to achieve their optimal academic experience. The staff advisor assists with issues related to program planning, registration, and connection to campus services. The program director and faculty help students to clarify academic and career goals and take appropriate steps to meet those goals.

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.

Disabilities Services

The Disabilities Resource Center (DRC) 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, the DRC 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 academic policies. Services overseen by the office include registration systems, degree audits and conferral, enrollment verification, and transcripts.

Academic Success Center

The ASC, located within the Gellert Library, is your one-stop learning hub. The ASC provides online and in-person services and resources to help you achieve academic and professional success. All ASC services are included in your tuition, and you can even access them after graduation. Services include: writing support, research support, subject tutoring, career services, Academic Advising and Success Coaching, and Faculty Support. Access the ASC site in Canvas to see all the resources available, to contact us, or to schedule an appointment. Have a question? Just ASC!

University Websites and Virtual Platforms

NDNU Campus Portal

The Campus Portal connects directly to the University's student information system and is NDNU's primary records hub for current students, advisors, and faculty. Students perform all course registration transactions online via the portal, and may view their class schedule, personal information, and account balance there at all times. Students can access links to downloadable or online forms to carry out responsibilities such as applying to graduate, submitting requests for withdrawal or leave, or updating third-party access to a student record. Faculty members submit final grades via the Campus Portal during designated grade entry periods. Students are encouraged to periodically view their advising worksheet and transcript to monitor their academic process. Students may bookmark <https://campusportal.ndnu.edu> on any browser for quick access.

Notre Dame de Namur University Homepage

Ndnu.edu is the University's primary presence for prospective and former students, and the larger community with whom NDNU interacts. The university homepage provides information about the history and vision of Notre Dame de Namur University and its foundresses, overviews of NDNU's degree and credential programs with information on how to apply, and descriptions of university departments and resources for students, faculty and staff. Students are expected to visit the NDNU website regularly to view the academic calendar and learn any deadlines or important dates pertaining to them. Current and former students may access PDF copies of current and previous catalogs, and learn how to request documentation pertaining to their academic record. Students may bookmark <http://www.ndnu.edu/> on any browser for quick access.

Canvas Learning Management System (LMS)

Canvas is NDNU's main learning management system and is our platform for online programs. Canvas shells are created for all NDNU courses. Fully online programs are taught through the Canvas platform. Faculty members may use Canvas to host course syllabi, assignments, readings, in-progress grading, or other materials. (Note: midterm or final grades viewed within Canvas are not considered official and may not match final grades entered for official transcription by course faculty; students should always access their Campus Portal to view final grades) Students should confirm with their instructor the extent to which they will need to utilize Canvas to

access course materials for the duration of a given class. Students may bookmark <https://ndnu.instructure.com/login> on any browser for quick access.

Public Safety

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 daily to patrol campus and provide assistance as needed. Public Safety also oversees the parking management program on campus.

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 Advancement 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.

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 an address from a graduating student and the presentation of teaching awards, and concludes with the ceremonial conferring of degrees and credentials.

Honor Societies

Notre Dame de Namur University offers membership in the following honor society:

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 Accreditation Council for 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.

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

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.")

The U.S. Department of Education's FERPA regulations identify certain 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:

- 1) 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.
- 2) 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 their 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.

An individual may contact the Bureau for Private Postsecondary Education for a review of a complaint.

The bureau may be contacted at:

1747 North Market St, Suite 225,
Sacramento, CA 95834

<http://www.bppe.ca.gov>

Tel: (916) 574-8900

Fax: (916) 263-1897

FINANCIAL INFORMATION

Tuition and Fees

Rates Effective Summer 2024

Application Fees and Deposits

Application Fee	\$60.00
Enrollment Deposit (<i>non-refundable</i>)	\$100.00
International Deposit (Refundable only if visa is refused)	\$100.00

Tuition (per unit)

Undergraduate Tuition – Online (per unit)	\$400.00
Undergraduate Tuition – In Person (per unit)	\$658.00
Undergraduate Tuition – In Person (per semester – 12 or more units)	\$7986.00
Education Master’s & Credential Programs	\$850.00
MA DEI Leadership, MA TESOL	\$500.00
Graduate Psychology Programs	\$998.00
Master of Business Administration Program	\$500.00
Master of Public Administration Program	\$600.00
MS Technology Management Program	\$850.00
MBA Management Science Program	\$1,150.00
Graduate Certificate Programs	\$499.00
Continuing Education Unit (CEU) Tuition	Variable
Senior Citizen (65+) Rate	50%

NOTE: Discounted rates are only available for regularly scheduled NDNU courses; not applicable to fees, consortium courses, workshops, events, etc. Only one institutional discount may be applied to a charge in a particular semester. Where two discounts are applicable, the higher percentage discount will be applied.

Housing

Single Apartment (per semester)	\$7500.00
Double Apartment (per semester)	\$3750.00

Other Student Fees

Parking Violations	Variable
Parking Permit Replacement	\$35.00
Parking Fee (per year – commuter students) (waived 2024-2025)	\$150.00
Education Supervision Fee	\$220.00
Student/Intern Teaching Seminar (EDU 4230, EDU 4231, 4236, EDU 4270, EDU 4271, EDU 4342, EDU 4345, 4346, EDU 4350, EDU 4351, EDU 4442, EDU 4445, 4446, EDU 4450, EDU 4451) fee per course	
Teacher Performance Assessment Fee CalTPA courses (EDU 4260, EDU 4261, EDU 4360, EDU 4361, EDU 4460, EDU 4461, EDU 4560, EDU 4561) fee per course	\$250.00
Late Registration Fee (after applicable add/drop deadline)	\$250.00
Course Challenge Fee (per unit)	\$120.00
Document Fee (e.g., Transcripts)	\$10.00
Bad Check Charge	\$25/\$35
Printing Fee (first 250 pages/student/term are free)	\$0.06/page
Lost ID Cards	\$25.00
Lost Library Book/Other Equipment Fee (plus replacement cost)	\$25.00
Disability Services Lost/Damaged Equipment Fee	Variable

Payment of Tuition and Fees

Students must make payment or payment arrangements with the NDNU Business Office by the published due date for all pre-registered students. Due dates are August 15 for Fall; January 5 for Spring; May 5 for Summer. Students who register after the pre-registration period must make their payment arrangements at the time of registration. Payment or payment arrangements* can consist of (or a combination of):

- Payment in full with cash, check, or credit card
- Full financial aid showing **verified and Ready for Disbursement**
- An installment payment plan that has been set up, verified, and agreed to with the Business Office via the student email.

**International students are required to pay tuition and fees in full by the posted due date and are not eligible for installment payment plans. For further information, please contact the Business Office.*

Payment can be made via the Campus Portal with credit/debit cards. Payment may also be made in person at the Business Office during business hours. You may also mail a check to the attention of the Business Office. For more detailed information regarding making payments, please see the Business Office webpage at <https://www.ndnu.edu/resources/business-office/>.

Outstanding balances will result in a Business Office hold. Business Office holds must be cleared in order to register for the following semester.

Outstanding balances from prior semesters are considered collections balances and will result in a Permanent Hold. Permanent holds must be cleared in order to register or receive diplomas.

In addition to blocking registration, a large outstanding student account balance may lead to loss of pre-registration in a future semester or module.

Tuition Refund Policy

The Academic Calendar defines the dates on which the semester begins and the last day to drop. The date upon which any refund is based is the date on which the course is dropped through Campus Portal or the Office of the Registrar receives written notice of the dropped course; it is not based on the student's last date of attendance.

Students are responsible for performing Add/Drop procedures via Campus Portal in accordance with the dates on the appropriate Academic Calendar for that course.

Tuition Refund – Semester and Module Courses

NDNU administers refunds for academic courses lasting a full semester (15 weeks) or module (eight weeks) as follows:

- 100 percent refund by the Last Day to Add/Drop as defined by the appropriate Academic Calendar for that course.
- No refund after the Last Day to Add/Drop as defined by the appropriate Academic Calendar for that course.

Tuition Refund – Courses of Other Duration

We classify academic courses of any length other than 8 or 15 weeks per their start date as Module 1 or Module 2 classes, and the appropriate Last Day to Add/Drop will apply. We administer refunds for these courses as follows:

- 100 percent refund by the appropriate Last Day to Add/Drop on the Module-based Academic Calendar.
- There is no refund after the appropriate Last Day to Add/Drop on the Module-based Academic Calendar.

For current Business Office information and policies, please visit the [Business Office page](#) on the NDNU website.

ADMISSION INFORMATION

Graduate Admission

The Graduate Admissions 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 an 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 admission requirements for the graduate program to which they are applying, including official transcripts. Official transcripts from universities outside the United States must be evaluated by a credential evaluation service that is a member of NACES (we recommend World Education Services, Inc. (WES) and SpanTran. 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.

If an international applicant's bachelor's degree was completed at an accredited college or university with instruction only in English, then they are exempt from the English proficiency assessment.

Non-exempt international students whose first language is not English are required to submit one of the following as proof of English language proficiency:

- **TOEFL (Test of English as a Foreign Language):** Minimum score of 548 (paper-based total), 212 (computer-based total), 79 (Internet-based total)
- **IELTS (International English Language Testing System):** Minimum score of 6.5 on the Academic test.
- **iTEP (International Test of English Proficiency):** Minimum score of 3.8
- **PTE (Pearson Test of English):** Minimum score of 53
- **Duolingo:** Minimum score of 110

GTEC: Minimum score of 1267

An international student who attends an NDNU-approved English as a Second Language School is eligible to opt out of the English proficiency requirement if they meet the minimum requirement for the TOEFL waiver agreement. Please see the NDNU International Admissions webpage for specific minimum requirements. Please consult with the Office of Admissions for agreements with specific partner language schools.

International students must 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 Deposit Process

Applicants will complete the application for Graduate or Credential studies:

- Applicants must submit the online application located on the NDNU admissions webpage, making sure to select the degree or credential program they intend to pursue.

Applicants will submit required supplementary documentation via electronic submission, mail, or hand-carry:

- All Master's degree and Credential program applicants must provide an official transcript showing their completed Bachelor's degree; see *Transcripts* below for additional information
- See the individual program pages in this catalog for program-specific admissions requirements, that may include (but are not limited to) letters of recommendation, personal statements or test scores

Completed applications will be put into review by the prospective program of study:

- Applicants to certain programs will be scheduled for interview with the prospective program director.
- Applicants will be contacted by their admissions counselor, program director, or academic advisor from their prospective program if additional actions or information are required.

If accepted to NDNU, applicants will be notified of their admission, and must submit the nonrefundable application fee online as directed.

- The admission process, and subsequent course registration, cannot be completed until the deposit has been paid.
*The application fee is waived for 2024-2025.

Transcripts

Master's and Credential program applicants must submit an official transcript bearing proof of their Bachelor's degree at the time of application. Applicants must also submit official transcripts containing any applicable prerequisite coursework (see program pages for program-specific requirements) prior to being admitted.

An official transcript consists of a secure electronic copy, or a sealed hard-copy paper transcript sent directly from the issuing school to NDNU admissions. Hard copies that have been sent to the applicant first cannot be accepted if they have been opened. Electronic copies sent to the student cannot be accepted by NDNU Admissions.

Students who have potential transfer credit already completed at the time of their application may bring unofficial copies of their transcript for review by their program director prior to admission – however, official copies must be provided to the University for transfer credit to be officially evaluated and awarded by the Registrar. (*See Graduate General Regulations for full transfer credit policy*)

Letters of Recommendation

Most programs require two letters of recommendation or contactable references to be provided 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. Please refer to program pages for program-specific requirements.

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

Student applications are accepted on a rolling basis in most programs. However, for timely admission, we encourage applicants to complete their application process and provide all documents well before the following deadlines:

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

The Graduate Admissions Office may set earlier deadlines for some programs. See information on the Admissions website.

Admission Status

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

Full Admission

Applicants who have met all admission requirements for the university and their chosen degree program, and who have submitted all documents on time, may be offered full admission to NDNU.

Provisional Admission

Applicants who have met all admission requirements for the university and their chosen degree program, but who have one or more specific pieces of documentation outstanding (*e.g., letter of recommendation, official transcript, proof of bachelor's degree*) may be offered provisional admission for one semester. If the outstanding documentation is not provided within six weeks of their start date, an admission department hold will be placed on the student's record that prevents registration for subsequent semesters. The hold will be removed by the office of Admissions once all requirements have been fulfilled.

Conditional Admission

Students who have not met all institutional and program-specific admission requirements may be considered for conditional admission if their overall admission profile has convinced the University Graduate Admissions Committee and their major departments that they have potential for success as advanced degree candidate. 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.

International Conditional Admission

International applicants who have met the academic requirements for admission will be considered for international conditional admission. To be considered, 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, their admission may be cancelled. If a student does not enroll and complete courses within that year, we will dispose of their admission file. Admission file documents are retained for one year only.

Revocation of Admission

NDNU 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 an 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 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.

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.

Financial Aid for Graduate and Credential Students

Some forms of need-based gift aid are available to graduate and credential students. For financial aid purposes, master's students are considered to be graduate students, while credential students are considered to be 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

Federal TEACH Grants are available for those master's students pursuing a teaching degree who are willing to complete the specific requirements for this grant. Federal Unsubsidized 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.

Endowed Scholarships

Some NDNU scholarships, funded by endowments, are available to students. To learn more and to apply see the Financial Aid pages on the NDNU website.

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 Direct PLUS loans, the total cost of attendance.

To maintain eligibility for NDNU financial aid, a student must meet Satisfactory Academic Progress (SAP) requirements. Please see NDNU's SAP policy.

Deadlines

All applicants are encouraged to file the FAFSA as early in the admission/enrollment cycle as possible. This allows the NDNU Office of Financial Aid ample time to review your application and create a financial aid package.

Applying for Financial Aid

To apply for federal financial aid, students are required to submit the Free Application for Federal Student Aid (FAFSA). For state financial aid eligibility, California residents may need to complete the California Dream Act Application (CADAA) instead of the FAFSA, depending on immigration status. Supporting documents such as tax information may be requested by the Office of Financial Aid after the processed application is received. Financial assistance is packaged only after admission to the University.

Return of Title IV Funds

In accordance with federal regulations, students who receive federal financial aid and withdraw from all of their classes before completing 60% of the semester/payment period 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.

NDNU is not required to take attendance. The withdrawal date for the return of Title IV calculation will be:

- The date the student provides official notification to the Office of the Registrar; or
- The student's last documented date of attendance at an academically related activity; or
- The date NDNU determines is related to the circumstance beyond the student's control; or

- The midpoint of the payment period for students who do not officially withdraw;

Funds to be returned are determined by the federally defined order for this purpose:

1. Unsubsidized Federal Direct Stafford Loans
2. Subsidized Federal Direct Stafford Loans
3. Federal Direct PLUS Loans
4. Federal Pell Grant
5. Iraq & Afghanistan Service Grants
6. FSEOG
7. TEACH Grant

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.

In addition to federal funds, NDNU will calculate the amount earned for institutional grants and scholarships.

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 must maintain a cumulative GPA of 2.0. This GPA is calculated only using classes taken at NDNU – it does not include transfer GPA if the student enrolls at NDNU after studies at another institution.

Graduate

Graduate students must maintain a minimum cumulative GPA of 3.0.

Quantitative Measures

Course Completion Standard

Students must complete the courses they enroll in within a satisfactory quantity/percentage as defined below.

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.

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 Office of Financial Aid with verification when courses 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. Incomplete courses will not be considered 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 regarding satisfactory academic progress.

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

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 the Satisfactory Academic Progress Appeal form to the Office of Financial Aid. Appeal form can be found at <https://www.ndnu.edu/plan-your-finances/forms/>. Student needs to include with their form
 - a. A statement explaining the circumstances which led to the failure to meet SAP and how the student's academic performance will improve in the future.
 - b. Student submits to the Committee any supporting documentation as to why SAP standards were not met.
 - c. Student Education Plan that lists the classes needed to complete the student's declared major.
2. 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.

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

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

ACADEMIC POLICIES

General Academic Policies and Procedures

Course Designations

Each course will have a unique three-digit alphanumeric code followed by a four-digit number, a 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

School of Business and Management

BUS Business

School of Education

EDU Education

ETH Educational Therapy

TSL Teaching English to Speakers of Other Languages

School of Psychology

CPY Clinical Psychology

PSY Psychology

Interdisciplinary

DEI Diversity, Equity, and Inclusion Leadership

Institutional Requirements and Electives

ACC Accounting

ART Art

BIO Biology

EIS English for International Students

ENG English

REL Religious Studies

SOC Sociology

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	PhD
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

Noncredit Study

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

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

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 NDNM Military and Veteran Students Web page at <http://www.ndnu.edu/admissions/military->

veteran-students/ for current information or e-mail the Veterans' Coordinator, Evelia Chacon, in the Registrar's Office at registrar@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 their claim of extraordinary circumstances. This is necessary to ensure compliance with statutory restrictions on benefit programs. If, at the end of one semester 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.

NDNU is able to certify graduate students as part of the Yellow Ribbon program. Participation is on a first come, first served basis.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

Official Transcripts

Students may obtain official transcripts of academic work at Notre Dame de Namur University. Transcript requests are fulfilled online through the National Student Clearinghouse's website, studentclearinghouse.org. Hard-copy and electronic formats are available, and pricing and delivery options can be viewed on the order site. Transcripts of work taken at other institutions cannot be copied or re-released by NDNU.

Diplomas

Diplomas are printed 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

Academic Honors

Academic honors are not awarded at the graduate level.

CREDIT HOUR POLICY

Purpose

This Policy provides guidelines and procedures for:

- accurately determining the credit hours, as defined in 34 Code of Federal Regulations s. 600.2, that Notre Dame de Namur University awards for courses and programs;
- applying these policies and procedures to programs and coursework (on-site including hybrid courses, and distance education including synchronous and asynchronous);
- making a reasonable determination of whether the assignment of credit hours conforms to commonly accepted practice in higher education; and
- determining appropriate program length.

Definition

“Credit hour” is defined by the Department of Education in CFR 600.2 as follows:

“A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

Each program will meet the Department of Education Code of Federal Regulations 600.2 requirements and the WSCUC Credit Hour Policy in ways distinct to its programmatic structure, but in compliance with these stipulations. WSCUC permits an institution, in determining the amount of work associated with a credit hour, to take into account a variety of delivery methods, measurements of student work, academic calendars, disciplines and degree levels.

Programs have the flexibility to award a greater number of credits for courses that they can show require more student work. The syllabus for each course will include a record of estimated times for the work of the class as a guide to students and to demonstrate compliance. A credit hour approximates not less than:

Undergraduate and Graduate Courses: One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester of credit. (Totals: fifteen hours classroom or direct faculty instruction plus thirty hours of homework per unit of credit.)

Other Academic Activities: Laboratory work, internships, practica, studio work, and independent study will include at least an equivalent amount of work corresponding to the required classroom or direct instruction hours and out of class student work indicated above.

Although no longer stated in legislation, instructors may, as a matter of practice, offer 10 minutes of lecture break per hour.

Modalities

Hybrid/Blended Courses: The equivalent amount of work as indicated above. Classroom or direct faculty instruction time will be met by a combination of face-to-face and mediated/online instruction.

Distance Education: The equivalent amount of work as indicated above. Classroom or direct faculty instruction time will be met by mediated/online instruction.

Credit Hour Length

The above credit hour calculations are based on a period of instruction of approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time. The total hours per unit of credit listed above must be met regardless of the period of instruction and prorated over the given weeks of a course.

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.

Program Length Policy

Program length may be seen as one of several measures of quality and as a proxy measure for scope of the

objectives of degrees or credentials offered. As per WSCUC guidance:

Traditionally offered degree programs are generally a minimum of 120 semester credit hours for a bachelor's degree, and 30 semester credit hours for a master's degree.

For programs offered in non-traditional formats, for which program length is not a relevant and/or reliable quality measure, programs should ensure that available information clearly defines desired program outcomes and graduation requirements, that measures are in place to ensure that program outcomes are achieved, and that there is a reasonable correlation between the scope of these outcomes and requirements and those typically found in traditionally offered degrees or programs tied to program length.

Periodic Review Processes

The processes that NDNU employs to review periodically the application of this policy across the institution to ensure that credit hour assignments are accurate, reliable and consistently applied are as follows:

- All reviews and updates of catalog
- Ongoing syllabus audits by deans or their designates every time a course is offered
- All academic committees when new programs or courses are being approved, which includes hours for assignments
- Program review

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 four master's degrees:

- The Master of Arts
- The Master of Business Administration
- The Master of Public Administration
- The Master of Science

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.

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

Students may add and drop themselves from classes online through the stated add/drop deadline for 8 week and 15-week courses. Academic courses of any length other than 8 or 15 weeks are classified per their start date as Module 1 or Module 2 classes, and the appropriate Last Day to Add/Drop will apply. Registration clearance by an academic advisor is required; holds, course capacities, or cancellations may provide additional restrictions to registration so it is the student's responsibility to resolve any conflicts with assistance from their advisor and register promptly for their courses.

Course Withdrawal Period (Grade of "W")

After the drop deadline, a student may request a Course Withdrawal up to the academic calendar deadline for that course. A course withdrawal is not a drop and takes the form of a grade of "W" on the student's transcript. A "W" grade does not affect the student's GPA. Students are strongly encouraged to consult their academic advisor and the Office of Financial Aid before requesting a withdrawal, to verify how their degree progress and aid eligibility will be affected. No withdrawal forms will be accepted after the withdrawal deadline for 8 and 15-week courses. All other course lengths must be withdrawn from prior to the last day of the course. Withdrawal from single-day courses is not permitted. The Course Withdrawal form is linked on the Campus Portal.

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. The Withdrawal from the University form is linked on the Campus Portal.

Military Withdrawal

If a student is called to active military duty after the Drop/Add period, they are entitled to a military withdrawal and a full refund of tuition and fees. Service members should provide copies of their military orders to the Office of the Registrar.

Temporary Withdrawal (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 may request a Leave of Absence by completing the form linked on the Campus Portal.

General Graduate Attendance Policy

Students are required to attend all classes 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.

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 their degree work at the start of the Fall term in 2024 must complete all requirements by the end of the Summer term in 2031. 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 12 semester units of graduate credit toward a 50-70 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 their department chair/program director/advisor before registering. The transfer course form must be completed before the course is taken. All transferred units must be within the seven-year limit of the master's degree. A student cannot clear Probationary status through transfer units. Career experience cannot be substituted for graduate course work.

Concurrent Master's Degrees

A graduate student may not simultaneously pursue two master's degrees. However, the School of Education offers students the possibility of enrolling concurrently in some master's and credential programs. Contact Dr. Kelly Vaughn, Dean, (650) 508-3474 or kvaughn@ndnu.edu, for additional information regarding this opportunity.

The School of Education, in conjunction with the School of Business and Management, also offers students the possibility of enrolling concurrently in some credential programs while pursuing a master's degree outside the School of Education. For more information, please contact the Graduate Admissions Office at (650) 508-3600 or grad.admit@ndnu.edu.

Second Master's Degrees

A student wishing to pursue a second master's degree may transfer a maximum of 6 units of master's level work into a 30-45 unit program or 12 units into a 50-70 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 and is open only to matriculated students and 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. 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.

To register for an Independent Study, the Office of the Registrar must receive an Independent Study Contract with all required signatures and materials, including the signature of the School Dean and the student. The contract must be completed by the Add deadline of the semester or term in which the Independent Study is to be undertaken. 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 (**Not acceptable for credit.)

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**

Grades Not Used in Computing GPA:

AU	Audit	W	Course Withdrawal
IB, IC, ID, IF	Incomplete	IP	In Progress
NP	Non-Pass	P	Pass (equivalent grade "C" or higher)

In-Progress Grade ("IP")

In the case of Thesis/Capstone, Practicum, and Student Teaching courses for which research or site hours are not completed by the end of the semester of registration, an IP for "In Progress" is assigned. Research must be completed within 12 months of the stated end date of the course. Failure to complete research or site hours within the 12-month time frame will result in a NP (Non-Pass) for

the course, which must be repeated at full tuition. For programs where a Thesis/Capstone or Practicum Extension course exists, 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 changed to the appropriate letter grade.

Incomplete Grades ("I*")

A Grade of Incomplete may be assigned to a student making satisfactory progress in a course for the majority of the semester or module, but is unable to complete remaining coursework by the end of the term due to extraordinary circumstances. To be eligible for an Incomplete grade in a course, a student must have engaged academically for at least half of the term and be considered by the instructor to be on track to pass the course.

A student must request a Grade of Incomplete from their instructor who, if in agreement, will prepare the Incomplete contract form. This form will be forwarded to the Dean after being signed by both the instructor and the student. During the online grade entry period, the instructor of record will enter the Incomplete, paired with the grade the student will receive if the agreed-upon coursework is not completed: "IB", "IC", "ID" or "IF".

Unless a shorter deadline is set by the instructor, the student will have, at maximum, until the last day of the following semester (per the Academic Calendar) to complete all required work. The instructor must provide a change of grade to the Registrar by the grade entry deadline for that semester. If a final grade is not communicated to the Registrar by the end of that semester, the Incomplete will default to the base grade indicated: "B", "C", "D" or "F".

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 *Policies and Procedures* section of the Undergraduate Catalog.

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.

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.

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). 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, an electronic copy is submitted to the department and to the School Dean for archiving. 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 module 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 term 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 term 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 nine transfer credits from other institutions
- Expected completion of all work before the graduation ceremonies
- Outstanding writing and speaking skills
- Meets professional standards required by their degree program at an exemplary level.

Satisfactory Academic 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 their 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 their 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 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.

Re-enrollment after Disqualification

Students who have been disqualified may not enroll in graduate courses at NDNU. Handbooks for individual

programs may have processes through which a student may appeal a disqualification decision to the Dean.

SCHOOL OF BUSINESS AND MANAGEMENT

John Veitch, PhD, CFA
Dean

From Silicon Valley, For Silicon Valley. We Build Influential Leaders.

Today's organizations need leadership that is agile, innovative, inclusive, and ready to adapt to changes within teams, the workplace, and culture. The School of Business and Management (SBM) educates values-centered leaders who can address and influence today's real-world challenges in business, government, and nonprofit sectors. Our graduates leave with the understanding, insights, and skills to make an impact and flourish in a constantly changing world.

The School of Business and Management degree programs mirror the fast pace and global reach of today's business environment. Our focus is on applied learning to support the needed expertise in high tech industries that set our graduates for professional success.

We prepare students with professional-level knowledge, skills, and abilities grounded in the essential characteristics, values, and activities of our NDNU Hallmarks as well as our rich heritage of innovation, achievement, and promotion of diversity. Our students graduate with the competencies and values necessary to thrive and provide leadership 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 profession and their communities.

Master of Business Administration

Jordan Holtzman, DBA
Program Director

The Master of Business Administration (MBA) degree program at NDNU fosters innovation, management, and leadership competencies through the practice of analytical decision-making and problem solving.

Our MBA program develops essential business skills including strategic thinking, ethical decision-making, leadership systems thinking to, leverage technological advances, interpersonal communication, and corporate social responsibility.

This MBA program is offered in an asynchronous online modality to support the flexibility and engagement that working adults value in their learning journeys. This version of the MBA does not offer student visas to international students for study in the United States.

Admission Information

To be admitted into the MBA program, students need to meet the following requirements:

1. A four-year bachelor's degree from an accredited institution
2. A cumulative grade point average of 2.5 or better
3. Two academic and/or professional recommendations
4. One or more courses in each of the foundation areas of accounting, economics, statistics, and math.

Learning Outcomes

- Students apply effective leadership and management techniques to add value to organizations within and across functional lines.
- Students apply critical thinking and analytical methods to solve business problems/challenges.
- Students can communicate in a clear, cogent, and engaging manner using modern-day forms of oral and written business communication.
- Students can access, present, and apply credible best-practice research sources and methods to address business problems/challenges.
- Students develop comprehensive solutions to business problems by synthesizing and evaluating information using qualitative and quantitative methods of reasoning and analysis.

- Students will apply the NDNU Hallmarks of community engagement and social justice to business problems and challenges.

36 unit / 12 course program

Foundational (*all required*)

- Org/Mgmt Theory
- Legal/Ethical Business
- Mkt Planning/Analysis

Analytical (*all required*)

- Mgmt Foundations
- Mgmt Accounting
- Corp Financial Mgmt

Strategy (*all required*)

- Global Ops Mgmt
- Tech, Design & Innovation
- Business Strategy

Practice (*3 electives*)

Students select 3 courses from these specialized electives that promote experiential learning from experts and practitioners.

Degree Requirements

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

- Core — 27 units
- Electives — 9 units

MBA Core Courses

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

BUS 4000	Organizational/Management Theory	3
BUS 4001	Management Foundations	3
BUS 4040	Legal and Ethical Dimensions of Business	3
BUS 4100	Management Accounting	3
BUS 4108	Corporate Financial Management	3
BUS 4208	Global Operations Management	3
BUS 4260	Technology, Design & Innovation	3
BUS 4400	Market Planning and Analysis	3
BUS 4980	Business Strategy	3

Subtotal: 27

Practice Electives 9

Three courses (9 units) chosen in consultation with your advisor

Total Units: 36

Master of Public Administration

Jeff Cox, MA
Program Director

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 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. This program offers student visas to international applicants for full-time study in the United States. Graduating international students are eligible for 1-year Optional Practical Training opportunities.

Admission Information

Fully admitted students need to meet the following requirements:

1. A four-year bachelor's degree from an accredited institution
2. A cumulative grade point average of 2.5 or better
3. Two academic and/or professional recommendations

International students should also refer to the general graduate admission requirements.

Learning Outcomes

- Students will demonstrate a working understanding of the methodologies and frameworks for managing complex enterprise technology systems.
- Students will evaluate information to make value-creating business decisions using qualitative and quantitative methods of reasoning and fiscal analysis.
- Students will communicate professionally and effectively with varying stakeholder audiences through written, oral, and visual means.
- Students will apply the NDNU Hallmarks of community engagement and social justice to problems and challenges faced by government, non-profits, and communities.

36 unit / 12 course program

Foundational (all required)

- Organization and Management Theory
- Intro to Public Administration
- Community Relations and Public Affairs

Quant/Analytical (all required)

- Community-Based Research/Analysis
- Government Budget/Finance
- Applied Performance Management

Policy (all required)

- Contemporary Issues in Public Administration
- Cultural Competency in Public Administration
- Public Policy Capstone

Practice (3 electives)

Students select 3 courses from these specialized electives that promote experiential learning from experts and practitioners on overseeing implementation of solutions for government and non-profits

Degree Requirements

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

- Core — 27 units
- Electives — 9 units

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 4016	Contemporary Issues in Public Administration	3
BUS 4020	Community-Based Research/Analysis	3
BUS 4124	Government Budget/Finance	3
BUS 4210	Applied Performance Management	3
BUS 4450	Community Relations and Public Affairs	3
BUS 4522	Cultural Competencies in Public Administration	3
BUS 4981	Public Policy	3

Subtotal: 27

MPA Elective Courses

Electives are chosen in consultation with an advisor.

Practice Electives	9
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Subtotal: 9

Total Units: 36

Master of Science in Technology Management

Bahram Mahbod, PhD
Program Director

The Master of Science in Technology Management (MSTM) degree program at NDNU focuses on providing engineering and technology professionals the business background, communication skills, and operational knowledge for key roles in technology management, and to meet the increasingly complex business challenges related to the management of innovation and implementation of technologies.

The program combines theory with practice to explore technical product delivery, infrastructure, and technical services; to support teams in remaining on track; and to identify interdependencies to best coordinate technical and nontechnical stakeholders.

The MSTM is offered as a full-time, cohort-based program with live and hybrid instruction modality. This program offers student visas to international students for study in the United States. International students graduating from this program are eligible for the 3-year STEM Optional Practical Training opportunity.

Admission Information

Fully admitted students need to meet the following requirements:

1. A four-year bachelor's degree from an accredited institution,
2. A cumulative grade point average of 2.5 or better
3. Two academic and/or professional recommendations.
4. One or more courses in each of the foundation areas of computer science/info tech, statistics, and math

International students should also refer to the general graduate admission requirements.

Learning Outcomes

- Students will be able to communicate professionally and effectively with varying technology stakeholder audiences through written, oral, and visual means.
- Students will demonstrate a working understanding of the methodologies and frameworks for managing complex enterprise technology systems.
- Students will demonstrate the ability to evaluate information to make value-creating business decisions using qualitative and quantitative methods of reasoning and fiscal analysis.

- Students will be able to evaluate societal, security, and privacy risk concerns in the adoption of technology to optimize business performance.
- Students will demonstrate the application of NDNU Hallmarks in ethical decision making for development, implementation, and management of IT systems.

36 unit / 12 course program

Foundational (all required)

- Mgmt Accounting
- Legal/Ethical Dimensions of Business
- Modern System Arch & Cloud Computing

Analytical (all required)

- DevSecOps
- Systems Mgmt
- Agile & Product Discovery

Management (all required)

- Market Planning/Analysis
- Business Analytics
- Systems Mgmt

Practice (3 electives)

Students select 3 courses from these specialized electives that promote experiential learning from experts and practitioners on overseeing implementation of technology solutions.

Degree Requirements

The MSTM program requires 36 semester units of graduate course credit with 27 units of core (required) and 9 units of elective coursework.

MSTM Core Courses

The MSTM core curriculum comprises two components:

Foundational Core

BUS 4040	Legal/Ethical Dimensions of Business	3
BUS 4100	Management Accounting	3
BUS 4600	Modern System Architecture & Cloud Computing	3

Management Core

BUS 4240	Project Management	3
BUS 4312	Business Analytics	3
BUS 4400	Market Planning and Analysis	3

Quantitative/Analytical Core:

BUS 4250	Agile Methodologies and Product Discovery	3
BUS 4300	Systems Management	3
BUS 4610	Development, Security and Operations	3

Subtotal: 27

MSTM PRACTICE Electives

Three courses (9 units) chosen in consultation with advisor.

Subtotal: 9

Total Units: 36

**Master of Business Administration
Management Science**

Jordan Holtzman, DBA
Program Director

The Master of Business Administration – Management Science (MBA-MS) degree program at NDNU bridges the gap between business and technology by providing the tech-commercialization knowledge managers need for improved decision-making and project implementation.

Because being an effective manager in the global landscape will mean leveraging tech and data tools to lead diverse teams, the program has an analytical, data-informed curriculum that prepares you to think critically, perform analytically and apply ethical decision-making skills to become an agent of change.

The MBA-STEM is offered as a full-time, cohort-based program with live and hybrid instruction modality. This program offers student visas to international students for study in the United States. International students graduating from this program are eligible for the 3-year STEM Optional Practical Training opportunity.

Admission Information

Fully admitted students will need to meet the following requirements:

1. A four-year bachelor's degree from an accredited institution
2. A cumulative grade point average of 2.5 or better
3. Two academic and/or professional recommendations.
4. One or more courses in each of the foundation areas of accounting, economics, statistics, and mathematics.

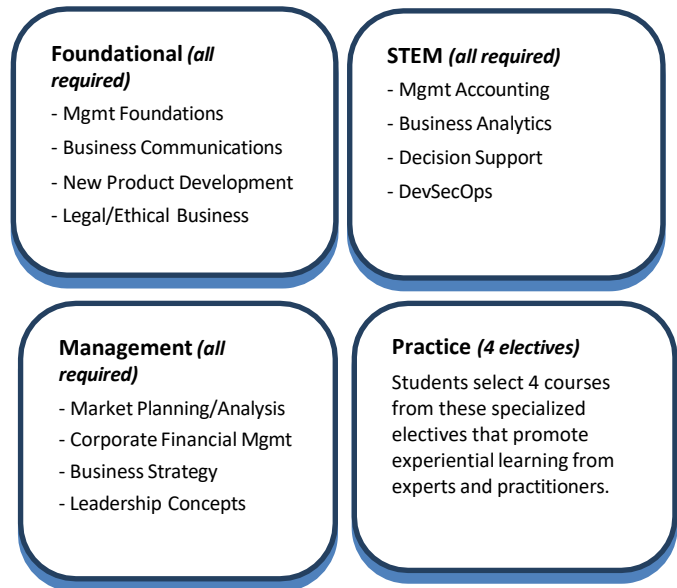
International students should also refer to the general graduate admission requirements.

Learning Outcomes

- Students will develop a leadership communication style that is effective and persuasive in a global setting.

- Students will evaluate alternatives for making data-driven, effective business decisions in the digital transformation era.
- Students will apply technology, data, and analytics to solve complex business problems.
- Students will exhibit teamwork skills and inspire collaboration.
- Students will identify ethical issues and appropriate responses based on the application of NDNU Hallmarks in ethical decision-making.

48 unit / 16 course program



Degree Requirements

The Master of Business Administration Management Science (MBA-MS) program requires 48 semester units of graduate course credit with 36 units of core (required) and 12 units of elective coursework.

MBA-Management Science Core Courses

The MBA-MS Core Curriculum is comprised of three areas:

Foundational Core

BUS 4001	Management Foundations	3
BUS 4004	Business Communications	3
BUS 4040	Legal and Ethical Dimensions of Business	3
BUS 4260	Tech Design and Innovation	3

Management Core

BUS 4108	Corporate Financial Management	3
BUS 4400	Market Planning and Analysis	3
BUS 4500	Leadership Concepts	3
BUS 4980	Business Strategy	3

STEM Core:

BUS 4100	Management Accounting	3
BUS 4312	Business Analytics	3
BUS 4332	Decision Support: Forecast and Optimization	3
<u>BUS 4610</u>	<u>Development, Security, & Operations</u>	<u>3</u>

Subtotal: 36

MBA Management Science Practice electives
Four courses (12 units) chosen in consultation with
advisor.

Subtotal: 12
Total Units: 48

SBM COURSES

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. (MBA Core, MPA Core, MBA-MS Elective: Practice)

BUS 4001 – Management Foundations (3)

Provides foundational knowledge for the MBA program by exploring managerially relevant topics in microeconomics, macroeconomics, statistics, and other topics. Students take this orientation course at or near the beginning of their MBA program. (MBA Core, MBA-MS Core)

BUS 4004 – Business Communication Skills (3)

Students will use an evidence-based approach to gain an in-depth understanding of professional communication standards needed in modern 24/7 connected digital environments. Students will also learn different types of written and oral skills critical to effective management. (MBA-MS Core, MBA Elective: Practice, MPA Elective: Practice)

BUS 4008 - Entrepreneurship (3)

Students study the entire entrepreneur process and practice 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 venture capitalists. (MBA Elective: Practice, MBA-MS: Practice, MSTM: Elective)

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. (MPA Core)

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 policymaking and administration. (MPA Core)

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. (MPA Core)

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. (MBA Core, MSTM Core, MBA-MS Core)

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. (MBA Core,

MPA Elective: Practice, MSTM Core, MBA-MS Core)

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. (MBA Core)

BUS 4110 – Business Valuation (3)

Explores concepts and methods for valuing business entities at various stages of maturity including startups, private equity and IPO-bound ventures and mature corporations, as well as valuation methods for financial and strategic business transformations such as project investments, as well as business reorganizations, divestitures, and mergers and acquisitions. (MBA Elective: Practice, MBA-MS Elective: Practice)

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. (MBA Elective: Practice, MPA Core)

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. (MBA Elective: Practice)

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 strategic alignment and for promoting collaborative problem-solving between virtual enterprise stakeholders are emphasized. (MBA Elective: Practice, MBA-MS Elective: Practice, MSTM Elective: Practice)

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. (MBA Core: Strategy, MBA-MS Elective: Practice)

BUS 4210 – Applied Performance Management (3)

Examines how to use scientific, applied coaching management concepts to maximize employee performance and increase leadership skills. The course requires use of scientific principles of behavior management to guide systematic changes in organizational and individual performance. (MBA Elective: Practice, MPA Core, MSTM Elective: Practice, MBA-MS Elective: Practice)

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. (MBA Elective: Practice, MSTM Elective: Practice)

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. (MBA Elective: Practice, MPA Elective: Practice, MSTM Elective: Practice, MBA-MS Elective: Practice)

BUS 4250 – Agile Methodologies & Product Discovery (3)

Capstone Course. Students will gain in-depth understanding of measuring product impact with outcomes, have clear understanding of framework for product discovery, and it will shift project mindset to digital product mindset. They will have a comprehensive understanding of the product discovery process for building useful products using most up-to-date Agile methodologies as well as keys to successfully completing product discovery that will set the foundation for building the right product. (MSTM Core)

BUS 4260 – Technology, Design, and Innovation (3)

This course provides both practical and strategic frameworks for understanding technological design and innovation practices and how they add value to business. On the practical side, students learn to apply design-thinking methods to translate user needs and requirements into assets used by developers to build consumer- and business-facing applications. On the strategic side, the course explores how innovation processes work, and how organizational, environmental, and psychological factors impact creativity and innovation. (MBA Core, MSTM Elective: Practice, MBA-MS: Core)

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. (MSTM: Core, MBA-MS Core)

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 collaborating with client teams and create simulations of real systems. (MBA-MS Elective: Practice)

BUS 4312 Business Analytics (3)

This course covers the use of advanced descriptive, predictive, and prescriptive analytical tools as an aid in managerial decision making and problem solving. Topics

covered include: Overview of Business Analytics, Data Management and Visualization, Supervised and Unsupervised Data Mining techniques, and programming methods for Big Data. (MBA-MS Core, MSTM Core)

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. (MBA Elective: Practice, MBA-MS Elective: Practice)

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. (MBA Elective: Practice, MBA-MS Elective: Practice)

BUS 4332 - Decision Support: Forecast & 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. (MSTM Elective: Practice, MBA-MS Core)

BUS 4336 – Managerial Decision Making and Problem Solving (3)

Helps managers become better decision-makers and problem solvers in a variety of organizational and managerial contexts. Decision-making and problem-solving topics covered include: models, methods, and frameworks; problem identification and classification; quantitative and qualitative tools; objective setting, ideation, and solution development methods; information cost-benefit analysis; cognitive, emotional, and social biases; and negotiation strategy. (MBA Elective: Practice, MPA Elective: Practice)

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. (MBA Core, MSTM Core, MBA-MS Core)

BUS 4404 - Consumer Behavior (3)

Explores the culture, psychology, motivation, and decision processes of consumers. (MBA Elective: Practice)

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. (MBA Elective: Practice, MBA-MS Elective: Practice)

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. (MBA Elective: Practice MBA-MS Elective: Practice)

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. (MBA Elective: Practice)

BUS 4438 - New Product Development (3)

One of the critical success factors for a company in a highly competitive environment is its ability to develop attractive products for the consumer market. New product and development require cross-functional

coordination. The course examines leading-edge companies' culture, strategies, and processes by reviewing their capabilities and competencies to convert innovative ideas into commercialized products and services. (MBA-MS: Elective)

BUS 4448 - Copywriting (3)

Students learn to write effective advertising and promotional copy in various modern-day media, including print, broadcast, and online/Web/social media. Media-relevant copywriting skills, messaging, and execution strategies are covered. (MBA Elective: Practice, MPA Elective: Practice)

BUS 4450 – Community Relations & Public Affairs (3)

Examines current issues, risks, opportunities, and challenges involving internal and external communications from public agencies, public enterprises, and nonprofits. Includes analyzing communication plans, messaging, crisis communications, media relations, social media, and community engagement. Examines best practices public administrators can use to manage communications with community stakeholders and constituents. (MPA Core)

BUS 4456 - Public Relations & Crisis Management (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. (MBA Elective: Practice)

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. (MBA Elective: Practice, MPA Elective: Practice, MSTM Elective: Practice, MBA-MS Core)

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. (MBA Elective: Strategy, MPA Elective: Practice)

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. (MBA Elective: Practice, MPA Elective: Practice)

BUS 4522 – Cultural Competency in Public Administration (3)

Examines how to improve client engagement in services provided by public agencies factoring in cultural and ethnic makeup spanning across all constituents. This course defines and presents a rationale for cultural competence and describes the process of becoming culturally competent and responsive to client needs. (MPA Core)

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. (MBA Elective: Practice, MPA Elective: Practice)

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. (MBA Elective: Practice, MPA Elective: Practice, MSTM Elective: Practice)

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. (MBA Elective: Practice, MPA Elective: Practice)

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. (MPA Elective: Practice)

BUS 4600 – Modern System Architecture and Cloud Computing (3)

Modern web application architectures utilize a distributed computing framework hosted in the computing cloud. This course covers the fundamental pillars of cloud engineering techniques, cloud architecture, build tools, design patterns, programming languages and emerging cloud technologies. (MSTM Core)

BUS 4610 – Development, Security and Operations (3)

This course provides foundational understanding of best practices for development and operations teams in technical environments to come together towards a common goal of quickly and efficiently moving requirements through a continuous workflow across all stages of application and infrastructure operation lifecycle with embedded security concerns. (MSTM Core, MBA-MS Core)

BUS 4620 Artificial Intelligence Primer (3)

In today's rapidly evolving world, artificial intelligence (AI) is becoming increasingly prevalent and integral to various aspects of our lives. The course aims to provide students with a foundational understanding of AI, its applications, and its potential impact on society.

The objective of this course is to provide students with a comprehensive but introductory understanding of Artificial Intelligence (AI) and its applications in the business world. The course aims to bridge the gap between AI technology and business strategy, equipping students with the knowledge and skills needed to leverage AI for competitive advantage and informed decision-making.

BUS 4790 – Practicum (3)

The practicum is designed to allow students to observe and gain practical application of knowledge by collaborating with professionals from companies in Silicon Valley. Students will participate in the work in a limited way under the supervision of workplace mentor and the course instructor. The course will augment this

participation with assignments for students to demonstrate the application of concepts learned from their studies. (MSTM Elective: Practice, MBA-MS Elective: Practice)

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. (MBA Core, MBA-MS) Prerequisite: Completion of all major core course work.

BUS 4981 - Public Policy (3)

MPA Capstone - 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. (MPA Core)

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. (MSTM Elective: Practice)

BUS 4986 - Special Topics in Business (3)

A course for seminars and special lectures in topics 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.

SCHOOL OF EDUCATION

Kelly Vaughn, PhD
Interim Dean

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 is to prepare competent teachers, specialists, administrators, educational therapists, 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 programs since their inception. All programs are accredited or approved by their professional licensing agencies: California Commission on Teacher Credentialing (CTC) and Association for Educational Therapists

The School of Education 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 modules 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. The Multiple Subject and Single Subject Credential Programs and MA Education are authorized to be offered both in-person and in fully online modalities. The MA Educational Therapy is offered in synchronous online modality. The MA Teaching English to Speakers of Other Languages (TESOL) is offered in asynchronous online modality in 8-week modules Summer, Fall, and Spring.

Admission Information

Students applying to master's degree programs in Education should see the corresponding pages for program-specific admission information.

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

1. A bachelor's degree in any field from an accredited institution
2. Undergraduate cumulative grade point average of 2.5 or better
3. Two letters of recommendation
4. 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

Multiple Subject, Single Subject, and Education Specialist teaching credential applicants must also submit:

1. Basic Skills Requirement: As of June 29, 2024, a Bachelor's degree demonstrates completion of the Basic Skills Requirement. See PSA 24-07 on the CTC website: https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2024/psa-24-07.pdf?sfvrsn=4b8f3cb1_3

NOTE: Basic Skills verification is required prior to enrollment in student teaching.

2. Proof of subject matter competency requirement through: completion of degree with an academic major from an accredited college/university in a CTC listed academic content area; complete coursework addressing each of the CTC adopted subject matter domains; Passing CSET examination in an CTC credential academic content area or a completion of a combination of coursework and CSET subtests that meets or exceeds the subject matter domains.

See the CTC website: <https://www.ctc.ca.gov/educator-prep/subject-matter-requirements>

NOTE: Subject matter competency verification is required prior to enrollment in student teaching.

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

specific requirements. For details on admission processes, see the section on Graduate Admission (p. 16).

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	3
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 4881	Action Research/Capstone	3

Total Units: 30

Education MA Programs

Susan Charles, EdD
Program Director

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 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 proof of completion of the Basic Skills Requirement through undergraduate/graduate coursework or CBEST test (see the CTC website: [https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)))
- International students should also refer to the general graduate admission requirements for English language proficiency requirements.

For students applying jointly to the MA and Credential Programs

- Proof of completion of the Basic Skills requirement and verification of subject matter passing scores must be provided before enrolling in master's coursework)
- A personal interview with both the Credential and MA Program Directors

MA Education

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 a preliminary credential at NDNU can count up to 15 units of credential coursework toward the degree. Applicants who completed a credential at another institution may transfer in up to 6 graduate level units (B- or better) that have not been applied to another degree, with approval of the Program Director. Courses must have been completed within the last seven (7) years in order to be considered transferrable to the MA 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 4703	Educational Assessment/Evaluation	3
EDU 4706	Social Justice, Diversity, Equity	3
EDU 4721	Intro to Educational Research	3
EDU 4724	Educational Research	<u>3</u>

Subtotal: 15

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
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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 for the Classroom	1
EDU 4116	Health Education	1
EDU 4120	Assessment in the Classroom	3
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 4337	Curriculum: Social Studies	1
EDU 4338	Curriculum: Science	1
EDU 4405	Teaching and Pedagogy	3
EDU 4407	Secondary Curriculum	2
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 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 select 15 units of education electives in collaboration with the Program Director.*

Total Units: 30

MA Teaching English to Speakers of Other Languages

Caryl Hodges, EdD
Program Director

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 an 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 students should also refer to the general graduate admission requirements for English language proficiency requirements. 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 4400	TESOL Foundations in Theory and Methodology	3
TSL 4410	Digital Technologies for Inclusion in TESOL Instruction	3

TSL 4420	Applied Linguistics and TESOL Pedagogy	3
		Core Courses
TSL 4430	Assessment, Testing, and Evaluation in TESOL	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 4480	TESOL Portfolio Design	3

Total Units: 30

Credential: Preliminary Multiple Subject (Elementary School)

Stephanie Demaree, EdD
Program Director

The School of Education 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 TK-8th grade 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 (see p. 46) or 9 units toward the Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (see p. 47). 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.

Private School teachers: Candidates who are working in private schools seeking a credential without any or enough previous, private school teaching experience, are required to complete a substantive clinical experience of at least 150 hours in a diverse, public school setting where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of the California's student population. This occurs during a third semester, in the fall, spring or summer, after 2 semesters of supervised student/intern teaching in their own classroom has occurred. Additionally, for those 2 semesters, NDNU will review the private school where the candidate is teaching to determine if it aligns with the placement requirements. In addition, the school must be WASC accredited and have a teacher who meets the CTC and NDNU requirements to

serve as an intern liaison. Candidates who have three or more years of private school teaching experience may follow the CTC Requirements for Teachers with Private School Teaching Experience (CL-834) to apply directly to the CTC for a Preliminary Credential:

[https://www.ctc.ca.gov/credentials/leaflets/Single-Multiple-Subject-Credentials-\(CL-834\)](https://www.ctc.ca.gov/credentials/leaflets/Single-Multiple-Subject-Credentials-(CL-834)).

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. *Basic Skills Requirement see PSA 24-07 on the CTC website: https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2024/psa-24-07.pdf?sfvrsn=4b8f3cb1_3
5. *Verification of Subject Matter Competence (see CTC website: <https://www.ctc.ca.gov/educator-prep/subject-matter-requirements>)
6. *Verification of fingerprinting clearance on file with the California Commission on Teacher Credentialing (also called a "Certificate of Clearance"). For more information, see <https://www.ctc.ca.gov/docs/default-source/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).

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 4120	Assessment in the Classroom	3
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 4337	Curriculum: Social Studies	1
EDU 4338	Curriculum: Science	1
EDU 4350	Student/Intern Teaching/Semester I: Multiple Subject	3
EDU 4351	Student/Intern Teaching Semester II: Multiple Subject	3
EDU 4360	CalTPA Support Cycle 1	0.5
EDU 4361	CalTPA Support Cycle 2	0.5

Note: EDU 4119, EDU 4330, EDU 4333, EDU 4336, EDU 4337, and EDU 4338: These courses involve working directly with students in an approved classroom setting. Therefore, concurrent enrollment in either EDU 4350 or EDU 4351 is required.

Total Units: 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 up to 9 units toward 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 Master of Arts 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 that has not been applied toward another degree to 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 [https://www.ctc.ca.gov/credentials/leaflets/early-completion-intern-option-\(cl-840\)](https://www.ctc.ca.gov/credentials/leaflets/early-completion-intern-option-(cl-840)). Qualified candidates must make an appointment to speak with a Program Director.

Credential: Preliminary Single Subject (Middle and High School)

Kelly Delaney, EdD
Program Director

The School of Education 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 or up to 9 units toward 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 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. *Basic Skills Requirement, see PSA 24-07 on the CTC website: https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2024/psa-24-07.pdf?sfvrsn=4b8f3cb1_3
5. *Verification of Subject Matter Competence (see CTC website: <https://www.ctc.ca.gov/educator-prep/subject-matter-requirements>)
6. *Verification of fingerprinting clearance on file with the California Commission on Teacher Credentialing (also called a "Certificate of Clearance"). For more information, see <https://www.ctc.ca.gov/docs/default-source/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 4120	Assessment in the Classroom	3
EDU 4405	Teaching and Pedagogy	3
EDU 4407	Secondary Curriculum	2
EDU 4410	Language and Literacy in the Content Areas	3
EDU 4450	Student/Intern Teaching Semester I: Single Subject	3
EDU 4451	Student/Intern Teaching Semester II: Single Subject	3
EDU 4460	CalTPA Support Cycle 1	0.5
EDU 4461	CalTPA Support Cycle 2	0.5

Total Units: 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 up to 9 units toward 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 Master of Arts 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 that has not been applied toward another degree 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

Sharon O'Neil EdD
Program Director

Credential: Preliminary Education Specialist

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 extensive support needs.

Credential holders with a mild/moderate support needs 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 an extensive support needs 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), appropriate curriculum and instruction courses (EDU 4336, EDU 4337, EDU 4338 or EDU 4251, EDU 4252), 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 CTC internship credential to begin, a recommendation which requires the successful completion of the CTC Basic Skills Requirement and subject matter competency, coursework and fieldwork in both general education and special education settings including one semester of student teaching. Fieldwork experience must include one semester of student teaching/internship in a public school setting. Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. 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.

The following summarizes the requirements for the Preliminary Education Specialist Credential recommendation through NDNU. **Asterisked** items are required for student teaching eligibility (internship eligibility has additional course and fieldwork requirements). See Special Education 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 an 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. Pass the Teaching Performance Assessment. (Required of students admitted to the program beginning in fall 2022)
4. *Completion of Basic Skills Requirement, (see

https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2024/psa-24-07.pdf?sfvrsn=4b8f3cb1_3

5. *Verification of Subject Matter Competence (see CTC website: <https://www.ctc.ca.gov/educator-prep/subject-matter-requirements>)
6. *Verification of fingerprinting clearance on file with the California Commission on Teacher Credentialing (also called a "Certificate of Clearance"). For more information, see <https://www.ctc.ca.gov/docs/default-source/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. Pass the Reading Instruction Competence Assessment (RICA) by the end of your program.
11. *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

Education Specialist Credential Mild/Moderate Support Needs

		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 4205	Professional Development: SPED Teachers	1
EDU 4207	Technology - Special Education	3
EDU 4209	Counseling - Special Education	3
EDU 4270	Student/Intern Teaching Seminar: (Special Education, 1st semester)	3
EDU 4271	Student/Intern Teaching/Seminar (Special Education, 2nd Semester)	3
EDU 4330	Elementary Reading/Language Arts: Primary Grades	3
EDU 4333	Elementary Reading/Language Arts: Upper Grades	3
	Mild/Moderate Support Needs Curriculum & Instruction Courses	
EDU 4234	Curriculum and Instruction Adaptations:Mild/Moderate	3

EDU 4336	Curriculum: Elementary Math	2
EDU 4337	Curriculum: Social Science	1
EDU 4338	Curriculum: Science	1
EDU 4260	CalTPA Support Cycle 1	0.5
EDU 4261	CalTPA Support Cycle 2	0.5

EDU 4107, EDU 4200, EDU 4203 must be completed prior to student teaching.

Total Required Units

Total: 44

Education Specialist Credential Extensive Support Needs

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 4205	Professional Development for SPED Teachers	1
EDU 4207	Technology - Special Education	3
EDU 4209	Counseling - Special Education	3
EDU 4270	Student/Intern Teaching Seminar: (Special Education, 1st semester)	3
EDU 4271	Student/Intern Teaching/Seminar (Special Education, 2nd Semester)	3
EDU 4330	Elementary Reading/Language Arts: Primary Grades	3
EDU 4333	Elementary Reading/Language Arts: Upper Grades	3
EDU 4260	CalTPA Support Cycle 1	0.5
EDU 4261	CalTPA Support Cycle 2	0.5

Extensive Support Needs Curriculum & Instruction Courses

EDU 4237	Curriculum and Instruction Adaptations: Extensive Support Needs	3
EDU 4251	Teaching Students w/ Motor, Sensory & Health Needs	2
EDU 4252	Core Curriculum Access for Students w/ Severe Disabilities	2

EDU 4107, EDU 4200, EDU 4203 must be completed prior to student teaching.

Total Required Units

Total: 44

Dual Authorization

Students pursuing a dual authorization must complete the Curriculum and Instruction courses for both the Mild/Moderate Support Needs and Extensive Support

Needs Education Specialist Credentials as well as complete a 3rd semester of student/intern teaching.

Coursework required for those who enter with a California Multiple Subject credential

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 4205	Professional Development for SPED Teachers	1
EDU 4207	Technology - Special Education	3
EDU 4209	Counseling - Special Education	3
EDU 4236	Student/Intern Teaching Seminar (Special Education - Extended)	3

EDU 4107, EDU 4200, EDU 4203 must be completed prior to student/intern teaching.

Also required are the Curriculum and Instruction Courses for the selected credential, either Mild/Moderate Support Needs or Extensive Support Needs:

For the Mild/Moderate Support Needs Credential

EDU 4234	Curriculum and Instruction Adaptations: Mild/Moderate	2
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For the Extensive Support Needs Credential

EDU 4237	Curriculum and Instruction Adaptations Extensive Support Needs	3
EDU 4251	Teaching Students w/ Motor, Sensory & Health Needs	2
EDU 4252	Core Curriculum Access for Students w/ Severe Disabilities	2

For students holding a Single Subject Credential, the following courses may be required depending on their Single Subject content area:

EDU 4236	Student/Intern Teaching Seminar (Special Education - Extended)	1
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 4337	Curriculum: Social Science	1
EDU 4338	Curriculum: Science	1

For the Mild/Moderate Support Needs Credential

EDU 4234	Curriculum and Instruction Adaptations:Mild/Moderate	2
EDU 4336	Curriculum: Elementary Math	2
EDU 4337	Curriculum: Social Science	1
EDU 4338	Curriculum: Science	1

	For the Extensive Support Needs Credential	
EDU 4237	Curriculum and Instruction Adaptations Extensive Support Needs	3
EDU 4251	Teaching Students w/ Motor, Sensory & Health Needs	2
EDU 4252	Core Curriculum Access for Students w/ Severe Disabilities	2

Students holding a California Single Subject Credential will also have to pass the Reading Instruction Competency Assessment (RICA).

For those holding an out-of-state credential, additional coursework may be required. Please meet with Program Advisor.

Adding the MA Special Education with the Credential

Students may complete three units of capstone coursework in addition to the Education Specialist Credential in order to earn a master's degree. See Master of Arts in Special Education (p. 55) for further information.

MA Special Education

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 4205	Professional Development for SPED Teachers	1
EDU 4207	Technology - Special Education	3
EDU 4209	Counseling - Special Education	3
EDU 4880	Educational Research Capstone	3
Choose one Curriculum and Instruction Course from:		
EDU 4234	Curriculum and Instruction Adaptations: Mild/Moderate Support Needs	3
EDU 4237	Curriculum and Instruction Adaptations: Extensive Support Needs	3

Subtotal: 20

Education Electives - 10 units of graduate level courses with approval of Program Director

The other Curriculum and Instruction course may be used as an elective.

Select from Education Department coursework (Multiple Subject, Single Subject, Special Education, MA in Education, MA Educational Therapy, MA Teaching English to Speakers of Other Languages, or MA Diversity, Equity and Inclusion Leadership). Note: undergraduate, Student Teaching, or Field Practicum courses may not be used to satisfy the elective requirement.

Students with previous graduate level course work can transfer in up to 6 units of coursework in the field of education or related fields not previously used for a degree.

Students may also use up to 6 units of Independent Study.

Subtotal: 11

Total Units: 30

MA Educational Therapy

Polly Mayer, MA, ET/P
Program Director

An Educational Therapist (ET) is an educational professional skilled in the areas of academic assessment, instructional remediation and intervention, and learning program development who works in clinics, learning centers, private practice, literacy programs and other academic support settings, with neurodiverse children and adults who have various types of learning differences and disabilities. These may include learning disabilities, such as difficulties in reading, mathematics, and writing (dyslexia, dyscalculia, dysgraphia), attention deficit hyperactivity

disorder (ADHD) and production, organization, and time management (Executive Function) challenges. The focus of the work in educational therapy sessions is on the specific and holistic needs of the individual client in the area of academic remediation and intervention.

While an ET does not need a credential to practice, they may be required to have a credential to work in a public school, unless hired on a limited contract as a consultant. There are many opportunities to combine private practice with school-based work in independent schools, in addition to working in clinics and/or other educational settings

Admission Requirements

1. Bachelor's degree from an accredited institution.
2. Evidence of prerequisite knowledge and relevant experience in an educational setting.
3. Undergraduate cumulative GPA of 3.0 or better.
4. Two letters of recommendation.
5. Statement of intent: describe your interest in the MA ET Program, description of relevant experience and the qualities you would bring to the program.
6. Personal interview with Program Director.

The MA ET coursework fulfills all of the training requirements of the Association of Educational Therapists (AET), the international organization for the profession. A master's degree, along with all the academic coursework, is required for Professional Member status with AET.

Students with an MA in a relevant academic discipline may earn the certificate alone, as a Post-Master's option and students with a Mild Moderate Special Needs Education Specialist credential and a minimum of three years in the classroom, may apply for the Accelerated Educational Therapy MA ET Program. Courses, not applied to another graduate degree, can be transferred in to fulfill the units required for the MA degree.

Learning Outcomes

- The ability to plan, implement, and apply a variety of remediation curriculum and intervention strategies to support individuals with learning differences, and articulate and apply theories of cognition and human learning.
- Understanding of and ability to conduct and interpret educational assessments (formal & informal) of individuals with learning disabilities.

- Knowledge of the history and U.S. laws governing special education as well as understand and apply the Code of Ethics of the Association of Educational Therapists (AET) in their conduct and in their work.
- The ability to integrate assessment data and information from parents/guardians, teachers, and allied professionals to create a treatment plan using research-based strategies for individuals with learning disabilities.

In addition, graduates completing requirements for the MA in Educational Therapy will demonstrate:

- The ability to read, understand, and apply educational research.
- The ability to use library and internet resources to effectively identify significant research in the field/topic of interest and conduct a systematic, integrated literature review.
- Understanding of, and the ability to, apply ethical issues involved in conducting research with human subjects.
- The ability to design and conduct scholarly research and complete an original study (thesis) upon approval of research proposal by IRB committee.

AET Prerequisite Classes

Applicants who have not fulfilled AET's two prerequisite classes:

- Human Development*
- Educational Psychology

(3-unit, semester-long, classes with a final grade of A or B)

*Can be fulfilled with CPY 4230 Lifespan Development

Students may take the prerequisite classes, from another accredited institution, pre-approved by the Program Director, or at NDNU, while enrolled at NDNU. These prerequisite classes must be taken before graduation from the NDNU MA ET Program.

Note: All courses in the MA Educational Therapy Program must be passed with a grade of B or better.

Suitability for Practice

The faculty of NDNU's MA ET Program is committed to candidates' development of ethical practice, professional boundaries, client confidentiality, and awareness of internship competence and professional limitations. At any time during a candidate's progress through the

program, should a significant concern regarding the candidate's suitability for the profession occur, in accordance with the AET Code of Ethics and based on the candidate's behavior, a committee of graduate program faculty shall convene to review the candidate's conduct and performance. The committee shall interview the student and the person(s) who raised the concern and consult with university administration. After careful deliberation, the committee will determine whether there is a basis for concern and, if there is a basis, will determine a course of action which could include immediate program disqualification or substantive remediation such as course and/or internship repetition. Should a candidate wish to appeal the review committee's decision, they may contact the Dean of Education.

Degree Requirements

ETH 4259	Neuropsychological Principles in Education	3
ETH 4261	Introduction to Mild/Moderate Disabilities	3
ETH 4263	Instructional Strategies for Students with Reading Difficulties	3
ETH 4264	Assessment in Special Education	3
ETH 4266	Advanced Assessment	3
ETH 4267	The Roles of Educational Therapists	2
ETH 4268	Business Practice for the Educational Therapist	1
ETH 4296	Internship in Educational Therapist	3

Subtotal: 21

Additional Strategy/Methodology Courses Options - Students must choose 2

EDU 4104	Sociological and Multicultural Foundations of Education	3
ETH 4269	Math Strategies for Students with Mild/Moderate Disabilities	3
ETH 4271	Technology for Students with Mild/Moderate Disabilities	3
EDU 4209	Counseling in SPED	3
DEI 4401	Foundation in DEI	3
CPY 4650	Positive Psychology & Mindfulness	3

Subtotal: 6

Total Units to Complete Educational Therapy Certificate:

27

MA Educational Therapy Courses

EDU 4721	Introduction to Educational Research	3
EDU 4724	Educational Research	3

Total Units: 33

SOE COURSES

EDU - EDUCATION

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 4120 Assessment in the Classroom (3)

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 4205 Professional Development: SPED Teachers (1)

This is an intensive, in-depth, course focused on providing professional development to support as candidates make the transition from credential candidate to preliminary credentialed Education Specialist teacher entering induction.

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 4350, 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.

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 Support Needs (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.

EDU 4237 - Curriculum and Instruction Adaptations: Extensive Support Needs (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.

Prerequisite: EDU 4270 OR EDU 4271.

EDU 4260 CalTPA SPED Support 1 (0.5)

CalTPA Cycle 1 Support: Focuses on small cohort and 1:1 coaching for individuals who need to successfully pass CalTPA Cycle 1 as part of their credential requirements. Individuals will meet online with a TPA coach to review their Cycle 1 submission, review rubric feedback, and revise their document for resubmission.

EDU 4261 Cal TPA SPED Support 2 (0.5)

CalTPA Cycle 2 Support: Focuses on small cohort and 1:1 coaching for individuals who need to successfully pass CalTPA Cycle 2 as part of their credential requirements. Individuals will meet online with a TPA coach to review their Cycle 2 submission, review rubric feedback, and revise their document for resubmission.

EDU 4251 - Teaching Students with Motor, Sensory and Health Needs (2)

This course focuses on students with severe and multiple disabilities, including severe intellectual disability, deaf-blindness, multiple disabilities, and related disabilities such as physical impairments, sensory impairments, other health impairments, and traumatic brain injury. The course covers the characteristics of these learners and teaching methods to meet their varied needs, including methods to support movement, mobility, sensory, and specialized health care needs in order for students to access classrooms, schools, and the community to the fullest extent of their ability. Emphasis on developing communication skills including knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication for students with physical/orthopedic disabilities, other health impairments, deaf/blindness, and multiple

disabilities.

EDU 4252 - Core Curriculum Access for Students with Severe Disabilities (2)

This course covers evidence-based instructional methods for students with severe disabilities. Using systematic instruction and other research-based techniques, participants will develop skills to facilitate meaningful participation for students with disabilities in a standards-based academic curriculum with appropriate goals and objectives, support, accommodations and specialized instructional techniques. Content areas including literacy, math, science and social studies will be included. The importance of linking instructional activities with valued life outcomes will be emphasized. Methods for including students with severe disabilities in general education classrooms will be discussed.

EDU 4270 - Student/Intern Teaching Seminar: Special Education, 1st semester (3)

This course has the same focus as EDU 4350, 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.

EDU 4271 - Student/Intern Teaching/Seminar: Special Education, 2nd Semester (3)

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 4270.

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 4337 - Curriculum: Social Science (1)

Students develop expertise in planning, implementing, and assessing social science 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 4338 - Curriculum: Science (1)

Students develop expertise in planning, implementing, and assessing science 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 4340 Content Area Curriculum (1)

Participants in this course will do an in-depth content area review of specific subject matter concepts and skills. This small group course will be tailored to the needs of the participants with an emphasis on content area mastery of

K-12 Content and/or Common Core Standards for the State of California.

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. CalTPA 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, EDU 4345, EDU 4350, or EDU 4351.

EDU 4350 - Student/Intern Teaching/Semester I: Multiple Subject (3)

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 4351 - Student/Intern Teaching Semester II: Multiple Subject (3)

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.

EDU 4360 Cal TPA MS Support 1 (0.5)

CalTPA Cycle 1 Support: Focuses on small cohort and 1:1 coaching for individuals who need to successfully pass CalTPA Cycle 1 as part of their credential requirements. Individuals will meet online with a TPA coach to review their Cycle 1 submission, review rubric feedback, and revise their document for resubmission.

EDU 4361 Cal TPA MS Support 2 (0.5)

CalTPA Cycle 2 Support: Focuses on small cohort and 1:1 coaching for individuals who need to successfully pass CalTPA Cycle 2 as part of their credential requirements. Individuals will meet online with a TPA coach to review their Cycle 2 submission, review rubric feedback, and revise their document for resubmission.

EDU 4405 - Teaching and Pedagogy (3)

Teacher candidates are oriented to the Single Subject Credential Program and the teaching profession. 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. Program-related topics and legal requirements such as well as a review of the Teaching Performance Expectations (TPE's). 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. Candidates apply course content to field practicum and the development of their Teaching Performance Assessment.

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, EDU 4445, EDU 4450, or EDU 4451

EDU 4450 - Student/Intern Teaching Semester I: Single Subject (3)

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 4451 - Student/Intern Teaching Semester II: Single Subject (3)

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 4460 Cal TPA SS Support 1 (0.5)

CalTPA Cycle 1 Support: Focuses on small cohort and 1:1 coaching for individuals who need to successfully pass CalTPA Cycle 1 as part of their credential requirements. Individuals will meet online with a TPA coach to review their Cycle 1 submission, review rubric feedback, and revise their document for resubmission.

EDU 4461 Cal TPA SS Support 2 (0.5)

CalTPA Cycle 2 Support: Focuses on small cohort and 1:1 coaching for individuals who need to successfully pass CalTPA Cycle 2 as part of their credential requirements. Individuals will meet online with a TPA coach to review their Cycle 2 submission, review rubric feedback, and revise their document for resubmission.

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 (3)

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 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 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 (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 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 NDN'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 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 their 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 4270.

EDU 4881 – Action Research/Capstone: Administrative Services, Preliminary (3)

The Action Research/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 action research focus of the course establishes a forum for students to engage in and apply real-time problem-centered research that 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.

Educational Therapy

ETH 4259 Neuropsychological Principles in Education (3)

Focuses on an integration of neuropsychological and educational frameworks in order to enhance understanding of learning disabilities and remediation. This class focuses on key neuropsychological concepts which provide insights into the nature of learning and learning difficulties. It also provides students with a basis to think broadly and carefully about the educational needs of individual students.

ETH 4261 Intro to Mild/Moderate Disabilities (3)

Offers an introduction to theories, issues, and public policy in special education related to learning disabilities in children and youth. This survey of special education includes etiology, identification, including U.S. Federal (IDEA & ADA) and state laws and program planning for students with special needs. There is a fieldwork requirement for this course.

ETH 4263 Instructional Strategies for Students with Reading Difficulties (3)

Introduction to theories, issues, strategies, and materials related to assessment and instruction of students with reading difficulties, including spelling and written language. Specific methods of instruction and the selection and development of materials that match the assessed needs of the individual are emphasized. There is a fieldwork requirement for this course.

ETH 4264 Assessment in Special Education (3)

Provides candidates with an introduction to a variety of formal and informal assessment methods applicable for classroom and clinical use. A range of assessment measures are explored, administered and interpreted; results are used in the development and review of Individual Educational Plans (IEPs).

ETH 4266 Advanced Assessment (3)

Candidates collect data from administering and evaluating assessments as they pertain to individuals with learning differences and disabilities. Emphasis is on choosing appropriate instruments, scoring, analyzing, and interpreting results from a wide variety of formal and informal assessments. Writing assessment reports, including text construction, intent and format are all considered as an essential component of the assessment process. A basic knowledge of psychometrics related to standardized instruments is important.

ETH 4267 The Roles of Educational Therapists (2)

Presents an overview of the practice of educational therapy. The areas of emphasis include historical and current perspectives on educational therapy; developing and managing a professional practice; assessment, case management, instruction; and effective communication strategies within school, family, and service communities. Candidates create a plan for their personal professional development.

ETH 4268 Business Practice for the Educational Therapist (1)

A continuation of ETH 4267, this course provides the necessary specifics for working in the field of educational therapy including collection of data, billing practices, marketing strategies, and tax implications for independent contractors. Prototypes of marketing materials, intake forms, and contracts will be generated.

ETH 4269 Math Strategies for Students with Mild/Moderate Disabilities (3)

This course focuses on providing candidates with strategies and assessments to assist students with mild/moderate disabilities to understand math concepts and problem-solving techniques. Candidates select and adapt Common-Core-based curricula, supplementary materials, instructional websites and apps in mathematics. Candidates experience linking math content with IEP goals, objectives and the Common Core Standards.

ETH 4271 Technology for Students with Mild/Moderate Disabilities (3)

Candidates learn about digital technology to support their teaching and the learning process of neurodiverse students with mild/moderate disabilities. Candidates explore assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities in educational settings.

ETH 4296 Internship in Educational Therapist (3)

Supervised internship for educational therapy candidates. ETH candidates work 1:1 with students from schools, clinics, colleges, and universities. Candidates administer informal assessments, develop and implement instructional sequences, and participate in site-based programs. During the class, ETH students write a report describing the progress of their student during the semester.

Prerequisite: completion of 12 units of study at NDN and the approval of the Program Director of the Educational Therapy Program.

Internships are 2 times (2X) per week, plus supervisor meetings, or by arrangement with client for a minimum of 24-30 sessions and 12 supervisor meetings.

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.

INTERDISCIPLINARY STUDIES

MA Diversity, Equity, and Inclusion Leadership

Gregory J. Zubacz JD, JCD, PhD
 Associate Provost
 Dean of Interdisciplinary Studies

Susan Charles
 Program Director

The MA in Diversity, Equity, and Inclusion Leadership at NDNU is an interdisciplinary program designed to train effective, informed, and agile leaders who understand the complex terrain of inequality, bias, and social justice and who are prepared to lead organizational change and transformation. The program focuses on leadership competencies, deep knowledge in the field, and applied diversity, equity, and social justice experiences. The program combines theory, practice, and diversity engagement opportunities to enable our graduates to design and deploy sustainable diversity, equity, and inclusion strategies that lead to institutional and organizational change. The program culminates in a capstone project that allows students the opportunity to lead diversity, equity, and inclusion efforts to resolve real needs across multiple sectors including community-based organizations, education, research and policy, business, non-profits, non-governmental organizations, and communities.

Program Learning Outcomes:

Graduates of the MA DEI Leadership program will

- PLO 1: Engage knowledgeably with DEI concepts and recognize underlying assumptions.
- PLO 2: Audit and assess the DEI needs of an organization.
- PLO 3: Communicate professionally and effectively with internal and external audiences in support of DEI interventions and initiatives.
- PLO 4: Design, lead, and implement a DEI initiative.

Admission Information:

Fully admitted students will need to meet the following requirements:

1. A four- year bachelor's degree from an accredited institution,

2. A cumulative grade point average of 2.5 or better,
3. Two academic and/or professional recommendations,
4. A personal interview with the Program Director may be required.

International students refer to admission requirements in the current catalog.

Degree Requirements

DEI 4401	Foundations of Diversity, Equity, and Inclusion Leadership	3
DEI 4402	Race and Ethnicity	3
DEI 4403	Identity Safety	3
DEI 4404	Interpersonal Communication	3
DEI 4405	Policy and Law	3
DEI 4406	Change Management and Intervention	3
DEI 4407	Diversity, Equity, and Inclusion Practicum	3
DEI 4408	Diversity, Equity, and Inclusion Capstone	3
BUS 4522	Cultural Competencies in Public Administration	3
EDU 4706	Social Justice, Diversity, and Equity	3

Total Units: 30

Certificate in Diversity, Equity, and Inclusion Leadership

The Certificate in Diversity, Equity, and Inclusion (DEI) program at NDNU offers an academically rigorous foundation in the theories and practices of equity and social justice. Designed to meet the growing demand for leaders adept at managing diversity and inclusion initiatives, this program provides a rich blend of scholarly study and practical application.

Through courses grounded in research and industry best practices, participants will gain expertise in leadership strategies, program design, and DEI literacy. The program emphasizes both theoretical frameworks and hands-on engagement, equipping graduates to lead transformative change in business, government, education, industry, and community organizations.

This Certificate also serves as a pathway for academic advancement. Completed courses are eligible for credit toward NDNU's Master of Arts in Diversity, Equity, Inclusion, and Leadership (MA DEIL) program, offering

students a seamless progression to further their expertise and career impact.

Admission information:

Fully admitted students will need to meet the following requirements:

- A four-year bachelor's degree from a regionally accredited institution
- A cumulative grade point average of 2.5 or better
- Two academic and/or professional recommendations
- A personal interview with the Program Director
- International students refer to admission requirements in the current catalog

Certificate requirements:

The program curriculum consists of any nine units (three courses) of courses being offered in the MA DEIL program other than the Capstone and in consultation with the Program Director to match student goals. These courses can be taken in any order when they are being offered in the MA DEIL program giving students flexibility to start at any point in the academic year.

Degree Requirements – choose any 3 courses

DEI 4401	Foundations of Diversity, Equity, and Inclusion Leadership	3
DEI 4402	Race and Ethnicity	3
DEI 4403	Identity Safety	3
DEI 4404	Interpersonal Communication	3
DEI 4405	Policy and Law	3
DEI 4406	Change Management and Intervention	3
DEI 4407	Diversity, Equity, and Inclusion Practicum	3
BUS 4522	Cultural Competencies in Public Administration	3
EDU 4706	Social Justice, Diversity, and Equity	3

Total Units: 9

DEI – Diversity, Equity, and Inclusion Leadership

DEI 4401 Foundations of Diversity, Equity, and Inclusion Leadership (3)

Provides foundational knowledge for students focusing on the environment that diversity and social justice professionals engage. Students explore a variety of topics they will encounter as professionals including unconscious bias, microaggressions, and the impact of disability, gender, identity, and other forms of difference. The course includes reviews of relevant case studies, films, literature, and media content to familiarize students with the complexities of the field.

DEI 4402 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, indigenusness, varying forms of discrimination, and potential for political mobilization around race and ethnic identity.

DEI 4403 Identity Safety (3)

Designed to help leaders consider the skills and processes for developing identity safety in schools, workspaces, and communities. Identity safety research has demonstrated that when a person's identity is validated and affirmed, they feel a greater sense of belonging and perform at higher levels. People of all backgrounds flourish when their social identities are valued as assets rather than barriers to their success in life. Conversely, color-blind treatment that ignores differences harms people of color, LGBTQ+ persons, and those with other differences. In addition, this course will incorporate research on social psychology, equity, diversity, and inclusion, and also anti-racist and culturally responsive practices.

DEI 4404 Interpersonal Communication (3)

Emphasizes the crucial area of human communication. The course explores how the process of exchanging messages, including the analysis of communication plans and communication through a range of modalities and situations, is influenced by those involved as well as the influence of social and cultural norms on the communications.

DEI 4405 Policy and Law (3)

Examines the legal aspects of diversity, equity, and inclusion in contemporary American society. Topics that will be covered include: racial discrimination in voting, race, and gender-based discrimination in the workplace, discrimination based on ability, gender discrimination in education, the availability of affirmative action, same-sex marriage, and freedom of speech and religion. Other possible topics include: racial disparity in sentencing and the criminal justice system, immigration law, and women's reproductive rights, and the availability of abortion in a post-Roe America.

DEI 4406 Change Management & Intervention (3)

Focuses on approaches for managing and guiding organizational change to successful resolution, including strategies, procedures, and processes to deal with changing environmental factors that affect the organization's productivity and survival. The course is taught with an eye to managing change related to diversity, equity, and inclusion and also to how organizational change impacts diversity, equity, and inclusion.

DEI 4407 Diversity, Equity, and Inclusion Practicum (3)

Prepares students to design, implement, monitor, and evaluate a successful diversity and social justice program, process, or intervention for businesses, government, nonprofits, or non-governmental organizations in the community. Students will work with organizations to conduct focus groups, review data, and create plans for real clients. The course emphasizes theoretical and hands-on practical skills for developing diversity, equity, and social justice initiatives.

DEI 4408 Diversity, Equity, and Inclusion Capstone (3)

Enables students to demonstrate their proficiency as DEI leaders by building on knowledge and skills acquired through the coursework to deeply explore a diversity-based transformative process, project, or study. The capstone Action Research project is designed by the student in consultation with a member of the DEI faculty. Designed to demonstrate expertise in the field, the capstone project is an original project that will develop into a publishable quality article, an applied process document, a methodological process, or best practice document. The capstone may be a written, visual, or digital project. The length and format of the capstone project will vary according to the project type approved by the capstone faculty director.

SCHOOL OF PSYCHOLOGY

Helen Marlo, PhD
Dean, School of Psychology

The School of Psychology offers both undergraduate and graduate degree programs: the Bachelor of Arts in Psychology and Master of Science in Clinical Psychology.

The Bachelor of Arts in Psychology is a degree completion program that admits students who are ready to transfer to NDNU and complete the remaining upper division coursework required for a Bachelor of Arts in Psychology. The BA in Psychology Degree Completion program offers a strong general psychology curriculum with interdisciplinary perspectives that develops the students' research and communication skills while fostering respect for diverse viewpoints, collaboration, and community engagement – hallmarks of the NDNU experience. Each student compiles an e-portfolio to support their professional and career development. The curriculum is designed in accordance with the American Psychological Association (APA) guidelines and generally meets pre-requisites for graduate programs in the field of psychology

For over 40 years, Notre Dame de Namur University has maintained a reputation for excellence in training mental health professionals including licensed marriage and family therapists and licensed professional clinical counselors.

The goal of the Clinical Psychology Department (CPD), within the School of Psychology, is to prepare highly trained marriage and family therapists, counselors, mental health professionals, and community leaders through our professional training programs that reflect contemporary practice. Our program is fully approved by our professional licensing agency, the Board of Behavioral Sciences (BBS).

The CPD approaches the study of psychology with a value on the development of the whole person throughout the lifespan. It is grounded in an integrative psychological approach, emphasizing the interdependence of psychological, developmental, relational, affective, cognitive, behavioral, cultural, social, neurobiological, and spiritual dimensions of human behavior. A hallmark of the CPD is its faculty who are actively working in the field as well as our support of diversity in our academic, theoretical, training, and learning approaches.

The CPD is dedicated to training well-rounded mental health professionals. Personalized attention and individualized advising, rigorous clinical training,

community engagement opportunities, and successful placement of practicum students and graduates has characterized this program since its inception.

We train students to become marriage and family therapists, counselors, and mental health professionals qualified to pursue careers in medical, mental health, allied health, administration, social service, educational, geriatric, research and business settings, as well as prepare students to pursue future doctoral studies in psychology or a related field.

Courses are taught by faculty representing diverse academic and practical expertise. Courses are available during the Fall, Spring, and both Summer sessions. Courses are offered late in the afternoons/evening and on weekends to accommodate the needs of adult students including family and work commitments.

The MSCP Degree Program has three options:

1. The MSCP, at 37 units, prepares students for future doctoral studies, and can serve as a terminal degree for unlicensed, master's level mental health professionals to work within a broad range of clinical, social service, medical, research, and administrative settings. Students may tailor the MSCP curriculum to further their professional goals by selecting electives in consultation with an advisor. To this end, we present two preselected elective tracks: the Consulting and Applied Psychology Track and the Business, Organizational and Consulting Track. See the MS Clinical Psychology program requirements below for further information.
2. The MSCP/MFT concentration, at 60 units, enables students to pursue a clinical license as a marriage and family therapist (MFT). It also prepares students for doctoral studies.
3. The MSCP/MFT/LPCC concentration, at 67 units, enables students to pursue clinical licenses to practice as a marriage and family therapist (MFT) and as a professional clinical counselor (LPCC). It also prepares students for doctoral studies.

Master of Science in Clinical Psychology

Helen Marlo, PhD
Dean

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, industry, organizational, business, healthcare, legal, or administrative settings. As noted above, this option allows for two elective tracks: the MSCP Consulting and Applied Psychology Track (MSCP-CAP) and the MSCP-Business, Organizational, and Consulting Track (MSCP-BOC).
- **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). These programs prepare the student for the MFT and/or LPCC licensing exams. They provide rigorous preparation for students who may want to continue 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 before graduation for students pursuing the MFT license. Our program provides a minimum of 500 hours of practicum experience that may be counted toward licensure. 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 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 can prepare 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 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 clinical psychology and become more critical consumers of psychological research. Students can implement an original research project via a capstone project or thesis relevant to their scholarly professional interests. The final research project aims to contribute to their professional development, 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. 16) 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:

- Completed NDNU application for admission
- Official Transcripts from all colleges and universities attended, with one transcript showing a bachelor's degree from an accredited institution in the U.S., or equivalent academic preparation outside of the U.S.

- GPA of a 3.0 and above preferred, but 2.5-3.0 considered.
- Resume or Vita
- Contact information for two references (name, address, phone, email)
- 3-unit prerequisite undergraduate psychology courses in General Psychology and Abnormal Psychology

NOTE: 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 schoolofpsych@ndnu.edu or (650) 508-3557; or Graduate Admissions at grad.admit@ndnu.edu or (650) 508-3600.

School of Psychology Graduate Transfer Unit Policy

School of Psychology graduate programs will accept transfer graduate courses that meet the following criteria, with the total number of transferable units limited to one-third of the required units for the student's program of admission. For a course to be eligible for transfer, the student must achieve a grade of B (3.0) or higher in the course. Units from continuing education, certificates, workshops, and research projects are not eligible for transfer. Decisions about the courses and number of units transferred are based on the currency and relevance of the course content. All transferable units must have been earned within the seven years before being awarded the master's degree. Students who wish to take a course at another accredited institution after being admitted to a graduate program at Notre Dame de Namur University, must first obtain written approval from their department chair, program director, or advisor before registering. The Transfer Course Approval Form must be completed and submitted prior to enrollment. Transfer units cannot be used to resolve probationary status, and career experience cannot replace graduate coursework.

DISTINCTIONS OF THE PROGRAM

Distinctions of the Program:

- 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 who "practice what they teach".
- 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 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.
- 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 nearly 40 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 (CPD) 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 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.

The Clinical Training Program, led by our Director of Clinical Training (DCT) 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.

Through their academic courses, especially the Research Methods course, students are trained to critically evaluate psychological. Students may focus on an area of research interest that can contribute to their future clinical and research activities and professional development. Students can 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 Academic Advisor 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.

MS Clinical Psychology

Please consult the CPD 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 5205	Neurophysiology and Psychopharmacology	3

CPY 4896	Research Methods	3
CPY 4650	Positive Psychology and Mindfulness	3
		Optional:
CPY 6992	Supervised Field Experience	1-3

Elective Tracks based on professional interests:

Business Organizational Consulting Track (BOC)

CPY 4160	Organizational Consultation & Evaluation for Mental Health Professionals	3
CPY 4170	Coaching for Psychotherapists/Mental Health Professionals	3
BUS 4000	Organizational Management/Theory	3
BUS 4210	Applied Performance Management	3

Total Track units: 12

Consulting and Applied Psychology Track (CAP)

CPY 4160	Organizational Consultation & Evaluation for Mental Health Professionals	3
CPY 4170	Coaching for Psychotherapists/Mental Health Professionals	3
CPY 4222	Family Systems and Relational Psychotherapy	3
CPY 4221	Cross-Cultural Issues	3

Total Track units: 12

Note: Exceptions to the above SBM courses in the BOC track may be made based on the student's learning goals with SOP advisor and SBM approval. Examples of other course options in SBM are given in the description of courses below. Whichever courses are selected must be taken in the available format (i.e. in-person, synchronous, asynchronous) and as said above, not all formats may be offered during a particular semester.

Core required courses for the MSCP/BOC and MSCP CAP are marked with an asterisk (*) above. Students in these tracks may substitute up to 16 units in the MFT and LPCC tracks (advisor approval required) for other Core Courses listed above. Clinical Practicum I and II and Clinical Seminar I and II are limited to California residents.

Total Units: 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 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 4150	Psychotherapy Innovations: Wellness, Spirituality, and Advanced Theories	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	3
CPY 4650	Positive Psychology and Mindfulness	3

Choose one course:

CPY 4130	Psychotherapy Interventions: Expressive Arts Therapy	3
CPY 4217	Child and Adolescent Psychopathology and Psychotherapy	3

Optional:
1-3

CPY 6992	Supervised Field Experience	1-3
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Total Units: 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 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	3
CPY 4650	Positive Psychology & Mindfulness	3

Choose one course:

CPY 4286	Specialized Clinical Topics	1
CPY 4145	Death, Dying and Bereavement	1

Optional:
1-3

Total Units: 67

Definitions: Below is an overview of descriptions of the modalities of instructional delivery offered at NDNU. All instructors work with professional Instructional Designers to ensure that the format of each course is based on the most up-to-date evidence-based design, and that instruction is offered at the highest level. Not all courses are offered in every modality and modalities may be rotated (for example, a course offered in Traditional Format in the Fall Semester may be offered in asynchronous format in the Spring Semester).

1. Traditional, In-Person Modality (with Hybrid/Blended option)

- a. A portion of the classes may be in real time, in-person, at a designated location while other classes may be held in real time, online, but not in-person using video conferencing tools (i.e. Zoom).
- b. No more than 30-40% of traditional classes are offered online.

2. Synchronous Online Modality

- a. All classes are live, in real time, online, but not in-person, using video conferencing tools (e.g., Zoom).
- b. Students and faculty meet at designated times like traditional classes, but not in-person.
- 3. **Asynchronous Online Modality**
 - a. Students access course materials, discussions, and assignments on their own time.
 - b. There are no or very few scheduled class meetings, although there may be deadlines for assignments.
 - c. Includes student to faculty contact through office hours (i.e., live through Zoom) and student to student contact through group assignments and discussions.
 - d. Faculty presence is a very important part of the teaching process.

SOP COURSES

CPY 4130 Psychotherapy Interventions: Expressive Arts Therapy (3)

Prerequisite: PSY 1001, PSY 2157

Students explore the theoretical foundations of expressive therapy, learning about its applications within the context of individual, couple, and family therapy. Expressive therapy encompasses a range of creative modalities, such as art, music, drama, movement, and play, providing clinicians with powerful tools to enhance the therapeutic process. The course focuses on the development of entry level clinical competence in utilizing expressive modalities to address a variety of presenting concerns, including such concerns as trauma, grief, anxiety, and relationship issues.

PSY 4130 is taken to fulfill course requirements and receives regular grading. PSY 6130 is taken for enrichment and is scored Pass/Fail.

CPY 4145 - Dying, Death, Bereavement (1)

Addresses the psychological reactions of terminally ill people, their families, and their treatment teams, and examines appropriate therapeutic interventions related to end of life and the grief process. Fosters introspection of belief systems about dying, death, and bereavement contributing to the student's development as a reflective practitioner. Includes considerations of "cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons," presents "evidence-based" approaches relying on "research to inform evidence-based practice," awareness of "contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the scope of practice" for MFTs and LPCs, and assessment, appraisal, and evaluation of clients and families, relying on "basic concepts of standardized and non-standardized testing and other assessment techniques, norm-referenced and criterion-referenced assessment." Covers "privilege, confidentiality," and a recognition and "exploration of the relationship between a practitioner's sense of self and human values" and interventions in settings serving those who are dying and their significant others.

CPY 4150 Innovations in Psychotherapy: Wellness, Spirituality, and Advanced Theories (2)

This course offers an overview of innovations in various schools of psychotherapy, including scholarship, theories, practice, and research, emphasizing evidence-based findings, particularly in wellness and spirituality. This advanced counseling and therapeutic theories and techniques class fulfills BBS guidelines. A variety of topics may be surveyed such as consciousness, dynamics of the mind, motivation, affect, meaning, values, awareness, dreams, and integrative health. Relevant contributions from Depth, Integrative, Existential, Humanistic, Psychoanalytic, and Transpersonal Psychology will be surveyed.

CPY 4160 Organizational Consultation and Evaluation for Mental Health Professionals (3)

This advanced graduate-level course is designed to equip Marriage and Family Therapists (MFTs) and Licensed Professional Counselors (LPCs), with the knowledge and skills necessary to engage in organizational consultation and evaluation within mental health and other organizational settings. This course helps equip Marriage and Family Therapists (MFTs) and Licensed Professional Counselors (LPCs), with the knowledge and skills to engage in organizational consultation and evaluation within mental health and other organizational settings. Covers "appraisal, evaluation, and testing of individuals," groups, and organizations, including "standardized and non-standardized testing and other assessment techniques," 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 and consultation." Includes "approaches to identification, evaluation, and treatment of substance use disorders, and co-occurring disorders." Addresses "California law and professional ethics" related to evaluation of organizational dynamics and interventions. "Program evaluation" is covered, related to quality improvement techniques supported by "statistical analysis, the use of research to inform evidence-based practice, and statistical methods used in conducting research, needs assessment, and program evaluation," to

add to the versatility of professionals across a variety of settings. Addresses “the unique and complex array of human problems, symptoms, and needs” in organizational settings. If taken as 4160 to fulfill required units, regular grading is included. May be taken as 6160 for enrichment with pass/fail grading.

CPY 4170 Coaching For Psychotherapists and Mental Health Professionals (3)

Psychological coaching can add greatly to the armamentarium and versatility of the modern worker in a variety of contexts. Topics include coaching in the workplace, techniques in coaching, life-coaching, and an overview of “evidence-based” coaching models.” Includes topics related to “resilience,” and techniques to help clients address adversity, trauma, tragedy, threats, or other stresses, with an “orientation to wellness and prevention.” Covers “career development theories and techniques,” and “decision making models and interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development.” Addresses “assessment and appraisal,” of clients, relying on “standardized and non-standardized assessment techniques,” “statistical concepts,” and “ethical strategies for selecting, administering, and interpreting assessment instruments and techniques.”

Covers “approaches to identification, evaluation, and treatment of substance use disorders,” and related issues in organizations. Addresses “contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the scope of practice” for MFTs and LPCs. Requires “professional writing, including documentation of services, treatment plans, and progress notes.”

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instruments and techniques.” Covers “approaches to identification, evaluation, and treatment of substance use disorders,” and related issues in organizations. Addresses “contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the scope of practice” for MFTs and LPCs. Requires “professional writing, including documentation of services, treatment plans, and progress notes.”

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 considering the treatment context, the socio-cultural context, and the evidence on which assertions about treatment effectiveness 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 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 disorders, 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; assists students in gaining knowledge about cross-cultural phenomena and reflects 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, including California culture, and psychology. Cultural competency and sensitivity, particularly in California, is emphasized. The practice of culturally competent and informed forms of counseling where students develop skills to apply knowledge about the impact of culture on psychology to themselves and others and promotes continuous reflection on their multi-cultural experiences. This class addresses the theories and techniques of multicultural counseling including but not limited to: cultural self-awareness, identity development, promoting cultural, social justice strategies for diverse populations, and eliminating biases and prejudices, oppression, and discrimination.

This course provides an overview of culturally informed 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, and power differences 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 including spousal/child/elderly abuse and domestic/intimate partner violence. Developmental and intervention considerations of non-traditional and diverse couples and families are examined. BBS 4980.37 (a-3), 4980.40 (1,2)

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 fulfills BBS requirements and is examined comprehensively, including assessment, reporting, and treatment of elder and dependent abuse and neglect. An overview of the individual differences and biological, cultural, socioeconomic, and environmental factors that influence growth and development across the lifespan is provided. Incorporates coverage of relevant “interventions, therapeutic relationships, psychopathology, and other clinical topics” as related to the work of MFTs and LPCs. Addresses reflective practice as shown by “recognition and exploration of the relationship between a practitioner’s sense of self and human values” in relation to developmental issues of clients and families, as well as those of the practitioner. Deliberate use is made of “peer-reviewed literature,” and research on developmental issues based on use of “statistical analysis, the use of research to inform evidence-based practice, and statistical methods.” Covers “cultural interaction, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability” when addressing development from both etic and emic perspectives.

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 topics and research including the study of gender identity and gender dysphoria. 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. This course satisfies the California BBS Pre-licensure requirements.

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 practitioner's sense of self, 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; dangerousness to self/others; treatment of minors with or without parental consent; professional writing; evidence-based practice; collaborative treatment; case management; community resources; licensing law and process, functions, and relationships with human service providers, collaboration, and advocacy to address institutional and social barriers that impede access, equity, and success

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 help develop a treatment approach. 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. There is a focus on tests and instruments validated as shown in "peer-reviewed literature," supported by research using "statistical analysis, the use of research to inform evidence-based practice, and statistical methods." 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 including knowledge of community resources, cultural factors, and same gender abuse dynamics 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 the latest, evolving BBS recommendations and requirements.

CPY 4311 - Cognitive Behavioral Therapy (3)

This course introduces students to Cognitive-Behavioral Theory and technique and 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. Students may engage in different clinically related work (e.g., research, counseling, case management, hotline crisis, psychoeducation, social emotional learning lessons) at a practicum site. Students in the “no-clinical license track” (MS Clinical Psychology) can fulfill their hours through indirect hours and work within a broad range of clinical, social service, medical, research, and administrative settings. With approval from the Director of Clinical Training and/or the Chair, students may also gain credit through research field sites, research activities, research projects, research assignments (writing a research or scholarly paper) and/or by working in a research capacity at an approved site (e.g., as a research assistant or trainee).

A practicum packet must be completed and signed by all parties to ensure that the site, student, and faculty agree with the BBS and departmental requirements. This clinical field placement meets the requirements of the Board of Behavioral Sciences for ongoing experience in 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. Students may engage in different clinically-related work (e.g., research, counseling, case management, hotline crisis, psychoeducation, social emotional learning lessons) at a practicum site. Students in the “no-clinical license track” (MS Clinical Psychology) can fulfill their hours through indirect hours and work within a broad range of clinical, social service, medical, research, and administrative settings. With approval from the Director of Clinical Training and/or the Chair, students may also gain credit through research field sites, research activities, research projects, research assignments (writing a research or scholarly paper) and/or by working in a research capacity at an approved site (e.g., as a research assistant or trainee).

A practicum packet must be completed and signed by all parties to ensure that the site, student, and faculty are in agreement with 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. Clinical topics including case management, systems of care for the severely mentally ill, public and private services for the severely mentally ill, community resources for the victims of abuse, disaster and trauma response, advocacy for the severely mentally ill, and collaborative treatment are covered. Per BBS requirements, it includes a minimum of three hours of training in the provision of mental health services via telehealth, including law and ethics related to telehealth.

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 oneself 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 the corequisite course CPY 4422. Clinical topics including case management, systems of care for the severely mentally ill, public and private services for the severely mentally ill, community resources for the victims of abuse, disaster and trauma response, advocacy for the severely mentally ill, and collaborative treatment are covered. Per BBS requirements, it includes a minimum of three hours of training in the provision of mental health services via telehealth, including law and ethics related to telehealth.

CPY4650 - Positive Psychology & Mindfulness (3)

This course will serve as an overview to the field of positive psychology with a particular emphasis on the personal and professional application of mindfulness and acceptance-based approaches such as Mindfulness-Based Cognitive Therapy (MBCT) and Acceptance Commitment Therapy (ACT). The class will provide an opportunity to explore in greater depth several key topic areas within the positive psychology field that are increasingly impacting clinical psychology research and practice. These include such areas as mindfulness, self-acceptance, gratitude, and the capacity for greater meta-cognition and cognitive defusion. An emphasis will be placed on the professional development of students, providing them opportunities to experiment with various positive psychology approaches in their own lives and through that, developing tools to support greater wellness, resilience and an enhanced capacity to cope effectively with stress (including adversity and trauma) in themselves and their future clients.

CPY 4896 - Research Methods (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 the project must be approved by the professor.

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 & 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. This course covers addictions counseling, including substance abuse and co-occurring disorders. Major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal and medical aspects of substance abuse, populations at risk, support persons and systems, and community resources are surveyed.

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/Techniques (3)

As required by the BBS, 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 6130 Psychotherapy Interventions: Expressive Arts Therapy (3)

Prerequisite: PSY 1001, PSY 2157

Students explore the theoretical foundations of expressive therapy, learning about its applications within the context of individual, couple, and family therapy. Expressive therapy encompasses a range of creative modalities, such as art, music, drama, movement, and play, providing clinicians with powerful tools to enhance the therapeutic process. The course focuses on the development of entry level clinical competence in utilizing expressive modalities to address a variety of presenting concerns, including such concerns as trauma, grief, anxiety, and relationship issues.

CPY 6150 Innovations in Psychotherapy: Wellness, Spirituality, and Advanced Theories (2)

This course offers an overview of innovations in various schools of psychotherapy, including scholarship, theories, practice, and research, emphasizing evidence-based findings, particularly in wellness and spirituality. This advanced counseling and therapeutic theories and techniques class fulfills BBS guidelines. A variety of topics may be surveyed such as consciousness, dynamics of the mind, motivation, affect, meaning, values, awareness, dreams, and integrative health. Relevant contributions from Depth, Integrative, Existential, Humanistic, Psychoanalytic, and Transpersonal Psychology will be surveyed. Offered as pass/fail credit.

CPY 6992 – Supervised Field Experience (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 with the BBS and departmental requirements.

The following courses from the School of Business Management cover the effective behavioral management and development of organizations and employees by stressing legal requirements, legal and ethical issues (such as dual relationships, boundaries, confidentiality),

developing, managing and measuring employee and organizational performance behaviors, management responsibilities and models, interventions in relation to increasing organizational performance, use of emotional intelligence, the nature of therapeutic relationships (and the need to separate these from relationships in organizational management), and other behavioral topics as related to working with groups and individuals within organizations. Behavioral theories are included, such as the “Big 5,” and their utility in relation to understanding organizational behavior. Relevant concepts of organizational design are included, and addressing such things working with the local community in terms of managing and working with diverse employees and communities with equity (through the development of cultural competencies and sensitivities, inclusion of all communities and groups, and reflective practice as shown by recognition and exploration of the relationship between a practitioner’s sense of self and human values when working with teams and organizations as clients). Stakeholder collaboration is a clear emphasis at all levels. Courses all include and incorporate peer-reviewed literature relevant to behavior and well-being in groups and organizations relevant to effective performance behavior in organization, with an emphasis on the use of research to inform evidence-based practice, and statistical methods.

BUS 4000 – Organizational/Management Theory (3)

BUS 4210 Applied Performance Management (3)

BUS 4532 Conflict Management (3)

Optional courses from SBM which may be substituted for the above, pending availability, with SOP advisor and SBM approval:

BUS 4004 Business Communication Skills (3)

BUS 4500 Leadership Concepts (3)

BUS 4508 Human Resource Management (3)

BUS 4540 Recruitment, Training, Development (3)

Please see School of Business pages for course descriptions.

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EdD, University of San Francisco

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MA, Notre Dame de Namur University;
EdD, University of San Francisco

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