

NOTRE DAME DE NAMUR
UNIVERSITY

2014-2015
GENERAL CATALOG

ACADEMIC CALENDAR

Fall Semester 2014

| | |
|---|-------------------|
| Registration Confirmation | August 25-26 |
| Classes Begin: Traditional Undergraduate | August 27 |
| Holiday: Labor Day | September 1 |
| Classes Begin: Undergraduate Evening/Intensive Evening Term 1/Graduate | September 2 |
| Last Day to Add: Intensive Evening Term 1/Graduate | September 9 |
| Last Day to Drop: Traditional Undergraduate/Intensive Evening Term 1/Graduate | September 23 |
| Filing Deadline for May or August 2015 Graduation (at no charge) | October 1 |
| Last Week of Classes: Intensive Evening Term 1/Graduate | October 13-18 |
| Midterms | October 13-18 |
| Holiday: Midterm | October 17 |
| Classes End: Intensive Evening Term 1 | October 18 |
| Term 1 Grades Due | October 24 |
| Classes Begin: Intensive Evening Term 2 | October 27 |
| Undergraduate/Graduate Advance Registration for Spring 2015 | October 27-Nov 14 |
| Last Day to Add: Intensive Evening Term 2/Graduate | November 3 |
| Last Day to Withdraw | November 5 |
| Last Day to Drop: Intensive Evening Term 2 | November 18 |
| Holiday: Thanksgiving | November 27-28 |
| Finals: Undergraduate | December 8-13 |
| Classes End: Undergraduate/Intensive Evening Term 2/Graduate | December 13 |
| Final Grades Due – Fall Semester 2014 | December 19 |

Spring Semester 2015

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|---|-------------------|
| Registration Confirmation | January 13 |
| Classes Begin: Traditional Undergraduate | January 14 |
| Holiday: Martin Luther King Day | January 19 |
| Classes Begin: Undergraduate/Intensive Evening Term 1/Graduate | January 20 |
| Last Day to Add: Intensive Evening Term 1 | January 23 |
| Last Day to Drop: Traditional Undergraduate/Intensive Evening Term 1/Graduate | February 10 |
| Holiday: President's Day | February 16 |
| Last Week of Classes: Intensive Evening Term 1/Graduate | March 2-March 7 |
| Midterms | March 2-March 7 |
| Classes End: Intensive Evening Term 1 | March 7 |
| Holiday: Spring Break | March 9-13 |
| Term 1 Grades Due | March 13 |
| Classes Begin: Intensive Evening Term 2 | March 16 |
| Last Day to Add: Intensive Evening Term 2 | March 23 |
| Undergraduate/Graduate Advance Registration for Summer/Fall 2014 | March 22-April 10 |
| Last Day to Withdraw | March 25 |
| Call to Action Day | March 26 |
| Holiday: Good Friday | April 3 |
| Last Day to Drop: Intensive Evening Term 2 | April 7 |
| Classes End: Intensive Evening Term 2/Graduate Term 2 | May 2 |
| Finals: Undergraduate | May 4-May 8 |
| Classes End: Undergraduate, Graduate 15 Week | May 8 |
| Commencement | May 9 |
| Final Grades Due – Spring Semester 2015 | May 15 |
| Summer Term 1 2015 | |
| Classes Begin | May 18 |

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|---------------------------------------|------------------------|
| Last Day to Add | Before the third class |
| Holiday: Memorial Day | May 25 |
| Last Day to Drop | June 9 |
| Classes End | July 3 |
| Holiday: Fourth of July | July 3 |
| Final Grades Due – Summer Term 1 2015 | July 10 |
| Summer Term 2 2015 | |
| Classes Begin | July 6 |
| Last Day to Add | Before the third class |
| Last Day to Drop | July 28 |
| Classes End | August 22 |
| Final Grades Due – Summer Term 2 2015 | August 28 |

INTRODUCTION TO NOTRE DAME DE NAMUR UNIVERSITY

President's Welcome

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

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

Our engagement with the community goes beyond community service projects; NDNU has always been committed to giving our students the opportunity to learn from, and give back to, the community in which they live by offering everything from community-based learning courses to service opportunities and internships with local businesses as well as community service and other nonprofit organizations. In 2007, we launched the Dorothy Stang Center for Social Justice and Community Engagement to be the focal point for the University's community engagement activities, including training of faculty and student leaders. Sr. Dorothy was a Sister of Notre Dame who was martyred in Brazil in February of 2005 for her work defending indigent farmers and the environment in the Amazon rain forest. She inspires us to continue the work of social justice. In recent years, we have built an academic plan that embeds community engagement in the fabric of the academic environment through which our students pass. It is our goal to give

every student—traditional day, undergraduate, evening intensive and graduate—the opportunity to learn from and contribute in a meaningful way to the community.

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

Today, NDNU is a fully accredited master's university with a student body of 2,000. The University is big enough to host three separate schools—the College of Arts and Sciences, the School of Business and Management and the School of Education and Leadership—offering 20 liberal arts and career preparation undergraduate programs, 12 graduate degrees and four credentials, yet it is small enough to boast a 12-to-1 student-teacher ratio. Our size allows our students to form strong, personal bonds with fellow students and teachers. It is in those bonds that community begins.

Mission Statement

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

Vision Statement

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

History

Notre Dame de Namur University (NDNU) is the only four-year accredited university in San Mateo County.

Founded by the Sisters of Notre Dame de Namur in 1851, NDNU is a Catholic, not-for-profit, coeducational institution serving 2000 traditional age and adult students from diverse backgrounds. The university is fully accredited and offers 37 undergraduate, graduate and teacher credential programs. The 50-acre campus is located in the city of Belmont on the San Francisco Peninsula in Silicon Valley.

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

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

Since then, the university has undergone a number of changes. In 1955, College of Notre Dame began offering its first evening classes, followed by the introduction of teaching credential programs in 1965. Initially a women's college, the institution became coeducational in 1969; three men graduated as part of the class of 1970. The college expanded its offerings to include master's degrees in 1972 and added evening undergraduate programs in 1987.

In 2001, the college established four schools: School of Arts and Humanities, School of Sciences, School of Business and Management, and School of Education and Leadership. The name was changed to Notre Dame de Namur University that same year.

In an effort to provide access to a greater number of students, the university began offering partnerships in specific degree programs with local community colleges in 2009, allowing students to complete an NDNU degree on the community college campus. NDNU first achieved its status as a Hispanic-Serving Institution, meaning its undergraduate population is at least 25% Hispanic, in 2009, and maintains that status to this day. In 2010, NDNU launched its Gen 1 program for first-generation students, and a nursing partnership was created with Samuel Merritt University. Online degrees were added in 2012, and a new Ph.D. program in art therapy, NDNU's

first doctoral program and the first Ph.D. program in art therapy in the nation, was established in 2013.

Academic Freedom Statement

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

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

Statement of Nondiscrimination

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

Accreditation

Institutional Accreditation

Notre Dame de Namur University is accredited by the:

WASC Senior College and University Commission
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
(510) 748-9001

Accredited and Approved Programs at NDN

Education credential programs are accredited by the California Commission on Teacher Credentialing.

Master's programs in the Art Therapy Psychology Department are approved by the American Art Therapy Association.

The Master of Arts in Marriage and Family Therapy meets established guidelines of the California Board of Behavioral Sciences.

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

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

NDNU is authorized under federal law to enroll nonimmigrant students.

Higher Education Act Disclosures

Information that the University is required to disclose under the Higher Education Act and its amendments is available on the NDNU website at <http://www.ndnu.edu/disclosures/>.

Nature of Catalog

This Catalog is a complement to the Student Handbook and to information on the University website ("documents"). Together, these documents serve as a guide to many of the student programs, policies, procedures, requirements and resources of the University. These documents do not form a contract with the student: tuition, student fees, course and course contents, curricular requirements and other matters referenced or set forth in these documents or otherwise related to students are subject to change at the discretion of the University at any time, during or after registration or course enrollment, and with or without notice or written confirmation.

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

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

OFFICE OF THE PROVOST

Paul Ewald, Ph.D., Provost

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

Academic Affairs

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

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

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

Student Affairs

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

University Services

Academic Advising

Each student is assigned an advisor, who is a faculty or staff member within the student's major field of study. In areas with staff advisors, a faculty mentor is assigned. The mentoring relationship with a faculty advisor is a central

feature of the NDNU experience. Academic advisors help students with program planning and direct students to University and external resources as needed. Faculty advisors/mentors help students to clarify academic and career goals and take appropriate steps to meet those goals.

Academic Success Center/Tutorial Center

The Academic Success Center/Tutorial Center provides learning and support services for day, evening, accelerated, undergraduate and graduate students to reach their academic goals while attending NDNU. The Academic Success Center uses the resources of the NDNU community of students, faculty and staff to guide the development of each student. Services include accessible, user-friendly, positive learning environments, individualized assessment of learning strengths and individualized learning strategies based on learning strengths. Highly trained faculty, staff and peer tutors guide students in their learning assisted by study skills workshops and support in areas like time management and goal-setting strategies, critical thinking fundamentals, test-taking and note-taking skills and textbook reading.

As a place to study and find help, the Tutorial Center meets students' needs ranging from building basic study skills to preparing for admission to graduate schools. With the goal of helping students become independent and effective learners, the Center provides friendly and free learning support services to all NDNU students.

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

The First Generation Program (Gen 1) supports freshman students who are the first in their family to receive a four-year university degree. Recognizing that Gen 1 students may have special needs, we provide a mentor program and activities to make their transition to the university and first year experience a positive, fulfilling and rewarding journey.

Program for Academic Success and Services (PASS)

The Program for Academic Support and Services (PASS) is dedicated to improving the educational development of students with documented disabilities and to enhancing understanding and support within the campus community. To ensure that our students receive equal

access to all NDNU programs and services, PASS as required under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities.

Writing Center

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

Career Services

Career Services provides a full range of career resources, including individual career counseling, part-time and full-time job postings, job search assistance, and a career resources library. Career Services also offers classes that provide the opportunity for students to explore personal values and interests, assess their skills, and explore career options. Career Services sponsors several career-related events throughout the year, including internship fairs, job fairs, networking events and an etiquette lunch.

Student Life and Leadership

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

Programming Board

The Programming Board produces student activities and events at NDNU to create a balance in students' lives by providing fun, educational and inspiring co-curricular events. The Programming Board is a student team made up of five Special Event coordinators, who are responsible for planning and coordinating a calendar of activities for the NDNU student body.

Student Clubs and Organizations

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

Counseling Services

The Office of the Dean of Students promotes student learning and development as part of the educational process. The Office collaborates with other University offices in the development and implementation of student-related policies, procedures and initiatives based on emerging student development trends. The Dean of Students advocates for student and community needs and provides support and assistance to students who need assistance.

Dean of Students

The Office of the Dean of Students promotes student learning and development as part of the educational process. The Office collaborates with other University offices in the development and implementation of student-related policies, procedures and initiatives based on emerging student development trends. The Dean of Students advocates for student and community needs and provides support and assistance to students with concerns or problems.

Dining Services

Bon Appétit Catering provides dining services to the campus community. Students living on campus are required to select a meal plan that fits their lifestyle. Commuter students can purchase a flex account with the Business Office to buy meals at a discounted rate.

Sr. Dorothy Stang Center for Social Justice and Community Engagement

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

programs. Faculty, staff, and students work in partnership with community organizations so that students can reach learning objectives while participating in meaningful community activity. Guided by a committee of faculty, staff and students and an Advisory Board of community representatives, the Center promotes the education of students as community leaders.

Health Services

Health Services offers a holistic approach to health education, counseling, and support. It provides assessment, nutrition education, stress management, basic care for common health concerns and referrals to local health care providers as appropriate. Health and Wellness Services also coordinates student health insurance coverage.

University Housing

University Housing provides a healthy and safe living and learning community that embraces all forms of diversity and where students are challenged and supported in their development of values, personal responsibility and integrity through programs, staff engagement and leadership opportunities. The University offers students several different living options: traditional co-educational residence hall facilities with double and triple rooms, single gender apartments for upper-division undergraduates and single gender suite-style residences with single rooms.

International Student Office

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

Library Services

The Carl Gellert and Celia Berta Gellert Library serves as the University's knowledge center by providing access to information resources and delivering library instruction that support the curricular, research and intellectual needs of the NDNU community. Through these services, the Library promotes scholarship, creativity, and

discovery. An experienced group of library faculty and staff is committed to excellence in library services for both on-site and distance learners. Professional librarians are available to provide personalized research assistance for individuals and information literacy instruction for classes. The Library welcomes all students, faculty, staff and alumni of NDNU.

Orientation

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

Public Safety

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

Registrar

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

Spirituality

The Center for Spirituality engages students in a process that supports their spiritual development and illuminates the connection between spirituality and social change. Inspired by the Sisters of Notre Dame, the Center strives to create diverse opportunities for all members of the University community to tend to the holy in themselves, each other, and the world. The Center offers annual retreats, spiritual direction, immersion experiences and opportunities to participate in liturgy and spirituality

workshops. The Center also works closely with the Dorothy Stang Center for Social Justice and Community Engagement, offering several collaborative, justice-oriented programs each year. A team of students and staff works together to support this vision.

Student Conduct

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

Organizations, Activities and Events

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

Alumni Association

The Alumni Association serves all constituents who demonstrate an interest and commitment in support of the University's mission. Supported by the Alumni Office, the Alumni Association represents alumni from all disciplines, undergraduate and graduate. The Alumni Association values the rich diversity of its membership and provides continuing support through its programs and involvement opportunities. These programs can address the specific needs of the individual groups within the alumni and at the same time work for institutional advancement and enhancement.

Alumni and Family Weekend

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

back to reconnect with their classmates and to offer their insights to current students.

Associated Students of Notre Dame de Namur University (ASNDNU)

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

Commencement

At the end of each Spring semester, the University honors its graduates with a commencement ceremony held on the NDNU campus. (See the Academic Calendar for dates.) The ceremony features a procession of the University's graduates, faculty, administration, Board of Trustees, and honorees. The program is highlighted by speeches from a graduating undergraduate and graduate student along with a distinguished invited speaker. The ceremony concludes with the conferring of degrees.

Convocation

The University celebrates the beginning of each academic year with this formal gathering that includes an academic procession, a featured speaker, and a welcome to the new students from the President, Provost and campus community.

Honor Societies

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

Alpha Mu Gamma

Alpha Mu Gamma is the national language honor society. The NDNU – Belmont chapter, Alpha Delta, is open to men and women. The purpose of Alpha Mu Gamma is the recognition of linguistic achievement, the encouragement of interest in the languages, literatures and civilization of other peoples, and the furthering of the ideals of friendship and international understanding. For membership, a student must have two college "A's" and one college "B" in the same language, each representing 3 units, or two high school "A's" may replace one college "B." One need not be a language major or even be continuing courses in the language. There are special conditions for international students.

Delta Epsilon Sigma

Established in 1971, the Delta Zeta Chapter of Delta Epsilon Sigma is a national honor society for men and women of Catholic colleges and universities. The chapter recognizes academic accomplishments, fosters scholarly activities and provides an intellectual meeting ground for its members. Juniors and seniors with a cumulative GPA of 3.5 or higher in the major and in the general education program may be nominated after one semester of residence. Graduate students who have achieved a GPA of 3.9 or higher become eligible for nomination at the time of the graduation audit.

Kappa Gamma Pi

Membership in Kappa Gamma Pi, the National Catholic College Graduate Honor Society, is awarded to 10 percent of the men and women of the senior class who have distinguished themselves by high academic rank and outstanding leadership, faith and service to the wider community in the search for justice, compassion and wisdom.

Lambda Pi Eta

The Alpha Beta Gamma chapter of Lambda Pi Eta, the official Communication National Honor Society, began in May 2004. The Greek letters represent what Aristotle described in his book of rhetoric as the three ingredients of persuasion: Logos (Lambda) meaning logic, Pathos (Pi) relating to emotion and Ethos (Eta) defined as character, credibility and ethics. For membership, a student must have a cumulative GPA of 3.5 or higher with 60 semester or 90 quarter credit hours completed and a GPA of 3.25 or higher in communication studies courses with 12 semester or 18 quarter credit hours completed.

Omicron Delta Kappa

Omicron Delta Kappa Society, Inc. is the National Leadership Honor Society for college students. The Notre Dame de Namur University circle of Omicron Delta Kappa recognizes and encourages superior scholarship, leadership and exemplary character. Membership in

ODK is a mark of highest distinction and honor. The Society recognizes achievement in scholarship, athletics, campus or community service, social and religious activities, campus government, journalism, speech, the mass media and the creative and performing arts. Emphasis is placed on the development of the whole person, both as a member of the college community and as a contributor to a better society.

Psi Chi

Established in 1995, the campus chapter of Psi Chi, the national honor society in psychology, stimulates professional growth through extracurricular programs and activities and provides practical experience and fellowship through participation in local, regional, and national conferences. Undergraduate students may apply for membership with the completion of at least four psychology courses, a cumulative GPA of 3.0 or higher, and a psychology GPA of 3.8 or higher. Graduate students may apply for membership with the completion of four psychology courses and a cumulative (psychology) GPA of 3.8 or higher.

Sigma Beta Delta

Sigma Beta Delta is a national honor society in business, management and administration. Its purpose is to encourage and recognize scholarship and accomplishment among students of business, management and administration as well as to encourage and promote aspirations toward personal and professional improvement and a life distinguished by honorable service to humankind. Membership is open to undergraduate and graduate business administration students who rank in the top 20 percent of the School of Business and Management.

Intercollegiate Athletics

The Athletics Department provides students with a competitive sports program that is consistent with the University's mission of education of the whole person. Intercollegiate athletics plays a large part in the student-athlete's overall collegiate educational experience. Student-athletes are students first, athletes second. Success is measured not only by wins but also by the development of skill, the cultivation of team and community spirit and the ability to achieve a productive academic and personal life. See Undergraduate Policies and Procedures for information on eligibility. For more information, contact Athletic Director Josh Doody at jdoody@ndnu.edu.

NDNU sponsors the following sports:

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

- Women's tennis
- Women's volleyball

Study Abroad and Off-campus Study

NDNU offers opportunities for students to study abroad for a summer, semester or year. The University has affiliations with a wide variety of programs throughout the world.

Students can receive full credit and transfer financial aid while attending accredited

universities abroad. Students can also earn credit for participating in internships and service-learning projects. A study abroad program must be approved by the study abroad advisor and by the student's major advisor. Information and guidance on the study abroad programs is available from the Study Abroad Office.

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

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

Visiting Scholars Program

The Sr. Catharine Julie Cunningham Endowed Chair, dedicated to the late president of College of Notre Dame, brings regional and national scholars to campus.

Notables appearing in past years include Linda Darling-Hammond, education professor and reformer; Michelle Richmond, author; Seamus Heaney, poet; Dr. Robert Bellah, sociologist; Dr. Manuel C. Velásquez, ethicist; Dr. Ilan Chabay, scientist and science educator; Dr. Joan F. Burke, SND; Dr. Harry Edwards, sociologist; Dr. Stephen Greenblatt, Shakespearean scholar; Dr. David Thornburg, futurist; Dr. Julianne Malveaux, economist; Dr. Clayborne Carson, historian and editor of the Martin Luther King, Jr. Papers Project; Jon Carroll, San Francisco Chronicle columnist; Sr. Mary Orna, analytical chemist/chemistry of color; Dr. Linda Gantt, psychologist/use of art therapy in

trauma; John Walker, artist; Dr. Carl Djerassi, chemist; Dr. Kenan Osborne, OFM, theologian; Dr. Fred Luskin, psychologist and lecturer on forgiveness and health; and Dr. David Ostwald, theatre director.

As part of the Endowment, the University has established a "Catholic Scholars Series," to which Catholic theologians are invited three or four times a year as guest lecturers on current critical topics regarding ethics, morality and spirituality. Recent speakers include: Dr. John F. Haught, Ph.D., Tomas Henley Professor of Theology at Georgetown University; Bishop Robert W. McElroy, Ph.D., Auxiliary Bishop of San Francisco; Fr. Gerald D. Coleman, S.S., Ph.D. Former Rector of St. Patrick's Seminary, Ethicist for Daughter of Charity Hospitals; Archbishop John R. Quinn, Ph.D., Retired Archbishop of San Francisco; Dr. Amanda Quantz, Ph.D., Former President of the American Theological Society; Fr. Richard M. Gula, S.S., Ph.D., Professor of Theology, Franciscan School of Theology; Fr. Ronald Rolheiser, OMI, Ph.D. Writer and columnist, President of the Oblate Center; Fr. Richard Sparks, SCP, Professor of Theology, Graduate School of Theology, Berkeley; Sr. Sharon McMillan, SNDdeN, Ph.D., Director of Liturgy, Cathedral of Monterey; Dr. Jerome Baggett, Ph.D., Jesuit Graduate School of Theology.

Student Academic Rights and Responsibilities

Student Conduct

Notre Dame de Namur University expects high standards of honesty and integrity from all members of the community. The University has a duty to protect its educational purpose through the setting of standards of scholarship and conduct. To this end, each student is responsible for reading and complying with the "Student Conduct Code," which can be found in the Student Handbook.

Privacy Rights of Students

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

- Student's name
- Address (campus, local, and/or permanent)
- Telephone numbers
- Date and place of birth
- Major field of study and classification

- Dates of attendance, degrees, and honors received
- Most recent previous educational institution attended
- Weight and height of members of intercollegiate athletic teams

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

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

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

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

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities")

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

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

Under FERPA, students have the right to:

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

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

It is the responsibility of each school official to understand their legal responsibilities under FERPA. The same

principles of confidentiality that apply to paper records also apply to electronic data.

For further information, contact the Registrar's Office.

Student Academic Responsibilities

It is the responsibility of each student to:

- Know and comply with the policies and procedures, deadlines, and graduation requirements found within this Catalog
- Monitor his/her own progress in individual courses and toward completion of the graduation requirements
- Obtain correct information regarding academic programs and requirements
- Know and comply with the policies and procedures that are found in the Student Handbook (<http://www.ndnu.edu/campus-life/student-handbook/>), which is incorporated by reference into this Catalog

Plagiarism

Plagiarism is intellectual dishonesty and as such, a serious academic offense. For clarification and elaboration on this and other forms of academic misconduct, see the Student Conduct Code in the Student Handbook (<http://www.ndnu.edu/campus-life/student-handbook/>).

Student Grievances

Students seeking to redress an action by a member of the faculty, administration, or staff of the University should consult the Student Handbook (<http://www.ndnu.edu/campus-life/student-handbook/>) for detailed policies and procedures.

Identification Cards

Notre Dame de Namur University I.D. cards are required of all students and are issued free of charge at the time of registration from the Student Life and Leadership Office at the Campus Center.

FINANCIAL INFORMATION

Tuition, Fees, Room, and Board

Rates effective 2014-15

Application Fees and Deposits

| | |
|---|------------|
| Application Fee - Undergraduate (nonrefundable) | \$50.00 |
| Application Fee - Graduate (nonrefundable) | \$60.00 |
| Non-Matriculation/Unclassified Fee (nonrefundable) | \$50.00 |
| Undergraduate FT Enrollment Deposit (nonrefundable)* | \$400.00 |
| Undergraduate PT Enrollment Deposit (nonrefundable) | \$200.00 |
| Graduate Enrollment Deposit (nonrefundable) | \$100.00 |
| International Deposit (refundable only if refused visa) | \$1,200.00 |

*includes Housing Application Fee

Tuition and Fees

| | |
|--|-------------|
| Undergraduate Day Tuition (per year) | \$31,422.00 |
| Undergraduate Day Overload(per unit charge over 18 units per semester) | \$1,014.00 |
| Undergraduate Part Time Day (1-11 units -- per unit) | \$1,014.00 |
| Professional Studies/Evening (1-18 units -- per unit) | \$577.00 |
| English for International Students (EIS) Courses (per unit) | \$577.00 |
| Credential Programs (per unit) | \$667.00 |
| Master's Programs in Education (per unit) | \$757.00 |
| Master's Programs (including online, excluding Education; per unit) | \$830.00 |
| Doctoral Program (per unit) | \$918.00 |

Graduate Cohort Rate Tuition

| | |
|--|------------|
| Post-bac Premed Program Tuition (per unit) | \$1,014.00 |
| Graduate Certificate Programs (per unit) | \$415.00 |
| Summer Music Theatre Conservatory | |
| Undergraduate (per unit) | \$1,014.00 |
| Graduate (per unit) | \$830.00 |
| Late audition fee | \$100.00 |
| Continuing Education Unit (CEU) Course Tuition | Variable |
| Undergraduate Audit Rate | 50% |
| Senior Citizen (65+) Rate | 50% |
| SND Undergraduate Tuition Discount | 100% |

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

Student Fees

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

Room and Board

| | |
|---|------------|
| Meal Plan #1 (11 meals/wk -- +\$400 flex -- per semester) | \$2,081.00 |
| Meal Plan #2 (15 meals/wk -- +\$300 flex -- per semester) | \$2,190.00 |
| Meal Plan #3 (19 meals/wk - +\$200 flex -- per semester) | \$2,256.00 |
| Meal Plan #4 (7 meals/wk - +\$100 flex -- per semester) | \$1,360.00 |

| | | | |
|--|------------|---|------------|
| Housing Application Fee (nonrefundable one-time fee) | \$200.00 | Lost Library Book/Other Equipment Fee (plus replacement cost) | \$20.00 |
| Triple Occupancy in Standard Room (per semester) | \$3,236.00 | Graduation Audit Fee after first deadline | \$80.00 |
| Double Room (per semester) | \$4,057.00 | Graduation Audit Fee after second deadline | \$160.00 |
| Triple Apartment (per semester) | \$4,577.00 | Graduation Audit Fee after final deadline | \$240.00 |
| Double Apartment (per semester) | \$4,880.00 | Credential Audit Fee (applicable to later graduation fee) | \$35.00 |
| Single Room/Quad Single (per semester) | \$4,681.00 | Credential Audit Fee for Professional Clear Credential only | \$80.00 |
| Housing Sanctions/Damages | Variable | Academic Certificate Completion Audit Fee | \$25.00 |
| Student Summer Rates | | Teacher Performance Assessment Fee | \$250.00 |
| Double Room/Triple Apartment (per week) | \$250.00 | Administrative Services Program Assessment Fee | \$75.00 |
| Double Apartment/Single Room (per week) | \$317.00 | Special Education Program Assessment Fee | \$75.00 |
| Half Room Single (per week) | \$317.00 | Transcript Fee | \$10.00 |
| Other Fees | | Transcript 24-hour service fee (plus transcript fee) | \$30.00 |
| Parking Fee (per year - resident students) | \$160.00 | Employer Deferral and Document Fee (per trimester) | \$100.00 |
| Parking Fee (per year - commuter students) | \$120.00 | Bad Check Charge | \$25/\$35 |
| Parking Permit Replacement | \$10.00 | Learning Disability Testing Fee (Full) | \$1,500.00 |
| Parking Violations | Variable | Learning Disability Testing Fee (Partial) | \$600.00 |
| Orientation Fee (undergraduate full-time, on entry) | \$175.00 | Printing Fee (6c per page after 250 free pages per student per term) | |
| Transfer Orientation Fee | \$60.00 | | |
| Online Orientation Fee | \$0.00 | | |
| Late Registration Fee | \$150.00 | | |
| Cancellation (Drop) Fee | \$200.00 | | |
| Music Lesson Fee (undergraduate and graduate -- per semester) | \$684.00 | | |
| Education Supervision Fee (EDU 4230, EDU 4342, EDU 4345 -- per course) | \$200.00 | | |
| Challenge Fee (per unit) | \$100.00 | | |
| International Fee -- (undergraduate and graduate one time) | \$500.00 | | |
| Re-activation Fee | \$25.00 | | |
| Lost ID Cards | \$10.00 | | |

Payments and Policies

Payments

Tuition and fees for the semester are payable by the posted due date or at the time of registration (if registration takes place after the due date) unless other arrangements have been made with the Business Office. Payments can be made at the Business Office, online (Campus Portal), or by mail. The University accepts cash, checks, AMEX, VISA, MasterCard, and Discover/NOVUS.

The University also defers payment of a semester's tuition for students who qualify for their company's tuition reimbursement plan. In conjunction with a private vendor (Tuition Management Systems), the University has developed a monthly installment payment plan covering tuition, fees, housing, and meal plan charges. Please contact the Business Office for further details.

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

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

Policies

Policy Regarding Unpaid Bills

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

Policy on Timely Petitions

Any petition for an exception to policy must be made within 30 calendar days after the end of the semester in which the event or action being petitioned took place.

Mandatory Health Insurance Policy

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

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

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

Optional Health Insurance

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

On-Campus Residence Requirement

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

Exemptions

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

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

Age is determined as of September 1 for Fall Semester and January 1 for Spring Semester. For new students, the basis for class standing will be transferable credits on transcripts submitted to the Office of Admission. For continuing students, the basis for class standing will be academic units reflected on the NDNU transcripts. Any student requesting an exemption must submit an exemption form to the Student Life and Leadership Office (SLLO) for approval. Approval of exemptions is case-by-case and is not automatic. Failure to attain an approved exemption from the SLLO will automatically result in the posting of the semester housing and meal plan charges to the student's NDNU account.

Refund Policies

Fee Refund Policy

Fees are nonrefundable with the following exception. Those fees labeled as "Student Fees" are 100 percent refundable up to the beginning of the semester or term and nonrefundable after the beginning of the semester or term.

Room and Board Refund Policy

Room and Board charges are fully refundable up to the beginning of the semester. Any student resident who cancels his/her housing between the time he/she checks in and the end of semester check-out time is subject to a \$400 cancellation fee and will be charged on a percentage basis for the time he/she was in residence. Student residents leaving prior to the second week of the Fall semester or the first week of the Spring semester are also responsible for payment on the portion of the meal plan that they used. No meal plan refunds will be issued past the second week after check-in in the Fall or past the first week after check-in in the Spring. For details, see the License for On-Campus Residence. Note: This policy does not apply to the Housing Deposit.

Deposit Refund Policy

Deposits are nonrefundable with the following exception:

- International Student Deposit: If the student is unable to obtain a visa, the deposit will be refunded upon return to the Office of Admissions of any outstanding I-20 issued to the student. Refunds will be processed within 30 days.

Refund/Return of Title IV Funds to the Federal Government

Financial Aid recipients should be aware that all or a portion of any federal financial aid received must be returned to the source in cases of complete withdrawal from NDNU within the first 60 percent of the semester or term. The amount of federal funds that must be returned is prorated on a daily basis based on last date of attendance. The order of return of financial aid funds per federal regulations is as follows:

- Federal Stafford Loans
- Federal Perkins Loans
- Grad Plus
- Federal PLUS Loans
- Federal Pell Grants
- Academic Competitiveness Grant
- Smart Grant
- Federal SEOG
- Other Financial Aid Programs

Tuition Refund Policy

The Academic Calendar defines the dates on which the semester (15-week) or term (seven-week) begins, as well as the last day to drop. The date upon which any refund is based is the date on which the Registrar's Office receives written notice of the dropped course or withdrawal, not the student's last date of attendance.

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

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

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

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

- 100 percent refund before the beginning of the semester or term
- 100 percent refund, less \$25 per course dropped, prior to close of business on the second Tuesday of the semester or term
- 50 percent refund up through close of business on the third Tuesday of the semester or term
- 25 percent refund up through close of business on the fourth Tuesday of the semester or term
- No refund after the fourth Tuesday of the semester or term (last day to drop)

Refunds for all other courses are:

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

Tuition Refund Schedule – Full-time Undergraduate

This refund schedule applies to students registered as full-time undergraduates when the semester begins. It does not apply to students who are also full-time at the end of the drop period (fourth Tuesday), whether or not they have added or dropped courses in the interim. Except in the case of overload units, no refund or additional charge applies to such students. A student who withdraws from a

class or classes after the last day to drop (fourth Tuesday) but remains enrolled for the term will be considered full-time for the remainder of the term. No tuition adjustment will be made.

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

The refund schedule is:

- 100 percent refund, less \$200 cancellation fee, prior to close of business on the second Tuesday of the semester
- 50 percent refund up through close of business on the third Tuesday of the semester
- 25 percent refund up through close of business on the fourth Tuesday of the semester
- No refund after the fourth Tuesday of the semester or term (last day to drop)

ADMISSION INFORMATION

Undergraduate Admission

Admission Requirements

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

Applying as a Freshman: Required Documents

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

5. Application essay (instructions appear in the application)

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

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

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

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

Offers of admission are contingent upon high school graduation* and continued high performance in the senior year. Notre Dame de Namur University reserves the right to revoke acceptance should the final transcript change admission eligibility or if any application materials are false or misrepresented. An offer of admission may also be withdrawn if a serious disciplinary infraction regarding citizenship and character misconduct occurred after the application was submitted.

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

Applying as a Transfer: Required Documents

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

- Applicants transferring with fewer than 30 transferable semester units must also meet freshman admission requirements.

- The minimum cumulative college grade point average for consideration is 2.0.
- Applicants on probation or disqualification from the last college attended are not eligible for consideration unless the probation or disqualification occurred at least seven years prior to the intended semester of matriculation at Notre Dame de Namur University or until they have completed 12 transferable semester units or more at a subsequent institution with a GPA of a 2.0 or higher.

Transfer applicants must submit the following:

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

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

See our Articulation Agreements for details on how courses taken at other colleges can meet Notre Dame de Namur University requirements.

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

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

Provisional Admission

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

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

On-Campus Residence

Full-time students under the age of 21 with freshman or sophomore standing are required to live on campus. For more about housing and policy details, see the Payments and Policies section (p. 16).

Second Bachelor's Degree

Notre Dame de Namur University offers the opportunity for students to pursue a second bachelor's degree. Applicants who hold an undergraduate degree from a regionally accredited college or university with at least a 2.0 cumulative grade point average will be considered for admission to a second degree program. The SAT is not required, but students whose first language is not English must demonstrate a TOEFL score of at least 500. See the Undergraduate Degree Requirements section. Please note that second degree candidates are eligible to receive NDNU merit-based scholarships and Direct Loans only.

Professional Studies and Evening Programs

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

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

1. Applicants must have completed a minimum of 45 transferable semester units for the accelerated Professional Studies Program. Applicants with 35 to 44 semester units may be accepted by decision of the Chair of the Professional Studies Program with the understanding that the missing units will be completed within the first semester. Applicants with fewer than 35 units may be accepted as Professional Studies "Special Status" students with appropriate written rationale provided by the Chair.
2. Applicants must be 25 years of age or older.

3. Applicants must have three years of demonstrated professional work experience.
4. The minimum cumulative college grade point average for consideration is 2.0.

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

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

Evening Program (Computer and Information Science, Psychology)

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

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

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

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

International Students

International student applicants must meet all the admission requirements for freshman or transfer students, respectively. All transcripts from high schools and universities outside the United States must be evaluated by a professional credential evaluation service. We accept evaluations from members of NACES (<http://www.naces.org/members.htm>) and recommend

World Education Services, Inc. (WES). Please refer to their website (<http://www.wes.org>) for an explanation of their services. Freshman applicants must submit an evaluation that includes certification of equivalency to a U.S. high school diploma and a conversion to a U.S. grade point average (GPA) on a 4.0 scale. NDNU grants international conditional admission in some cases. Please contact Admissions for more details. International students whose first language is not English are required to submit proof of English language proficiency. For the Test of English as a Foreign Language (TOEFL) exam, the minimum requirement is a score of 500 (paper-based total), 173 (computer-based total), or 61 (Internet-based total). For the International English Language Testing System (IELTS) exam, the minimum requirement is a score of 5.5 on the Academic test. For the International Test of English Proficiency (iTEP), the minimum requirement is a score of 4.5. For the Pearson Test of English (PTE), the minimum requirement is a score of 45. Students submitting results from the TOEFL or IELTS are not required to submit SAT or ACT scores. If an international applicant's high school course work was taught in English, he/she may submit SAT or ACT scores in lieu of the TOEFL or IELTS.

An international student who attends an NDNU-approved English as a Second Language School is eligible to opt out of the TOEFL requirement if he/she meets the minimum requirement of the TOEFL waiver agreement. Please consult with the Office of Admission for agreements with specific partner language schools. These international students must take NDNU's English as a Second Language (ESL) assessment exam prior to enrolling in classes to determine if NDNU's English for International Students (EIS) course work is appropriate or required.

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

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

plans. For international students and applicants, the International Student Advisor in the Office of Enrollment processes immigration and intergovernmental documents related to enrollment at NDNU.

Term of Admission

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

Nonmatriculated Enrollment

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

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

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

Applications for nonmatriculated enrollment are available from the Registrar's Office. Students with permission to

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

Policies for Awarding Transfer Credit

With the exception of remedial and nonacademic vocational courses, NDNU accepts credit for courses completed with grade "C" (2.0) or higher at any degree-granting regionally-accredited two-year college or four-year college or university, provided they are college-level courses. Courses from California community colleges are generally accepted according to the published recommendations for transfer of courses to the California State University system. NDNU has established articulation agreements with various schools that specify how courses will transfer for General Education and/or major requirements. If NDNU does not have an existing articulation agreement with a school, then a transferrable course may only be used to satisfy a GE requirement if it is approved by the department corresponding to the requirement. No transfer credit decision is final until a final Transfer Credit Evaluation is processed by the Registrar and credits are posted to the NDNU transcript. (See our Articulation Agreements for details on how courses taken at other colleges can meet Notre Dame de Namur University general education and prerequisite requirements.)

Transfer unit limitations exist in computer applications, physical education, co-op education, ROTC, and English as a Second Language. Maximum allowable transfer unit totals apply as follows

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

A total of 78 lower-division transferable units are applicable to a Notre Dame de Namur University degree. All transfer undergraduates must take 30 units or more at NDNU to earn a degree from the University. Articulation Agreements are available in the transfer centers at many

California community colleges as well as on the NDNU website. Courses completed pass/credit may be used in fulfillment of General Education or Major requirements only if the pass/credit is validated as grade "C" (2.0) or higher.

Intersegmental General Education Transfer Curriculum (IGETC)

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

- Students may complete the IGETC requirements for either the CSU or UC system, allowing them to transfer without the need to take additional lower-division, general education courses at Notre Dame de Namur University. All students should review their Final Transfer Evaluation closely and work with their advisor to determine which courses remain to be completed.
- Students may complete a portion of the IGETC requirements and then complete any additional lower-division, general education courses after transferring to Notre Dame de Namur University.
- Students may transfer to Notre Dame de Namur University without following the IGETC or completing their lower-division and general education courses. A course-by-course evaluation will determine the need, if any, for additional lower-division, general education courses.

Note: Students completing IGETC will be required to take additional upper-division courses at NDNU to satisfy General Education Requirements (e.g., Religious Studies, Upper-Division Writing, among others).

Middle College or Running Start Programs

These are programs providing high school students credit for community college courses taken for credit toward high school graduation and credit toward the college degree. Credits for community college courses taken in high school, for which a grade of "C" (2.0) or higher is earned, will be awarded on a course-by-course basis for classes that would normally transfer credit to NDNU. Refer to articulation agreements for local community colleges for those taking courses there.

Credit by Examination

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

Advanced Placement Exam Scores

Scores of 3, 4, or 5 provide elective credit in the most subject areas and will satisfy General Education requirements as appropriate. A full listing of exams, scores, and corresponding NDNU credit is available on the NDNU website at <http://www.ndnu.edu/academics/advanced-placement-credits/>.

International Baccalaureate Exam Scores

Scores of 4, 5, 6, or 7 on most higher-level exams and some standard level exams will provide a minimum of 3 units of elective credit in the subject area and will satisfy General Education requirements, as appropriate to the subject area. Advanced placement in major courses will be awarded. A full listing of exams, scores, and corresponding NDNU credit is available on the NDNU website at <http://www.ndnu.edu/academics/international-baccalaureate-credits/>.

International Baccalaureate Diploma

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

College Level Examination Program (CLEP)

NDNU grants CLEP credit only for examinations passed at the 50th percentile or higher. Credit is granted for total scores only; successful subscores within an exam are not granted partial credit. Credit is not granted for scores from foreign language exams taken by native speakers of the language being tested. Credit for CLEP exams may not duplicate credit granted for classes previously or subsequently completed at NDNU or elsewhere. CLEP credit is recorded on the Notre Dame de Namur University transcript as units passed without an evaluative grade. A full listing of exams, scores, and corresponding NDNU credit is available at <http://www.ndnu.edu/academics/clep-credits/>.

Military Credit

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

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

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

Crosstown Agreement - AFROTC at Cal Berkeley:

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

R. N. Transfer Credit

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

Transfer Work After Matriculation

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

Graduate Admission

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

Admission Requirements

Minimum Requirements

Admission requirements for all graduate programs include a bachelor's degree from a regionally accredited institution and a cumulative grade point average of 2.5. However, it is recommended that you also visit program specific web pages to learn more about additional requirements or varying minimum GPA requirements. For most master's and credential programs, grades in prerequisite/foundation courses must be "C" (2.0) or higher and two recommendations are required. The Graduate Record Examination (GRE) and/or GMAT (Graduate Management Admission Test) are not institutional requirements for entrance into NDNU graduate programs.

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

Program-specific Requirements

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

International Students

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

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

An international student who attends an NDNU-approved English as a Second Language School is eligible to opt out of the TOEFL requirement if he/she meets the minimum requirement of the TOEFL waiver agreement. Please consult with the Office of Admission for agreements with specific partner language schools. These international students must take NDNU's English as a Second Language (ESL) assessment exam prior to enrolling in classes to determine if NDNU's English for International Students (EIS) course work is appropriate or required.

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

International students must also complete the International Student Certificate of Finances upon acceptance to the University. This form is available from the Office of Admission, or it can be downloaded as a printable document in PDF format. For international students and applicants, the International Student Advisor in the Office of Enrollment processes immigration and intergovernmental documents related to enrollment at NDNU.

Bridge Program for International Students

Students who have completed three-year bachelor's degree programs at a foreign academic institution of higher learning can qualify for consideration for conditional admission to graduate study at Notre Dame de Namur University (NDNU) by completing the Bridge Program. Because applicants to master's programs must have completed 124 undergraduate semester units, the postbaccalaureate Bridge Program will allow master's

applicants to complete additional undergraduate semester units to meet the master's admission 124 undergraduate semester unit requirement. Based on the equivalent number of undergraduate semester hours previously completed, students admitted to this program are required to complete 1-30 units of undergraduate study at NDNU.

This program of full-time study does not result in a second bachelor's degree. Entrance to any of the Bridge Programs will require the same minimum general admission, program-specific and any international admittance requirements as outlined in the Catalog for acceptance into a graduate program.

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

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

Depending upon the number of units needed to fulfill the 124 semester unit requirement, up to 12 units will consist of undergraduate upper-division in some or all of the following curriculum areas (no more than 3 units taken in any one):

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

The remaining units would consist of undergraduate upper-division courses that are designed to meet program prerequisites. All courses must be preapproved by the Program Chair/Director. The advisor of the Bridge Program is the graduate department chair or program director in collaboration with the undergraduate division and department chairs.

Application Procedure for Master's and Credential Programs

Application and Fee

Online option:

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

Traditional method:

Fill out the application forms from Graduate Admissions, or print the forms from the website and mail them or drop them off in person to the Graduate Admissions Office. Include the \$60 nonrefundable application fee with your application.

Transcripts

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

Note: All official documents submitted for admission consideration become property of the institution and cannot be returned or copied for distribution.

Prerequisites

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

Recommendations

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

Application Procedure for Graduate Certificate Programs**Application and Fee**

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

Transcripts

Send official transcripts from each college or university attended to the Graduate Admissions Office. Transcripts must show proof of bachelor's degree from a regionally accredited institution.

Note: All official documents submitted for admission consideration become property of the institution and cannot be returned or copied for distribution.

Submission and Acceptance Schedule

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

Domestic Students:

August 1: Fall Admission

December 1: Spring Admission

April 1: Summer Admission

International Students:

July 1: Fall Admission

November 1: Spring Admission

March 1: Summer Admission

Admission Status

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

Full Admission

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

Conditional Admission

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

Provisional Admission

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

register for the following semester unless all admission requirements are received.

International Conditional Admission

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

Term of Admission

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

Unclassified Graduate Status

For admission to Unclassified Graduate status, a student must hold a baccalaureate degree from a regionally accredited four-year college or university or have the equivalent of a United States bachelor's degree. Admission to the Unclassified Graduate status does not guarantee admission to a graduate or certificate program. Students may take a maximum of only 12 units with departmental approval in unclassified Graduate status. Admission to and duration of Unclassified Graduate standing shall be determined by the Chair/Program Director.

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

OFFICE OF FINANCIAL AID

The Office of Financial Aid (OFA), located in St. Mary's Hall, serves students seeking financial assistance and provides information to students and parents who are not familiar with the financial aid process. Annually, the Financial Aid Office processes in excess of \$33 million in the form of grants, scholarships, loans and work programs from federal, state, institutional and private sources.

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

NDNU Financial Aid Policies

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

Financial Aid packages combine scholarships, grants, loans, and part-time work, depending upon each student's eligibility. The total amount of financial aid offered by the University, together with all other financial aid sources, may not exceed the student's calculated financial need or, with non-need based aid such as Parent PLUS loans, the total cost of attendance.

To be considered for all sources of financial aid, students must enroll full-time and complete sufficient academic units each semester to graduate. (Several Federal and State financial aid programs are available to students enrolled at least half-time).

Generally, students are eligible to receive financial aid for the equivalent of four years of full-time study. To maintain eligibility for NDNU financial aid, a student must meet Satisfactory Academic Progress (SAP) requirements. Please see NDNU's SAP policy.

Applying for Financial Aid

To apply for financial aid, students are required to submit the Free Application for Federal Student Aid (FAFSA). The FAFSA can be filed online by going to <http://www.fafsa.gov>. Supporting documents such as parent and student's tax information may be requested by the OFA after the processed FAFSA is received. Financial

assistance is awarded only after admission to the University. For further information, please call (650) 508-3741 or email us at finaid@ndnu.edu.

Deadlines

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

Satisfactory Academic Progress SAP Policy

Overview

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

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

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

Progress is monitored annually at the conclusion of spring semester when a student is evaluated for receipt of aid for the subsequent year. The university academic progress policy is distributed to students in student application materials and on the Financial Aid area of the website.

Students are notified of deficiencies to the progress policy via probation and disqualification letters which are accompanied by a copy of the policy and instructions for petitioning to appeal the policy.

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

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

Satisfactory Academic Progress Policy

1. All aid applicants must have a *declared, approved educational objective* that leads to a degree or certificate.
2. All undergraduate students must maintain a *2.0 cumulative GPA*.
3. Students are expected to complete their coursework after having attempted 180 *semester units*. Grades of “W” and “I” will be included in the calculation of the 180 units maximum.
 - Students who change major or educational goals that require unit completions beyond 180 will be evaluated individually based on a written petition for special circumstances.
 - Remedial units are limited to 30 total units in residence and in transfer.
4. All **undergraduate** financial aid recipients must make progress toward completion of their educational goals consistent with the enrollment status for which aid is awarded by meeting the following *unit completion requirements*:

| If financial aid is awarded for: | Student must complete at least: |
|---|--|
| Full-time | 12 Units |
| Three quarter-time | 9 Units |
| Half-time | 6 Units |
| Less than half-time | All Units of enrollment |

- Only graded units of A, B, C, and D, and “CR” are considered as completed units.
 - F, NC, W, IP, AF and I grades are not considered as units completed. Students who receive I or IP grades must notify the OFA with verification when hours have been completed.
 - 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.
 - Consortium Agreement units taken at other institutions under a ‘Consortium Agreement’ will be considered transfer units and will be part of the SAP calculation.
 - Study Abroad courses approved by NDNU for academic credit toward a student’s degree taken in a study abroad program are counted as attempted and completed units.
 - Incomplete courses will not be considered as being successfully completed. An incomplete grade will count as credit/s attempted and credit/s not earned until the grades have been changed to a passing grade.
5. Students who fail to meet the minimum unit completion requirement and/or students who fail to achieve a minimum 2.0 GPA will be placed on financial aid disqualification. Students on financial aid disqualification have the right to appeal.
 6. Students who appeal and are approved will be placed on financial aid probation. Financial aid probation is removed when:
 - The student meets the minimum unit completion requirement in the probationary term, and/or
 - The student meets the minimum GPA requirement in the probationary term.
 7. All aid applicants must have complied with the terms and conditions of any prior financial aid contract to continue to be eligible.
 8. Students may reinstate full eligibility by:
 - Demonstrating satisfactory academic progress (completing the required number of units with the required GPA in a semester, either at NDNU or another institution) without receiving financial aid,

- Petitioning to have requirements waived due to mitigating circumstances,
 - Meeting the special conditions of a contract created as a result of a petition.
9. **Graduate students (Master's Programs)** must complete 3 units per semester to be eligible for financial aid with a 3.0 GPA. Graduate students who fail to meet the minimum of 9 units per academic year will be allowed one semester to remove the deficiency. Deficient units must be earned in addition to the 3 units required to complete the current semester requirements.

Monitoring Satisfactory Academic Progress

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

Appeals and Contracts

1. Students are notified of disqualification of aid eligibility due to lack of progress through the "Disqualification Letter" and advised that to appeal they must submit the petition (appeal and any appropriate documentation) form to the Financial Aid Appeals Committee.
 - a. The Financial Aid Appeals Committee consists of:
 - Director of Financial Aid, Chair
 - All active Financial Aid Counselors
 - Director of Retention.
 - Dean of Enrollment may be used on an ad hoc basis if another member is unavailable or asks to be excused from a particular appeal.
 - b. The appeal and any documentation are reviewed by the Committee.
2. Review of petitions is performed by the Financial Aid Appeals Committee. The Committee reviews the

student's transcript as well as the educational plan and petition. Decisions are made to either:

- a. Approve the petition based on the student's circumstances and/or the student's proximity to program completion.
 - b. Request a second, more detailed petition when circumstances are not well documented or the student's plan is unclear.
 - c. Deny the petition when the student appears to have consistently demonstrated inability to meet minimum requirements.
3. The Committee's decision is communicated to the Student by the Financial Aid Director. If the Committee establishes any conditions, these are included in the letter. The student is notified of the Committee's decisions within five days.
- a. Denials, requests for additional information, or referrals to the VP of External Affairs are noted in the "comments" in PowerFAIDS and the Custom Data field is updated with either an additional probationary term or disqualification term.
 - b. Disqualified student's tracking status is placed in a hold status in PowerFAIDS.
 - c. Students who have been disqualified must produce documentation to the Financial Aid Office that they have met the conditions of reinstatement before aid can be reinstated.

Academic Plan

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

Definition of Terms

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

Return of Title IV Funds

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

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

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

The Office of Financial Aid will use the information provided by the Registrar to learn about any student who officially withdraws. The OFA will return any funds due

from the institution while simultaneously notifying the student of any funds he/she may owe or offer the student any unearned funds which were not disbursed. This process will occur within a 30-day period of the withdrawal.

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

Calculation of Return of Funds

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

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

Responsibilities of Title IV Funds

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

Undergraduate Grants and Scholarships

Need-Based Grants and Scholarships

NDNU provides grants and scholarships to qualified full-time undergraduate students who may demonstrate financial need. Most scholarship awards are based on a combination of academic excellence, exceptional promise, leadership, service, athletic, or artistic ability and demonstrated need. Most may be renewed annually.

Cumulative grade point average, activities, and leadership qualities are also reviewed. There is no separate financial aid application for these scholarships.

Merit Scholarships

Presidential Scholarship:

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

Provost Scholarship:

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

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

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

Note: These scholarships will become part of regular financial aid awards based on student's eligibility for additional funds from NDNU and other agencies. Students will receive the value of the highest scholarship available to them. NDNU will guarantee a minimum of the value of the NDNU scholarship to those candidates selected for the award with the understanding that students receiving outside grants and scholarships exceeding their financial need may see a reduction in this award if required under federal regulation (this happens rarely).

Graduate Financial Aid

The mission of the Office of Financial Aid is to work with graduate students to help make studying at NDNU affordable. The OFA, located in St. Mary's Hall, offers both financial assistance and referrals to other sources.

Prospective graduate students are encouraged to seek specialized scholarships in their disciplines; many community, professional, and fraternal organizations also offer scholarships.

For financial aid purposes, students are considered to be full-time graduate students when enrolled in 9 units. Graduate students are eligible for loan programs when enrolled on at least a half-time basis, or 3 units. Graduate students with Unclassified Graduate status are not eligible for financial aid.

Students who plan to utilize federal, state, or NDNU financial aid to finance their graduate degree or credential must complete the Free Application for Federal Student

Aid (FAFSA) at <http://www.fafsa.gov>. Most graduate students are eligible for Direct Loans and Grad PLUS loans.

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

ACADEMIC POLICIES AND LEARNING OUTCOMES

General Academic Policies and Procedures

Course Designations

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

Department Codes

School of Business and Management

| | |
|-----|----------------|
| BUS | Business |
| COM | Communications |
| HSP | Human Services |

School of Education and Leadership

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

College of Arts and Sciences

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

| | |
|-----|-----------------------|
| MTH | Math |
| MUS | Music |
| NSC | Natural Sciences |
| PED | Physical Education |
| PHL | Philosophy |
| PHY | Physics/Earth Science |
| PSC | Political Science |
| PSY | Psychology |
| REL | Religious Studies |
| SPA | Spanish |
| SOC | Sociology |
| THE | Theatre Arts |

Course Numbering System

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

| | |
|-----------|--|
| 1000-1999 | Undergraduate lower-division courses |
| 2000-2999 | Undergraduate upper-division courses |
| 3000-3999 | Upper-division undergraduate courses given graduate credit when taken by a graduate student with the prior approval of a graduate program director |
| 4000-5999 | Graduate courses leading to a master's degree or credential |
| 6000-6999 | Academic certificates courses for academic credit (Postbaccalaureate professional growth courses) |
| 7000-7999 | Non-Degree |
| 8000-8999 | Ph.D. |
| 9000-9999 | Continuing Education Unit (CEU) professional growth courses nontransferable to academic degree or credential programs |

Academic Units

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

Quantification of a Unit of Credit

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

Unit of Credit – Undergraduate, Graduate, and CEU

- A unit of credit at the undergraduate level represents approximately 45 study hours, e.g., 15 study hours of in-class contact and 30 study hours of out-of-class preparation.
- A unit of credit at the master's level represents approximately 60 study hours, e.g., 15 study hours of in-class contact and 45 study hours of out-of-class preparation.
- A unit of credit at the doctoral level represents approximately 75 study hours, e.g., 15 study hours of in-class contact and 60 study hours of out-of-class preparation.
- Continuing Education credit is awarded on the basis of 1 continuing education unit (CEU) for each 10 study hours of instruction. (CEUs earned may not be applied to, nor substituted for, degree requirements under any circumstances.)

Accelerated/Intensive Courses (Undergraduate)

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

Laboratory, Studio, and Independent Study Courses

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

Community Engagement Courses (Undergraduate)

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

Performance/Activity Courses (Undergraduate)

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

Exceptions and Variations

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

R. N. Continuing Education Credit

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

Noncredit Study

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

Undergraduate Class Standing

Undergraduate class standing is determined as follows:

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

Retention of Final Examinations

Final exams are retained by the instructor for a period of one semester after the date of the exam. Students who desire to review a final exam evaluation should contact

the instructor within that period. Exams of part-time instructors or those who are no longer at the University are stored in the department or school deans' offices.

Veterans' Affairs

The California Bureau for Private Postsecondary and Vocational Education approves Notre Dame de Namur University degree programs. Some certificate programs, excluding continuing education, are also approved for VA benefits. Veterans who expect to receive VA educational benefits must complete application forms with the Veterans' Coordinator at the time of registration. Eligible veterans may visit the NDNU Military and Veteran Students Web page at <http://www.ndnu.edu/admissions/military-veteran-students/> for current information or e-mail the Veterans' Coordinator, Mary Vice, in the Registrar's Office at mvice@ndnu.edu to begin using their education benefits at NDNU.

Monthly benefits are based on the number of units taken each semester, the scheduled meeting dates of each course taken and the number of veteran's dependents. Information on monthly benefits may be obtained by calling (888) 442-4551. Disabled veterans are advised to contact the Vocational Rehabilitation Office in Oakland, California at (510) 637-1128. Children and spouses of veterans qualify for Survivor/Dependent benefits only if the veteran's death or disability is 100 percent service-related.

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

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

The University may not continue to certify the enrollment of a veteran or eligible person whose academic progress remains below graduation requirements. In the certificate program, if a VA student fails one course, the student is placed on Academic Probation. If a VA student fails the second course, he or she will not be certified for VA benefits. Continuous enrollment is subject to University

policy. The University must report the assignment of nonpunitive grades (e.g., Incompletes) to the Department of Veterans' Affairs within 30 days from the date the grades are assigned. The student is required to submit corroborative evidence to substantiate his/her claim of extraordinary circumstances. This is necessary to ensure compliance with statutory restrictions on benefit programs. If, at the end of one year from the date the Incomplete was assigned, the student's records still reflect a nonpunitive grade for the course, the Department of Veterans' Affairs will inform the student that the benefit payments for the course must be retroactively terminated.

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

Student Veterans' Alliance

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

Transcripts

Students may obtain official transcripts of credit work at Notre Dame de Namur University. Transcripts can be ordered in person at the Registrar's Office with a written request or online through the National Student Clearinghouse's website. Please allow a minimum of five business days for processing. Transcripts are \$10 per copy. The National Student Clearinghouse charges \$2.25 per destination address. Official transcripts cannot be sent by fax. Transcripts of work taken at other institutions cannot be issued. The University reserves the right to withhold the records of any student not in good financial standing as defined by the University.

Diplomas

Diplomas are ordered only after all grades are posted and the University has verified the completion of all academic requirements and the clearing of all financial obligations.

Please allow approximately three months after verification for receipt of diploma.

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

- Fall: December
- Spring: May
- Summer: August

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

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

Certificates

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

Undergraduate Institutional Learning Outcomes

NDNU has developed learning outcomes at three levels:

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

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

NDNU Institutional Learning Outcomes

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

Written Communication

Upon graduation from NDNU, students will be able to:

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

Quantitative Reasoning

Upon graduation from NDNU, students will be able to:

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

- Make judgments about and draw appropriate conclusions from a study based on quantitative analysis of data, modeling, or estimation. (Application/Analysis)

Oral Communication

Upon graduation from NDNU, students will be able to:

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

Critical Thinking

Upon graduation from NDNU, students will be able to:

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

Mission, Values, and Engagement

NDNU students

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

General Education Learning Outcomes

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

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

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

Foundations

Freshman Year Seminar

The Freshman Year Seminar is an interdisciplinary course that introduces traditional-aged students to the Mission of the University and its Core Values and competencies. Students explore their identities as members of local, national, and global multicultural communities through

critical reflection and experiential learning activities. Readings are selected to challenge students' intellectual visions and interests. Reflection and written and oral communication skills are emphasized. Leadership and collaboration skills are developed while enrichment activities correlate residence hall and other campus events with the academic program. The undergraduate academic portfolio is implemented to document students' continuing development of core competencies and values.

Lower-Division Writing

Through the Lower-Division Writing Requirement, students strengthen their skills in expository prose writing and critical thinking as they analyze fictional narratives and other types of writing, review the fundamentals of grammar and mechanics, study basic rhetorical strategies and practice research and documentation methodologies.

World History

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

Mathematics

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

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

Modern Language

Courses in a modern language develop communication skills in a language other than English and emphasize listening, reading, speaking and writing. The language is

studied as an essential component of a distinct cultural heritage so that students become familiar with the history, customs, and artistic expressions of the areas of the world where that language is spoken. Advanced courses develop skills for specific purposes such as business and community service.

Culture and Language (for BS students only)

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

Upper-Division Writing Requirement

This requirement is designed to assure that students demonstrate the ability to communicate clearly in writing at a level that meets the University's standard.

Thematic Curriculum

Social and Personal Responsibility

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

The Individual, Society, and the Environment

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

Creative Arts

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

Community Engagement (CE)

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

Cultural Diversity (CDiv)

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

UNDERGRADUATE ACADEMIC INFORMATION

Undergraduate Degrees

The University offers three baccalaureate degrees:

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

Specific Degree Requirements

Bachelor of Arts

A curriculum that may require a maximum of 60 units of course work in or out of the major department beyond the General Education Requirements. A minimum of 24 upper-division units is required in the major.

Bachelor of Fine Arts

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

Bachelor of Science

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

Degrees with Multiple Majors

While a student may be eligible for a degree with multiple majors, Notre Dame de Namur University does not award degrees of more than one type (for example, a BA and a BS) simultaneously. Students completing requirements for

majors in more than one degree type must declare a primary major that dictates which degree is awarded.

Professional Studies/Evening Program

The Professional Studies/Evening Programs at Notre Dame de Namur University are upper-division programs designed to enable career-oriented working adults to complete a bachelor's degree in the evening. Majors in Computer Science and Psychology are offered in the regular 15-week Fall and Spring semesters. Majors in Business Administration, Human Services, and Liberal Studies are offered in six seven-week terms in the Fall, Spring, and Summer.

Only students accepted into the Accelerated Programs may enroll in seven-week Accelerated courses; however, Accelerated Program students may enroll concurrently in 15-week semester courses. Evening classes generally meet one night per week. Students should consult with their advisors regarding the availability and scheduling of General Education courses in the evening.

Undergraduate Degree Requirements

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

- Major Requirements
- Institutional Requirements
- General Education Requirements

The goals of this tripartite structure for bachelor's degree programs are: the General Education segment promotes connection to the University's Mission while developing essential skills, attitudes, and breadth for full participation in our diverse society; the Major segment requires students to achieve depth in a specific area; and the Institutional Requirements segment provides further structure for the academic integrity of the degree and the opportunity for exposure to other areas of interest through elective courses.

MAJOR (AND OPTIONAL MINOR) REQUIREMENTS

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

program for an interdisciplinary major, as defined in this section.

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

Major: Minimum Unit Requirement

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

Minor: Minimum Unit Requirement

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

Majors and Minors: Discrete Unit Requirement

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

Interdisciplinary Majors

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

- **Humanities:** A broad background in the humanities and a special competence in English, Modern Languages and Cultures, Philosophy or Religious Studies
- **Languages and Literature:** Training in linguistics, literary criticism, English and foreign languages, and their literatures
- **Philosophy and Religious Studies:** A selection of courses from these two areas to bring focus to the intersection of faith, reason, spirituality and ethics

- **Software Engineering and Management:** Courses from Computer Science and Business appropriate to entry-level technical management

Interdisciplinary Minors

Students may design interdisciplinary minors under the guidance of an academic advisor and by agreement of the chairs of the departments concerned. The minor will involve a program flexible enough to satisfy the individual needs of the student but structured enough to ensure a practical group of related courses that includes at least 12 units, of which 6 units must be upper-division and taken in residency. Possible program areas in which interdisciplinary minors might be developed include European Studies, Film Studies, Social Justice Studies and Women Studies.

INSTITUTIONAL REQUIREMENTS

TOTAL UNIT REQUIREMENT

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

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

A maximum of 16 units in performance and activities courses, excluding courses required in the major, may be applied toward the total unit requirement with a limit of 5 units per semester. A list of performance and activities courses can be found in the Undergraduate Policies and Procedures section.

ACADEMIC RESIDENCY REQUIREMENT

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

REQUIREMENTS FOR SECOND BACHELORS DEGREES

Students admitted to a second bachelor's degree program must complete at least 30 units of course work toward the second bachelor's degree at Notre Dame de Namur University taken in at least two semesters after admission.

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

ACADEMIC STANDING REQUIREMENT

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

U.S. HISTORY REQUIREMENT

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

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

| | | |
|----------|----------------------------------|---|
| HST 1020 | United States History | 3 |
| HST 2300 | American History:1607-1877 | 3 |
| HST 2310 | American History:1877-Present | 3 |
| HST 2330 | History/Politics of Civil Rights | 3 |
| HST 2340 | America's Ethnic History | 3 |
| PSC 2320 | The Constitution | 3 |

GENERAL EDUCATION REQUIREMENTS

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

Summary

Foundation Requirements

| | |
|---|---|
| Freshman Year Seminar - IDS 1200 (p. 223) | 3 |
|---|---|

(For traditional-aged students entering day undergraduate programs with 12 or fewer transfer

| | |
|--|---|
| units) | |
| Lower-Division Writing | 3 |
| World History | 6 |
| Mathematics | 3 |
| Modern Language (for BA, BFA) or Culture and Language (for BS) | 6 |
| Upper-Division Writing | 3 |

Thematic Curriculum Requirements

Social and Personal Responsibility

| | |
|------------|---|
| Philosophy | 3 |
|------------|---|

| | |
|--------------------|---|
| Religious Studies* | 6 |
|--------------------|---|

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

The Individual, Society, and the Environment

| | |
|--|---|
| Natural and Physical Science | 3 |
| Social and Behavioral Science | 3 |
| Additional course from either of the above disciplines or from Computational Sciences for all students | 3 |

Creative Arts

| | |
|------------|---|
| Literature | 3 |
|------------|---|

| | |
|---|---|
| Visual and Performing Arts | 3 |
| Additional course from either of the above disciplines required for students in day undergraduate programs only | 3 |

Community Engagement and Cultural Diversity

| | |
|---|---|
| Community Engagement | 3 |
| Cultural Diversity (may not be double dipped with Culture and Language) | 3 |

Notes on Cultural Diversity Requirement

The Cultural Diversity Requirement generally does not add to a student's program. Rather, it is intended to be fulfilled by choosing courses from the approved list that also satisfy requirements in other areas of the student's program with the exception of Culture and Language for BS students.

FULFILLING THE FOUNDATIONS REQUIREMENTS

FRESHMAN YEAR SEMINAR (3 UNITS)

Freshman Year Seminar

| | | |
|----------|-----------------------|---|
| IDS 1200 | Freshman Year Seminar | 3 |
|----------|-----------------------|---|

Students in evening programs, students matriculating with more than 12 units, and nontraditional age students need not satisfy this requirement.

Subtotal: 3

LOWER-DIVISION WRITING (3 UNITS)

Lower Division Writing

| | | |
|----------|----------------------|---|
| ENG 1030 | Freshman Composition | 3 |
|----------|----------------------|---|

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

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

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

WORLD HISTORY (6 UNITS)

Students entering as freshmen fulfill this requirement by taking and passing HST 1000 and HST 1010. Transfer students (30 or more transferable units) may fulfill this requirement by satisfying Section A and Section B requirements below.

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

Section A: 3 of the 6 units required must be in World History.

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

| | | |
|----------|-------------------------------------|---|
| HST 1000 | World History I | 3 |
| HST 1010 | World History II | 3 |
| HST 2000 | World History I | 3 |
| HST 2010 | World History II | 3 |
| HST 2020 | World History | 3 |
| HST 2100 | History of Western Culture | 3 |
| HST 2110 | History of Political/Social Thought | 3 |
| HST 2120 | Modern Western Thought | 3 |
| HST 2410 | Modern Times | 3 |

HST 1000, HST 1010, HST 2000, HST 2010, HST 2020:

Students who have received credit for HST 1000, HST 1010, HST 2000, or HST 2010 are not permitted to take HST 2020, and vice-versa. Students who have received AP credit for World History may take any Section A course other than HST 1000, HST 1010, HST 2000, HST 2010 or HST 2020, OR any Section B course to satisfy the remainder of their History requirement.

Section B: The remaining 3 units of the requirement may be fulfilled by

any 3-unit NDNU History (HST) course or one NDNU Political Science (PSC) course from the following list:

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

MATHEMATICS (3 UNITS)

Students may choose from one of the following options

| | | |
|----------|---------------------------------|---|
| MTH 1105 | Math and Life | 3 |
| MTH 1111 | Statistical Concepts | 3 |
| MTH 1216 | Pre-Calculus With Trigonometry | 4 |
| MTH 1225 | Statistics for Business | 3 |
| MTH 1320 | Calculus I | 4 |
| MTH 1321 | Calculus II | 4 |
| MTH 1322 | Applied Calculus | 4 |
| MTH 1330 | Calculus III | 4 |
| MTH 2419 | Discrete Mathematics | 4 |
| MTH 2450 | Linear Algebra | 4 |
| MTH 2502 | Statistics | 3 |
| MTH 2522 | Probability and Statistics | 4 |
| MTH 2606 | Math for Elementary Teachers I | 3 |
| MTH 2607 | Math for Elementary Teachers II | 3 |

All courses that fulfill the requirement assume mathematics placement at Level 1 or higher. Per Policies for Awarding Transfer Credit (p. 23), to satisfy the Mathematics GE Foundations requirement, transferable courses that are not covered by current articulation agreements must be approved by the Mathematics Department.

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

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

Two courses from another institution equivalent to the academic content of two NDNU courses of the same language will also satisfy the Modern Language requirement, provided that the courses appear on an NDNU articulation agreement or are otherwise approved by the Modern Languages department chair.

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

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

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

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

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

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

| | | |
|----------|-------------------------------------|-----|
| FRE 1008 | Basic Practical French II | 3 |
| FRE 1016 | Intermediate Conversation I | 3 |
| FRE 1024 | Intermediate Conversation II | 3 |
| FRE 2100 | Advanced Conversation I | 1-3 |
| FRE 2108 | Advanced Conversation II | 1-3 |
| FRE 2116 | Pronunciation in Cultural Context | 1-3 |
| FRE 2124 | French Society in Texts and Films | 3 |
| FRE 2126 | French Culture and Gastronomy | 3 |
| FRE 2128 | Litterature de Jeunesse | 3 |
| FRE 2132 | The French Today | 1-3 |
| FRE 2134 | Intro to French Civilization | 3 |
| FRE 2140 | Women in French Literature | 3 |
| FRE 2886 | Sp Tpcs in French | 1-3 |
| ITA 1008 | Introduction to Italian II | 3 |
| LAT 1008 | Introduction to Latin II | 3 |
| SPA 1008 | Introduction to Spanish II | 3 |
| SPA 1016 | Intermediate Spanish I | 3 |
| SPA 1024 | Intermediate Spanish II | 3 |
| SPA 2106 | Spanish Conversation Through Theatr | 3 |
| SPA 2108 | La herencia cultural latinoamerica | 3 |
| SPA 2124 | Span for Bilingl World:Comm Svc/Bus | 3 |
| SPA 2125 | Spanish for the Professions | 3 |
| SPA 2134 | Reel Latin Am:Continent thru Film | 3 |
| SPA 2135 | Intro a La Literatura Latinoamerica | 3 |
| SPA 2136 | Lit and Film: Spanish-Speaking Wrld | 3 |

CULTURE AND LANGUAGE (6 UNITS)

BS students may choose from the following options:

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

3. One Modern Language course equivalent to a semester course at NDNU and one course from the following list of Culture and Language courses.

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

Students may choose from one of the following options

| | | |
|----------|-------------------------------------|-----|
| CUL 2100 | Intro to French Literature in Film | 3 |
| CUL 2108 | French Cinema, Culture, Language | 3 |
| CUL 2124 | Modern France: Culture and Language | 3 |
| CUL 2135 | Business Culture of France vs US | 3 |
| CUL 2140 | Business French II | 3 |
| CUL 2200 | Mexico:Politics, Culture, Language | 3 |
| CUL 2208 | Central Amer:Politics/Culture/Lang | 3 |
| CUL 2216 | Andean Nations:Politics/Cult/Lang | 3 |
| CUL 2224 | Indigenous Cultures of Latin Amer | 3 |
| CUL 2232 | Latino/Hispanic Experience in USA | 3 |
| CUL 2240 | Mexican-American Lit/Language/Film | 3 |
| CUL 2248 | Cult/Lang of Latin Amer Thru Film | 3 |
| CUL 2250 | Literature of Latin America | 3 |
| CUL 2308 | Intercultural Cinema | 3 |
| CUL 2316 | Cultural Heritage/Language of China | 3 |
| CUL 2400 | African Cinema, Culture, Language | 3 |
| CUL 2500 | Svc Lrng:Spanish Community Svc Proj | 1-3 |
| HST 2200 | History, Culture, Language-France I | 3 |
| HST 2210 | History, Culture,Language-France II | 3 |

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

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

- Be a native speaker of a language other than English and provide an official transcript showing attendance at a school in the native language
- Pass an NDNU foreign language placement examination with a proficiency score of 3, or pass an equivalent exam at a corresponding level (Exam must be approved in advance by the Chair of the Modern Languages Department. For non-European languages, this usually involves passing a test sent from the Center for Applied Linguistics in Washington, D.C., and administered at NDNU.)

- Complete the third-year level of a foreign language in high school with grades "C" (2.0) or higher for each term within the third year. NDNU does not accept a C- or lower. An official high school transcript is required.
- Score 600 or higher on a College Board Achievement Test in foreign language
- Pass a College Board Advanced Placement Examination in a foreign language with a score of 3 or higher
- Pass a CLEP examination in a foreign language at the 50th percentile or higher (for information on specific CLEP exams, visit <http://www.ndnu.edu/academics/clep-credits/>)
- Transfer in a course equivalent to a second-semester NDNU course of a language with a C (*2.0) or higher

UPPER-DIVISION WRITING REQUIREMENT (3 UNITS)

All students must complete 3 upper-division units in writing (in addition to the Lower-Division College Writing requirement that is part of the General Education). These units may be completed in a variety of ways:

By taking writing-intensive courses in the disciplines that are designated as WAC courses with a W suffix including the following.

Each of these courses satisfies 1 unit of the writing requirement

| | | |
|------------|-------------------------------|---|
| BUS 2116 W | Econ Dev Less-Dev Countries | 3 |
| BUS 2335 W | International Business | 3 |
| BUS 2980 W | Business Policies/Strategies | 3 |
| PSY 2157 W | Abnormal Psychology | 4 |
| PSY 2180 W | History/Systems of Psychology | 4 |

By taking units in:

| | | |
|------------|-----------------------|-----|
| ENG 2000 | Writing Center and/or | 1 |
| COM 2456 L | Media Production Lab | 1-3 |

By taking one of the following upper-division courses in writing:

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

FULFILLING THE THEMATIC CURRICULUM REQUIREMENTS:

SOCIAL AND PERSONAL RESPONSIBILITY**Philosophy (3 units)**

| | | |
|------------|------------------------------------|---|
| PHL 1001 | Introduction to Philosophy | 3 |
| PHL 1100 | Ancient Philosophy | 3 |
| PHL 1105 | Modern Philosophy | 3 |
| PHL 1110 | Nineteenth Century Philosophy | 3 |
| PHL 1200 | Moral Problems | 3 |
| PHL 1205 C | Law, Morality, Society | 3 |
| PHL 2100 | Ancient Philosophy | 3 |
| PHL 2105 | Modern Philosophy | 3 |
| PHL 2110 | Nineteenth Century Philosophy | 3 |
| PHL 2115 | Asian Philosophies | 3 |
| PHL 2200 | Moral Problems | 3 |
| PHL 2210 | Political and Social Philosophy | 3 |
| PHL 2215 | Theories of the Good Life | 3 |
| PHL 2220 | Philosophy and the Environment | 3 |
| PHL 2230 | Ethics/Professional Responsibility | 3 |
| PHL 2235 | Bioethics | 3 |
| PHL 2301 | Logic | 3 |
| PHL 2400 | Philosophy of Science | 3 |
| PHL 2405 | Philosophy of Mind | 3 |
| PHL 2410 | Women and Philosophy | 3 |
| PHL 2415 | Philosophy of Religion | 3 |
| PHL 2420 | Philosophy of Love | 3 |

Religious Studies (6 units)

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

| | | |
|----------|------------------------------------|---|
| ART 2225 | Art History: Medieval | 3 |
| ART 2230 | Art Hist:Art/Religion of Far East | 3 |
| COM 2416 | The Holocaust | 3 |
| HST 2430 | Islam and the West | 3 |
| PHL 2415 | Philosophy of Religion | 3 |
| REL 1000 | Introduction to the Old Testament | 3 |
| REL 1005 | Introduction to the New Testament | 3 |
| REL 1105 | Jesus and the Gospels | 3 |
| REL 1200 | Christianity:Beginnings to 1500 | 3 |
| REL 1205 | Modern Christianity | 3 |
| REL 1250 | Religions of the World | 3 |
| REL 1300 | Church/Sacraments | 3 |
| REL 1400 | Challenged by Christian Ethics | 3 |
| REL 1405 | The Christian in Society | 3 |
| REL 1620 | Way of the Earth | 3 |
| REL 2100 | Jesus of History/Christ of Faith | 3 |
| REL 2110 | The Study of the Gospel of Mark | 3 |
| REL 2120 | Study of Gospel of Luke and Acts | 3 |
| REL 2130 | John: The Gospels and Letters | 3 |
| REL 2140 | The Pauline Letters | 3 |
| REL 2145 | Mystical Exp Religions of the Book | 3 |
| REL 2210 | Reel Religion:Christianity in Film | 3 |

| | | |
|------------|-------------------------------------|---|
| REL 2250 | Religions of the World | 3 |
| REL 2255 C | Soc Justice in the World Religions | 4 |
| REL 2260 | Islam: Faith and Practice | 3 |
| REL 2265 | Buddhist Traditions | 3 |
| REL 2310 | Religion and Technology | 3 |
| REL 2425 C | Theologies of Liberation | 3 |
| REL 2430 | Dev Gendr/Sexuality in Christianity | 3 |
| REL 2600 | Voices in Christian Spirituality | 3 |
| REL 2605 | Women's Spirituality | 3 |
| REL 2620 | Way of the Earth | 3 |

THE INDIVIDUAL, SOCIETY, AND THE ENVIRONMENT**Natural and Physical Sciences (3 units)**

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

Social and Behavioral Sciences (3 units)

| | | |
|------------|-------------------------------------|---|
| BUS 1100 | Macroeconomics | 3 |
| BUS 1108 | Microeconomics | 3 |
| BUS 1200 | Personal Financial Planning | 3 |
| HST 2110 | History of Political/Social Thought | 3 |
| HST 2120 | Modern Western Thought | 3 |
| HST 2230 | Europe Since World War II | 3 |
| HST 2300 | American History:1607-1877 | 3 |
| HST 2310 | American History:1877-Present | 3 |
| HST 2320 | Modern America: 1932 to Present | 3 |
| HST 2330 | History/Politics of Civil Rights | 3 |
| HST 2340 | America's Ethnic History | 3 |
| HST 2350 | California History | 3 |
| HST 2400 | Novels as History | 3 |
| HST 2410 | Modern Times | 3 |
| HST 2420 | History/Politics in Films | 3 |
| HST 2430 | Islam and the West | 3 |
| HST 2440 C | Environmental History/Justice | 4 |
| PSC 1000 | Introduction to American Government | 3 |
| PSC 1100 | Intro to Comparative Government | 3 |
| PSC 2100 | Intro to Comparative Government | 3 |
| PSC 2110 | International Relations | 3 |
| PSC 2120 | World Geography | 3 |
| PSC 2130 | Latin American Area Studies | 3 |
| PSC 2140 | African Area Studies | 3 |
| PSC 2150 | Asian Area Studies | 3 |

| | | |
|------------|--|---|
| PSC 2160 | Middle East Area Studies | 3 |
| PSC 2301 C | State and Local Government | 4 |
| PSC 2310 | Parties, Politics, and Campaigning | 3 |
| PSC 2320 | The Constitution | 3 |
| PSC 2330 | Gender and the Law | 3 |
| PSY 1001 | Introduction to Psychology | 3 |
| PSY 2101 | Personality Theory | 3 |
| PSY 2133 | Social Psychology | 3 |
| PSY 2141 | Developmental Psychology | 3 |
| PSY 2149 C | Dev Psych in Classroom/Community | 4 |
| PSY 2150 | Lifespan Development | 3 |
| PSY 2157 | Abnormal Psychology | 3 |
| PSY 2157 W | Abnormal Psychology | 4 |
| PSY 2201 | Counseling/Psychotherapy | 3 |
| PSY 2217 | Conflict Resolution | 3 |
| PSY 2233 | Jungian Psychology | 3 |
| PSY 2309 C | Community Psychology | 4 |
| PSY 2409 | Building Community Thru Diversity | 1 |
| PSY 2701 | Human Sexuality | 3 |
| PSY 2717 | Women, Shakespeare, Psychoanalysis | 3 |
| SOC 1001 | Introduction to Sociology | 3 |
| SOC 1009 | Cultural Anthropology | 3 |
| SOC 2201 C | Social Change Thru Social Service I | 3 |
| SOC 2205 C | Social Change thru Social Servicell | 3 |
| SOC 2301 | The Family | 3 |
| SOC 2309 | Criminology | 3 |
| SOC 2317 | Deviant Behavior | 3 |
| SOC 2345 | Color of Crime:Race and Crim Justic | 3 |
| SOC 2349 | Youth, Crime, and Society | 3 |
| SOC 2417 | Interpersonal/Intercultrl Communic | 3 |
| SOC 2502 C | Exploring Inner World of Inner City | 4 |
| SOC 2504 C | Promise of the Inner City | 4 |
| SOC 2601 | Animals in Society | 1 |
| SOC 2609 | The Animal-Human Bond | 3 |
| SOC 2617 | Tchg,Lrng,Healing Thru Animals | 3 |
| SOC 2750 | Social Change:Advocacy and Activism | 1 |

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

| | | |
|----------|---------------------------------|---|
| CIS 1130 | Foundations of Computer Science | 4 |
| CIS 2885 | Senior Project | 3 |
| MTH 2419 | Discrete Mathematics | 4 |
| MTH 2450 | Linear Algebra | 4 |
| MTH 2522 | Probability and Statistics | 4 |
| MTH 2606 | Math for Elementary Teachers I | 3 |
| MTH 2607 | Math for Elementary Teachers II | 3 |

CREATIVE ARTS

Literature (3 units)

Students entering as freshmen fulfill this requirement by taking and passing ENG 1040 Classics of World Literature I. Transfer students with 30 units or more and nontraditional age students may substitute for ENG 1040 an equivalent course in literature from another institution or take 3 units of literature at NDNU from the following list:

| | | |
|----------|--|-----|
| ENG 1040 | Classics of World Lit I | 3 |
| ENG 1041 | Classics of World Lit II | 3 |
| ENG 2200 | Survey of American Literature I | 3 |
| ENG 2201 | Survey of American Literature II | 3 |
| ENG 2220 | Amer Lit Movemts:Jazz Age | 1 |
| ENG 2222 | Amer Lit Movemts:Harlem Renaissance | 1 |
| ENG 2224 | Amer Lit Movemts:Beat Poets | 1 |
| ENG 2248 | Great Amer Writers: Hawthorne | 1 |
| ENG 2252 | Great Amer Writers: Melville | 1 |
| ENG 2256 | Great Amer Writers: Twain | 1 |
| ENG 2260 | Great Amer Writers: Hemingway | 1 |
| ENG 2264 | Great Amer Writers: Faulkner | 1 |
| ENG 2268 | Great Amer Writers: Morrison | 1 |
| ENG 2270 | Great American Writers: Poe | 1 |
| ENG 2272 | Great American Writers:Dickinson | 1 |
| ENG 2274 | Great American Writers: Wharton | 1 |
| ENG 2400 | Brit Lit:Myth, Epic, Romance | 3 |
| ENG 2403 | Brit Lit:The Age of Elizabeth | 3 |
| ENG 2408 | Brit Lit:Enlightenment/Revolution | 3 |
| ENG 2412 | Brit Lit:Modernism/Postmodernism | 3 |
| ENG 2544 | Shakespeare | 3 |
| ENG 2545 | Shakespeare in Ashland | 1-3 |
| ENG 2600 | Women's Literature | 3 |
| ENG 2604 | African-American Literature | 3 |
| ENG 2608 | Asian-American Literature | 1 |
| ENG 2612 | Latino Literature | 1 |
| ENG 2616 | Native American Literature | 1 |
| ENG 2624 | Children's Literature | 3 |
| ENG 2632 | Graphic Novels and Manga | 3 |
| ENG 2636 | Mythology of Superheroes | 3 |
| ENG 2646 | Detective Fiction | 3 |
| ENG 2650 | Modern Poetry | 3 |
| ENG 2656 | Literary Theory | 3 |
| ENG 2997 | Senior Seminar | 3 |

Visual and Performing Arts (3 units)

| | | |
|----------|--------------------------|---|
| ART 1001 | Drawing I | 3 |
| ART 1010 | Drawing with Illustrator | 3 |
| ART 1018 | Life Drawing I | 3 |
| ART 1101 | Two-Dimensional Design | 3 |
| ART 1109 | Color Design | 3 |
| ART 1118 | Three-Dimensional Design | 3 |

| | | | | | |
|------------|-------------------------------------|--------|--|----------------------------------|---|
| ART 1127 | Advanced Design | 3 | W | 1800 | |
| ART 1201 | Art Through Time: Art Hist Survey | 3 | THE 2145 | Dev of Drama and Theatre 1800- | 4 |
| ART 2201 | Art History:Modern Art | 3 | W | Pres | |
| ART 2205 | Art History:Art of the Americas | 3 | THE 2150 | Directing | 3 |
| ART 2210 | Art Hist:Art in Business/Industry | 3 | THE 2153 | Theatre and Drama in the Schools | 3 |
| ART 2215 | Art Hist:Contemp Art Since 1945 | 3 | THE 2159 C | Introduction to Arts Management | 3 |
| ART 2220 | Art Hist:Post-Modern World in Art | 3 | <p>Note: ART 2635, DAN 1045, DAN 2045, MUS 1600, MUS 1605, MUS 2310, MUS 2600, and MUS 2605: Qualifies when 3 units of this course are taken within a four-semester sequence. MUS 1610 and MUS 2610: Qualifies when 3 units of the same instrument are taken within a four-semester sequence.</p> <p>One additional literature or Visual and Performing Arts course (3 units)</p> <p>Day students only</p> <p>COMMUNITY ENGAGEMENT (CE) (3 UNITS)</p> <p>As part of NDNu’s general education semi-thematic model, all baccalaureate day students are required to complete units in Community Engagement (CE).*</p> <p>Students entering as freshmen are required to take the First-Year Seminar, which includes community engagement. In addition to this course, all traditional day undergraduates will take a second 3- or 4-unit, lower- or upper-division course designated as a community engagement course. Courses granting units in this requirement include community-based learning, community-based research, internships, and alternative break/immersion programs, all of which require a minimum of 15 hours of community service/research.</p> <p>CE courses may be used to fulfill other General Education requirements or requirements within the major. Courses fulfilling this requirement carry the notation CE after their title. Check the course description in this Catalog and the listings of each semester’s class schedule.</p> <p><i>*For those students who entered NDNu under an earlier Catalog, they may substitute a community engagement course for the career development requirement.</i></p> <p>Students may choose one of the following courses</p> | | |
| ART 2225 | Art History: Medieval | 3 | | | |
| ART 2230 | Art Hist:Art/Religion of Far East | 3 | | | |
| ART 2301 | Representational Painting | 3 | | | |
| ART 2305 | Projects in Painting | 3 | | | |
| ART 2310 | Outdoor Painting | 3 | | | |
| ART 2401 | Media Graphics: Graphic Design | 3 | | | |
| ART 2405 | Media Graphics:Layout/Typography | 3 | | | |
| ART 2410 | Media Graph:Production Techniques | 3 | | | |
| ART 2415 | Elements of Web Design-Photoshop | 3 | | | |
| ART 2501 | Printmaking: Etching | 3 | | | |
| ART 2505 | Printing: Multimedia Workshop | 3 | | | |
| ART 2601 | Techniques in Water-based Painting | 3 | | | |
| ART 2605 | Art Education Concepts | 3 | | | |
| ART 2615 | Sculpture I | 3 | | | |
| ART 2625 | Photography I | 3 | | | |
| ART 2635 | Gallery Techniques | 1-3 | | | |
| ART 2635 C | Gallery Techniques | 1-3 | | | |
| DAN 1045 | Dance Technique I | 1 | | | |
| DAN 2045 | Dance Technique I | 1 | | | |
| MUS 1200 | Music Theory I | 3 | | | |
| MUS 1310 | Creative Arts Experience | 3 | | | |
| MUS 1600 | Indiv Instruction:Voice | 1-4 | | | |
| MUS 1605 | Indiv Instruction:Piano | 0.50-4 | | | |
| MUS 1610 | Indiv Instruction:Instrument | 1-4 | | | |
| MUS 2310 | Creative Arts Experience | 3 | | | |
| MUS 2600 | Indiv Instruction:Voice | 1-4 | | | |
| MUS 2605 | Indiv Instruction:Piano | 1-4 | | | |
| MUS 2610 | Indiv Instruction:Instrument | 1-4 | | | |
| THE 1000 | Introduction to the Theatre | 3 | | | |
| THE 1005 | Oral Interpretation and Comm of Lit | 3 | | | |
| THE 1013 | Theatre and Drama in the Schools | 3 | | | |
| THE 1015 | Beginning Acting | 3 | | | |
| THE 1030 | Theatre Production/Stagecraft II | 3 | | | |
| THE 1055 | Scenic Design and Model-Building | 3 | | | |
| THE 1059 C | Introduction to Arts Management | 3 | | | |
| THE 2123 | Costume Development and Design | 3 | | | |
| THE 2125 | Theatre Production/Stagecraft I | 3 | | | |
| THE 2135 | Devel of Drama and Theatre to | 4 | | | |
| W | 1600 | | | | |
| THE 2140 | Dev of Drama and Theatre 1600- | 4 | | | |
| ART 2635 C | Gallery Techniques | 1-3 | | | |
| BIO 2138 C | Environmental Toxicology | 3 | | | |
| BUS 1300 C | Cmty-Based Resch/Statistical Analys | 3 | | | |
| BUS 2990 C | Business Internship | 3 | | | |
| COM 2990 C | Internship | 3 | | | |
| ENG 2990 C | Internship | 3 | | | |
| HST 2440 C | Environmental History/Justice | 4 | | | |
| PHL 1205 C | Law, Morality, Society | 3 | | | |

| | | | | | |
|------------|-------------------------------------|---|------------|-------------------------------------|-----|
| PHY 2000 C | Science in Action | 4 | BUS 2332 | International Marketing | 3 |
| PSC 2301 C | State and Local Government | 4 | BUS 2335 | International Business | 3 |
| PSY 2149 C | Dev Psych in Classroom/Community | 4 | BUS 2335 W | International Business | 3 |
| PSY 2309 C | Community Psychology | 4 | COM 2416 | The Holocaust | 3 |
| REL 2255 C | Soc Justice in the World Religions | 4 | CUL 2140 | Business French II | 3 |
| REL 2425 C | Theologies of Liberation | 3 | CUL 2200 | Mexico:Politics, Culture, Language | 3 |
| SOC 2117 C | Analyzing Social Settings | 4 | CUL 2208 | Central Amer:Politics/Culture/Lang | 3 |
| SOC 2201 C | Social Change Thru Social Service I | 3 | CUL 2216 | Andean Nations:Politics/Cult/Lang | 3 |
| SOC 2205 C | Social Change thru Social Servicell | 3 | CUL 2224 | Indigenous Cultures of Latin Amer | 3 |
| SOC 2502 C | Exploring Inner World of Inner City | 4 | CUL 2232 | Latino/Hispanic Experience in USA | 3 |
| SOC 2504 C | Promise of the Inner City | 4 | CUL 2400 | African Cinema, Culture, Language | 3 |
| SOC 2519 C | Streetwise Sociology | 4 | CUL 2500 | Svc Lrng:Spanish Community Svc Proj | 1-3 |
| THE 1059 C | Introduction to Arts Management | 3 | ENG 2222 | Amer Lit Movemts:Harlem Renaissance | 1 |
| THE 2159 C | Introduction to Arts Management | 3 | | | |

BIO 2138C: with lab component BIO 2138L

CULTURAL DIVERSITY (CDIV) (6 UNITS)

All students are required to take 6 units in Cultural Diversity. An appreciation of cultural diversity is an important aspect of NDNu's social justice mission and CDiv courses are concerned with exploring cultural differences in a mindful effort to advance this aspect of our mission. Cultural diversity is integral to CDiv courses and cultural diversity content is presented throughout the course. Therefore, the number of CDiv units awarded for any course will equal the total number of units of that course (for example, any 3-unit CDiv course will be worth three CDiv units). Cultural Diversity courses may be used also to fulfill other General Education requirements (except Culture and Language) or requirements within the major. (Students in BS programs may not apply a Culture and Language course to both the Culture and Language requirement and the Cultural Diversity requirement). Courses fulfilling this requirement carry the notation (CDiv) after their title. Check the course descriptions in this Catalog and the listings in each semester's class schedule.

The following is an approved list of Cultural Diversity courses:

| | | | | | |
|------------|-------------------------------------|---|----------|-------------------------------------|---|
| ART 2205 | Art History:Art of the Americas | 3 | ENG 2268 | Great Amer Writers: Morrison | 1 |
| ART 2230 | Art Hist:Art/Religion of Far East | 3 | ENG 2272 | Great American Writers:Dickinson | 1 |
| BUS 2016 | Change/Conflict Mgt:Theory/Practice | 3 | ENG 2274 | Great American Writers: Wharton | 1 |
| BUS 2024 | Comparative International Managemt | 3 | ENG 2600 | Women's Literature | 3 |
| BUS 2040 | Women in Management | 3 | ENG 2604 | African-American Literature | 3 |
| BUS 2116 | Econ Dev of Less-Developd Countries | 3 | ENG 2608 | Asian-American Literature | 1 |
| BUS 2116 W | Econ Dev Less-Dev Countries | 3 | ENG 2612 | Latino Literature | 1 |
| | | | ENG 2616 | Native American Literature | 1 |
| | | | ENG 2632 | Graphic Novels and Manga | 3 |
| | | | ENG 2636 | Mythology of Superheroes | 3 |
| | | | ENG 2642 | History of World Cinema | 3 |
| | | | FRE 2140 | Women in French Literature | 3 |
| | | | HSP 2209 | Human Services | 3 |
| | | | HSP 2248 | Managing Cultural Diversity | 3 |
| | | | HST 2330 | History/Politics of Civil Rights | 3 |
| | | | HST 2340 | America's Ethnic History | 3 |
| | | | HST 2430 | Islam and the West | 3 |
| | | | MUS 1320 | World Music | 3 |
| | | | MUS 2320 | World Music | 3 |
| | | | NSC 1001 | Sci/Tech in Developing Countries | 3 |
| | | | NSC 1003 | Revolutnry Women/Minorities in Sci | 3 |
| | | | NSC 1018 | Nutrition/Health in Devel Countries | 3 |
| | | | NSC 2001 | Sci/Tech in Developing Countries | 3 |
| | | | NSC 2003 | Revolutnry Women/Minorities in Sci | 3 |
| | | | NSC 2018 | Nutrition/Health in Devel Countries | 3 |
| | | | PHL 2115 | Asian Philosophies | 3 |
| | | | PHL 2410 | Women and Philosophy | 3 |
| | | | PSC 2120 | World Geography | 3 |
| | | | PSC 2130 | Latin American Area Studies | 3 |
| | | | PSC 2140 | African Area Studies | 3 |
| | | | PSC 2150 | Asian Area Studies | 3 |
| | | | PSC 2160 | Middle East Area Studies | 3 |
| | | | PSC 2161 | Model Arab League | 1 |
| | | | PSY 2409 | Building Community Thru Diversity | 1 |

| | | |
|------------|-------------------------------------|---|
| PSY 2717 | Women, Shakespeare, Psychoanalysis | 3 |
| REL 1250 | Religions of the World | 3 |
| REL 1620 | Way of the Earth | 3 |
| REL 2250 | Religions of the World | 3 |
| REL 2255 C | Soc Justice in the World Religions | 4 |
| REL 2260 | Islam: Faith and Practice | 3 |
| REL 2265 | Buddhist Traditions | 3 |
| REL 2425 C | Theologies of Liberation | 3 |
| REL 2430 | Dev Gendr/Sexuality in Christianity | 3 |
| REL 2605 | Women's Spirituality | 3 |
| REL 2620 | Way of the Earth | 3 |
| SOC 1009 | Cultural Anthropology | 3 |
| SOC 2301 | The Family | 3 |
| SOC 2345 | Color of Crime:Race and Crim Justic | 3 |
| SOC 2401 | Race and Ethnicity | 3 |
| SOC 2417 | Interpersonal/Intercultrl Communic | 3 |
| SOC 2425 | Cultures, Communities, Criminality | 3 |
| SOC 2433 | Cross-Cultures and Subcultures | 3 |
| SOC 2502 C | Exploring Inner World of Inner City | 4 |
| SOC 2504 C | Promise of the Inner City | 4 |
| SOC 2519 C | Streetwise Sociology | 4 |
| SOC 2527 | Urban Sociology | 4 |
| SOC 2725 | Social Problems | 4 |
| SPA 2108 | La herencia cultural latinoamerica | 3 |
| SPA 2136 | Lit and Film: Spanish-Speaking Wrld | 3 |
| THE 1052 | Multi-cult Perspect in Amer Theatre | 3 |

Undergraduate Policies and Procedures

Registration

Information and instructions concerning registration are distributed by the Registrar's Office. For continuing students, Advance Registration for courses takes place in the preceding semester. A student who advance registers must pay tuition or make payment arrangements with the Business Office by a specified date. After Advance Registration, students must call their advisors for an advising appointment.

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

Class Schedules for Summer and Fall semesters are usually available in late March, and for Spring semester in late October.

Academic Unit Load

Full-time students normally carry 12-18 units each semester. Students on F1 visas, intercollegiate athletes, and students receiving financial aid must carry a minimum of 12 units each semester. During Summer session, the maximum academic load is the equivalent of 1 unit per week of the session or a cumulative maximum of 14 units for the entire Summer session. Accelerated Evening Degree students may carry a maximum of 6 units per term or 11 units per semester (12 units or more with permission).

Academic Overload

Enrollment in more than 18 units per semester during the Fall and Spring semesters constitutes an academic overload and also incurs additional tuition charges. The following regulations apply to overload:

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

Independent Study

Independent Study is individual study or research under the direction of an instructor. Independent Study is open only to matriculated students and is generally available only for upper-division work. Independent Study may be taken under either optional or required circumstances. Independent Study may not be used to repeat a course.

Optional Independent Study

Optional Independent Study includes circumstances such as:

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

Required Independent Study

Required Independent Study includes circumstances such as:

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

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

A maximum of 9 units of Independent Study may be included in a student's total degree program.

Upper-Division Courses

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

Performance/Activity Courses

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

1. Students are restricted to a maximum of 5 units in Performance/Activity courses per semester.
2. A maximum of 16 units in Performance/Activity courses may be applied to the bachelor's degree. Units in the major (courses on the list below that are

required for a given major) are not subject to the above restrictions.

The following courses are considered Performance/Activity courses:

- Performing Arts: MUS1050, MUS1070, MUS2050, MUS2070, THE1060 L, THE1065 L, THE1070 L, THE1075 L, THE1076 L, THE2160 L, THE2165 L, THE2170 L, THE2175 L, THE2176 L
- Physical Education: All PED courses
- Publications: COM1456 L, COM2456 L, ENG1008, ENG2008

Course Challenge Examinations

A Course Challenge is an attempt by a student to obtain credit for a course by demonstrating competence in its subject matter through testing or other appropriate means. An exam for a challenged course, for example, would be comparable to the final exam administered at the end of the regularly scheduled course. Except for courses requiring laboratories and failed courses for which an "F" or "NP" (No Pass) was posted, any regularly offered course (either for General Education, the major, the minor, or elective credit) may be challenged with the approval of the student's major advisor and the department chair or program director in the discipline in which the course is to be challenged. To challenge a course, a student must be in continuing status (currently enrolled or on an official leave of absence) at NDNU. A challenge may be attempted only once for any given course.

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

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

Credit by Examination Limitation

Up to 30 semester units of credit by examination may be applied to the Notre Dame de Namur University undergraduate degree. Credit by examination refers to both external examinations (e.g., AP, IB, CLEP) and NDNU Course Challenge Examinations. Other than Course Challenge Examinations, units earned by examination may not be used in satisfying the 30-unit Notre Dame de Namur University residency requirement. However, credits earned by examination are not considered as interrupting the residency requirement. During the residency period, up to 6 units earned through Course Challenge Examinations may be applied to residency.

Articulated Degree Programs

Notre Dame de Namur University offers articulation agreements between undergraduate and graduate degree programs in fields where graduate study is compatible with an undergraduate degree program. Students admitted into an articulated program may apply 6 NDNU graduate-level units toward requirements for both the bachelor's and master's programs, thereby reducing the time required to earn the master's degree and the fees associated with it. Articulated programs are available in the areas of study listed below:

| Undergraduate Degree Programs | Graduate Degree Programs |
|-------------------------------|--|
| Business | Business Administration (MBA) |
| Business | Systems Management (MSSM) |
| Business | Public Administration (MPA) |
| English | English |
| Human Services | Clinical Psychology |
| Human Services | Business Administration (MBA) |
| Human Services | Systems Management (MSSM) |
| Human Services | Public Administration (MPA) |
| Liberal Studies | Credential Program and/or Education (MA) |
| Liberal Studies | Business Administration (MBA) |

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

For further information on eligibility and admission to an articulated program, contact both your advisor and relevant director of the master's program.

Adding, Dropping, and Withdrawing from Courses

General Instructions for Adding, Dropping, and Withdrawing from a Course:

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

To Add or Drop a Course

- Pick up the Add/Drop form from the Registrar's Office
- Complete the form and obtain the required signatures.
- Return the form to the Registrar's Office by the appropriate deadline (see below).

To Withdraw from a Course:

- Pick up the Withdrawal form from the Registrar's Office
- Complete the form and obtain the required signatures
- Return the form to the Registrar's Office by the appropriate deadline (see below).

Required Signatures

The following guidelines for signatures apply to undergraduate students:

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

Deadlines

Withdrawal Period

After the drop deadline, a student may withdraw from a semester-length course up to the deadline for the course (see below). Such withdrawal requires the approval of the Financial Aid Office, the student's academic advisor, the International Student Advisor in the case of international students, and the Registrar. Withdrawal from a course after the drop period will be reflected by a "Withdrawal" (W) on the student's transcript. A grade of "W" does not affect the student's GPA. No withdrawal forms will be accepted after the withdrawal deadline.

Fall and Spring Terms: Traditional Day Undergraduate Program

Applies to: 15-week

Add: Prior to the third class meeting

Drop: Prior to the Drop Deadline (*see Academic Calendar for date*)

Withdraw: Prior to the Withdrawal Deadline (*see Academic Calendar for date*)
Deadline is before the Wednesday of the 10th week of the semester.

Fall and Spring Terms: Accelerated Evening Degree Program

Applies to: 7-Week Courses

Add: Prior to the second class meeting with permission of the instructor

Drop: Prior to the Drop Deadline (*see Academic Calendar for date*)

Withdraw: Prior to the last class meeting

Fall and Spring Terms: Weekend Courses

Applies to: Weekend courses

Add: Prior to the first class meeting*

Drop: Prior to the first class meeting*

Withdraw: 1) One-weekend courses: withdrawal is not allowed
2) Multiple-weekend courses: prior to the last class meeting*

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

Fall and Spring Terms: Other

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

Summer Session: Traditional Day and Intensive and Professional Programs

Applies to: 10-week Traditional Day courses; 7-week Intensive and Professional Study courses

Add: Prior to the second class meeting

Drop: Prior to the Drop Deadline (*see Academic Calendar for date*)

Withdraw: Prior to the last class meeting

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

Applies to: Traditional Day; Intensive and Professional Study Programs

Add: Prior to the first class meeting

Drop: Prior to the first class meeting

Withdraw: Prior to the last class meeting

Summer Session: Other

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

Administrative Drop

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

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

Administrative Course Withdrawal

A student who is registered for a course and has attended at least one class meeting but who does not attend the course for two consecutive weeks during which course meetings are scheduled may be administratively withdrawn from the course. Administrative course withdrawals take place after the drop deadline and before

the withdrawal deadline relevant to the course. A student who believes that an error has been made regarding an administrative course withdrawal should contact the instructor.

Withdrawal from the University

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

Military Withdrawal

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

Refund Policy

For the NDNU refund policies and restrictions, see Payments and Policies (p. 16) in the catalog.

Repeat Policy

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

Declaration or Change of Major or Minor

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

Students normally indicate a major ("Major 1" or "primary" major) at the time of entry to Notre Dame de Namur University. Those who are undecided are classified as "undeclared."

Students who enter as undeclared are expected to declare a major by the end of their sophomore year.

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

Grading System

Grade Scale

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

Grade Points Per Unit

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

Grades Not Used in Computing the Grade Point Average

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

Pass/Not Pass Grades

With the permission of the major advisor, a student with a 2.0 cumulative GPA or above may take one elective course each semester on a "Pass/Not Pass" option. This grading option may not be applied to courses that are taken to fulfill General Education or major or minor requirements, and no more than 24 units of "Pass/Not Pass" course work may be applied toward a degree. Students must indicate at the time of registration the course to be taken on a "Pass/Not Pass" basis, and the grading option may not be changed after the Add deadline.

In Progress Grade

In the case of the Research Thesis Course, an IP for "In Progress" is assigned by the instructor at the end of the semester of registration and the research must be completed within 12 months after that date. Failure to complete the Research within the 12-month time frame will result in a NP (Not Pass) grade for the course, and the course must be repeated at full tuition. An exception is when, at the discretion of the research advisor, the student is considered to be very near completion (weeks

not months); the student will be allowed to register and pay for 1 or 2 units. If the thesis is still not complete at the end of the extended period, the full 3-unit course must be repeated.

Incomplete Grades

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

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

Grade Changes

All grades except Incomplete ("I") and In Progress ("IP") are considered final when assigned by an instructor at the end of a semester. If a clerical error has been made that can be documented, an instructor may submit a petition for a grade change within one semester of the issuance of the grade to the Registrar's Office. Full supporting documentation must accompany the petition, including instructor signature. 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).

Placement and Diagnostic Tests

English as a Second Language

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

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

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

Mathematics

A. Mathematics Placement Test Requirement

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

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

Consequently, all students who enroll in a program of study at NDNU and who still need to take a Mathematics/Statistics course at NDNU, as part of their program or in order to satisfy the Math General Education requirements, must take the Math Placement Test. Students are required to take the Math Placement Test in order to ensure their appropriate placement in the math classes they need to take and ultimately to enable their success in mathematics courses. Every undergraduate student must satisfy the General Education requirements in Mathematics, and many students have additional mathematics requirements as part of their program of study.

Since retention of mathematical concepts and procedures tends to decrease with time, placement test results will be honored for one year, and transcribed college course work will be honored for two years without retesting if used to satisfy prerequisites for Math courses at NDNU.

Placement tests are given during the week before classes start each semester or during the summer freshman orientation sessions. Testing times are scheduled by the Office of Admission in coordination with the Academic Success Center. The placement level needed for enrollment in each Mathematics, Statistics, or Natural Science course is stated in its course description, and the meanings of the various levels are described below. All Mathematics courses that satisfy General Education requirements require at least Placement Level 1. Students who do not demonstrate Placement Level 1 may enroll in MTH7003 to develop their skills.

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

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

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

There are four levels of testing and placement:

Level 1: Arithmetic and Very Basic Algebra Skills
Students passing at this level demonstrate understanding of basic arithmetic skills and concepts: operations with whole numbers, integers, fractions, decimals, percents, and ratios as well as applications and word problems involving measurement, percent, average, and proportional reasoning. At Level 1, students also demonstrate understanding of some very basic algebra skills and concepts but not enough to reach Level 2. Courses with a Level 1 prerequisite: MTH1012, MTH1105, MTH1111, PHY1001.

Level 2: Elementary Algebra (Algebra 1)
Students passing at this level demonstrate understanding of elementary algebra skills and concepts: roots, radicals and exponents, order of operations, scientific notation, substitution for variables, solving simple equations, word

problems, solution sets of linear inequalities, multiplication and factoring of simple polynomials, solution of factorable quadratic equations and systems of linear equations, simplification of rational expressions, and graphing points and lines.

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

Level 3: Algebra for College (Algebra 2)

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

Courses with a Level 3 prerequisite: MTH1216, MTH1225, MTH1322, MTH2606.

Level 4: Trigonometry/Precalculus

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

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

C. Reviewing for the Math Placement Test

Students are encouraged to get a sense of the style and substance of the questions on the placement exam by looking at sample questions. For a short set of sample questions and a general description of the test, please visit the Math Placement Web page under the Tutorial Center website at

<http://www.ndnu.edu/academics/academic-success-center/math-placement-test/>.

Most arithmetic review books are suitable to review for the Arithmetic Test while any elementary algebra book at the level of the first high school algebra year should be suitable as preparation for the Elementary Algebra Test.

For the College Math Test, students should review their textbooks from Algebra II, Trigonometry or Precalculus. Specific recommendations regarding review texts are available at the Tutorial Center.

Modern Language

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

Music

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

Auditing a Course

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

Clear Academic Standing

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

Academic Warning, Probation, and Disqualification

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

Academic Warning

The first time a student's cumulative Notre Dame de Namur University GPA falls below 2.0 in a program of 12 or more units of graded courses for full-time students or an accumulated total of 12 units for part-time students, the student is placed on Academic Warning and is

informed that during the next semester substantial progress toward restoring a 2.0 average must be made. A student receiving a notice of Academic Warning may not carry more than 15 units, may not hold elective or appointed office, and may not participate in intercollegiate athletics unless eligible at the beginning of the season of participation. The Academic Warning is not transcribed.

Academic Probation

If, at the end of the semester in which a student has been placed on Academic Warning, the student's cumulative GPA remains below 2.0, the student is placed on Academic Probation if there is the possibility of returning to clear academic standing (2.0 or better cumulative GPA) after an additional semester of work. If, however, the GPA is so deficient that the student cannot return to clear academic standing after an additional semester, the student is disqualified. A student will be placed on Academic Probation for one semester only (or for an accumulated total of 12 units for part-time students), and if, at the end of that semester the cumulative GPA is not 2.0 or better, the student is disqualified. A student placed on Academic Probation is subject to the same restrictions listed above for Academic Warning. Academic Probation is noted on the student's transcript.

Appeal

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

Academic Disqualification

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

- If special conditions of admittance, as outlined in the acceptance letter, are not met

- If, after being placed on Academic Warning, the cumulative GPA is so deficient that the student cannot return to clear academic standing after an additional semester
- If, at the end of the semester on Academic Probation, the cumulative GPA remains below 2.0
- If, after clearing Academic Probation, the student's cumulative GPA falls below 2.0 as a result of grades earned in any of the following four semesters of his/her enrollment

A student who is disqualified may not register for courses.

Reinstatement After Disqualification

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

Eligibility for Participation in Intercollegiate Athletics

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

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

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

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

General Undergraduate Attendance Policy

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

Absences in Semester-length Courses

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

Students are excused from class for the following reasons:

- Medical emergency with supporting documentation from a medical professional
- Observed religious holidays
- Family emergency
- Jury duty
- Participation in the following NDNU-sanctioned activities:
 - Intercollegiate athletic events (practice not included)
 - Theatre productions (rehearsals not included)
 - Professional or leadership conferences
 - Required field trips

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

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

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

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

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

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

Drop or Withdrawal for Nonattendance

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

Leave of Absence

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

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

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

Catalog of Record

Students remaining in continuous registered attendance at Notre Dame de Namur University may elect to meet the graduation requirements in effect either at the time of entering the University or at the time of graduation from the University. If, however, the University determines that changes are essential for certification requirements or competency in the academic or professional discipline, those changes in the graduation requirements shall be mandatory for all students, including students enrolled at that time. Continuous registered attendance for this purpose includes periods during which students have been granted an official leave of absence by the University.

Clearance for Graduation

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

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

Students normally must complete all degree work and meet all University graduation requirements prior to participating in Commencement. However, students who have 6 or fewer units to complete after May (confirmed by the Graduation Audit from the Registrar's Office) can request permission to "walk" in Commencement; students with more than 6 units remaining to be completed are not eligible to participate in Commencement. The 6 units include any outstanding credit: current Incomplete grades (even if the default grade is passing), credit by examination (Course Challenge or CLEP), or transfer work from other institutions. The form to request permission to "walk" is available from the Registrar's Office and must be accompanied by proof of advance registration in the remaining course(s).

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

The graduation date posted on the transcript and on the diploma coincides with the end of the last day of the semester/session in which all degree requirements have been satisfied:

Fall: December

Spring: May

Summer: August

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

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

Academic Honors

Dean's List

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

Honors at Graduation

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

Cum Laude: 3.50 - 3.64

Magna Cum Laude: 3.65 - 3.79

Summa Cum Laude: 3.80 - 4.00

Undergraduate Commencement Speaker

A representative of each graduating class is selected to address the graduates at Commencement. Selection is

made by a committee that comprises faculty, staff, and students. The criteria for eligibility are: a minimum GPA at NDNU of 3.7, a minimum of 46 letter graded upper-division units earned at Notre Dame de Namur University (at the time of completion), and outstanding writing and speaking skills.

GRADUATE GENERAL REGULATIONS

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

Master's Degrees

The University offers five master's degrees:

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

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

Registration

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

For continuing students, Advance Registration for courses takes place in the preceding semester. A student who advance registers must pay tuition or make payment arrangements with the Business Office by a specified date.

Final Registration (for new students and continuing students who do not advance register) takes place immediately preceding the opening of classes each semester. Failure to comply with the procedures specified by the Registrar for registration, changes in course

registrations (Drop/Add), or withdrawal from a course may result in denial of credit and a failing grade.

Adding, Dropping and Withdrawing from Courses

General Instructions for Adding, Dropping, and Withdrawing from a Course:

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

To Add or Drop a Course

- Pick up the Add/Drop form from the Registrar's Office
- Complete the form and obtain the required signatures.
- Return the form to the Registrar's Office by the appropriate deadline (see below).

To Withdraw from a Course:

- Pick up the Withdrawal form from the Registrar's Office
- Complete the form and obtain the required signatures
- Return the form to the Registrar's Office by the appropriate deadline (see below).

Required Signatures

The following guidelines for signatures apply to graduate students:

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

Withdrawal Period

After the drop deadline, a student may withdraw from a semester-length course up to the deadline for the course (see below). Such withdrawal requires the approval of the Financial Aid Office, the student's academic advisor, the International Student Advisor in the case of international students, and the Registrar. Withdrawal from a course after the drop period will be reflected by a "Withdrawal" (W) on the student's transcript. A grade of "W" does not affect the student's GPA. No withdrawal forms will be accepted after the withdrawal deadline.

Add/Drop Withdrawal Deadlines**15-Week Graduate Level Courses**

Applies to: Graduate students; Unclassified Graduate Students

Add: Prior to the second class meeting

Drop: Prior to the Drop Deadline (*see Academic Calendar for date*)

Withdraw: Prior to the last class meeting

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

7-Week Graduate Level Courses

Applies to: Graduate students; Unclassified Graduate Students

Add: Prior to the second class meeting

Drop: Prior to the Drop Deadline (*see Academic Calendar for date*)

Withdraw: Prior to the last class meeting

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

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

Applies to: Graduate students; Unclassified Graduate Students

Add: Prior to the first class meeting*

Drop: Prior to the first class meeting*

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

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

Courses of Other Duration

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

Administrative Drop

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

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

Administrative Course Withdrawal

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

Withdrawal from the University

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

Refund Policy

For the NDNU refund policies and restrictions, see Payments and Policies (p. 16) in the catalog.

Leave of Absence

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

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

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

Time Limits

Master's Degrees

All degree work must be completed within seven years from the beginning of the term of admission to the master's program unless state licensure requirements are more restrictive. For example, a student who began his/her degree work at the start of the Fall term in 2005 must complete all requirements by the end of the Summer term in 2012. Additionally, any units of credit used to satisfy unit requirements within a master's degree program whether earned at NDNU or transferred from another accredited institution must have been earned within the seven-year period prior to the date on which the master's degree is to be awarded.

Graduate Certificates

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

Credentials

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

Transfer Credit

A maximum of 6 semester units of graduate credit toward a 30-45 unit master's program or 9 semester units of graduate credit toward a 50-53 unit master's program may be transferred from other accredited institutions at the discretion of the department chair/program director/advisor. The student must earn a grade of B (3.0) or higher in each course. No continuing education or workshop units may be transferred. Units for research courses and research projects are not transferable. Transferred units must have been earned within the seven-year period prior to the date on which the NDNU master's degree is awarded.

A student who wishes to take a course at another accredited institution after the student has been accepted to a graduate program at Notre Dame de Namur University must have the course approved in writing by his/her department chair/program director/advisor before registering. The transfer course form must be completed before the course is taken. All transferred units must be within the seven-year limit of the master's degree. A student cannot clear Probationary status through transfer units. Career experience cannot be substituted for graduate course work.

Concurrent Master's Degrees

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

Second Master's Degrees

A student wishing to pursue a second master's degree may transfer a maximum of 6 units of master's level work into a 30-45 unit program or 9 units into a 50-53 unit program. The transferability must be deemed appropriate and is at the discretion of the department chair or program director. Research courses and research projects are not transferable. The transferred units must have been earned within the seven-year period prior to the date on which the NDNU master's degree is to be awarded.

Challenge of Courses

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

elsewhere. Only successful results of challenge exams are recorded on the transcript.

Independent Study

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

Independent Study is individual study or research under the direction of an instructor. It is open only to matriculated students and is generally available only for upper-division and graduate work. The maximum number of units of Independent Study in a graduate degree program is 6. In cases involving a combination of transfer and independent study units, no more than 6 units in either category may be granted nor more than 9 units in combination.

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

Circumstances

Independent Study may be taken under either optional or required circumstances. Independent Study may not be used to repeat a course.

Optional Circumstances

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

Required Circumstances

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

Procedure

Two forms are required to register for Independent Study:

1. A properly completed Registration Form

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

It is the student's responsibility to have all sections of both forms completed before submitting them to the Registrar's Office. An independent study may not be used to repeat a failing grade.

Grading System

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

Grade Points Per Unit

| | | | | | | | | | |
|---|----|---|-----|---|-------|---|-------|---|-------|
| A | 4. | B | 3.3 | C | 2.3** | D | 1.3** | F | 0.0** |
| + | 0 | + | | + | | + | ** | | ** |
| A | 4. | B | 3.0 | C | 2.0** | D | 1.0** | | |
| | 0 | | | | * | | ** | | |
| A | 3. | B | 2.7 | C | 1.7** | D | 0.7** | | |
| - | 7 | - | * | - | ** | - | ** | | |

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

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

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

****Not acceptable.

Grades Not Used in Computing the Grade Point Average:

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

In Progress Grade

In the case of the Research Thesis Course, an IP for "In Progress" is assigned at the end of the semester of registration and the research must be completed within 12 months after that date. Failure to complete the Research within the 12-month time frame will result in a NP (Not Pass) grade for the course, and the course must be repeated at full tuition. An exception is when, at the discretion of the research advisor, the student is considered to be very near completion (weeks not

months); the student will be allowed to register and pay for 1 or 2 units. If the thesis is still not complete at the end of the extended period, the full 3-unit course must be repeated.

Incomplete Grades

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

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

Grade Changes

All grades except Incomplete ("I") and In Progress ("IP") are considered final when assigned by an instructor at the end of a semester. If a clerical error has been made that can be documented, an instructor may submit a petition for a grade change within one semester of the issuance of the grade to the Registrar's Office. Full supporting documentation must accompany the petition, including instructor signature. 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.

Auditing Courses

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

Interim Postbaccalaureate Standing

Notre Dame de Namur University undergraduate students in their final semester and within 6 units of completing a baccalaureate degree may complete a petition from the Registrar to take up to 6 units of graduate course work. The student must have a cumulative grade point average of 3.0 or better. This graduate course work may not be applied to the baccalaureate degree. Graduate standing and acceptance into a credential, certificate, or master's degree program must be attained before such units can be applied to a graduate program.

Acceptance of such units is at the discretion of the appropriate department chair or program director.

Articulated Programs

Notre Dame de Namur University offers articulation agreements between undergraduate and graduate degree programs in fields where graduate study is compatible with an undergraduate degree program. For more information, see Undergraduate Policies and Procedures (p. 54).

Graduate Teaching Assistantship

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

Changing from One Graduate Program to Another

A student who wishes to transfer from the credential program to any master's degree program or from one master's program to another must submit a new

application. New references may be required. The Graduate Admission Office may not require resubmission of all documents; check with that office for details. The student will receive a notice of acceptance or rejection into the new program.

Program Termination

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

Catalog of Record

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

Advancement to Candidacy

Advancement to candidacy is a traditional step in a master's degree program designed to evaluate the student's progress and to determine the student's capability and suitability to complete the requirements for the degree.

Advancement to candidacy depends upon the student's attaining a minimum 3.0 GPA in the first 15 semester units of course work taken for graduate credit and meeting any other requirements specified by the particular program. Other requirements include, but are not limited to, satisfactory completion of prerequisite/foundation courses, English as a Second Language (ESL) courses, program-specified evaluative reviews and examinations, and proof of professional suitability. The Registrar's Office automatically evaluates students when they reach 15 units. The decision to advance a student to candidacy is made with input from the appropriate Program Director. An exception may apply pending approval of the Program Chair and the Dean.

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

Completion of Requirements for the Master's Degree

The degree is awarded upon the satisfactory completion of all requirements for the particular program, including a cumulative GPA of 3.0 for all work done in the program.

It is the student's responsibility to file a Master's Degree Graduation Application (available from the Registrar's Office) no later than deadlines published in the Academic Calendar: May and August candidates should file by the previous October 1; and December candidates should file their application for graduation by the previous March 1.

In those master's programs in which a graduate thesis/research project is required, two copies of the document are required and are forwarded to the School Dean: one is catalogued in the NDNU Library and the other is distributed to the student's department. A reader fee must be paid to the Business Office at the time the thesis is submitted. Transcripts and diplomas are not issued until all accounts and records are cleared to the satisfaction of the Business Office.

Participation in Graduation

Students who have finished all their degree requirements in the previous Summer session or Fall semester or are finishing in the current Spring semester may take part in graduation ceremonies.

Exceptions to this policy are as follows:

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

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

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

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

Graduate Commencement Speaker

A representative of each graduating class is selected to address the graduates at Commencement. Selection is made by a committee that comprises faculty, staff, and students. The criteria for eligibility are:

- A minimum GPA in all university work attempted (at Notre Dame de Namur University and other institutions) of 3.9
- A maximum of six transfer credits from other institutions
- Expected completion of all work before the graduation ceremonies
- Outstanding writing and speaking skills

Satisfactory Performance

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

Academic Probation

Any student accepted on academic probation who fails to make a cumulative GPA of 3.0 or better in the first 6 semester units must contact his/her advisor or program director regarding policies on clearing probation. Licensure policies may vary.

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

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

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

No graduate degree will be conferred upon a student whose cumulative GPA is below 3.0 in work taken for graduate credit after completing the units required in the program. A student may petition in writing to add 6 or fewer additional units in the following semester to regain clear standing. Failure to petition within 30 calendar days after grades are posted results in disqualification.

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

Disqualification

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

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

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

COLLEGE OF ARTS AND SCIENCES

John Lemmon, Ph.D.
Dean
(650) 508-3771
jlemmon@ndnu.edu

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

Our College focuses on the personal as well as the professional development of the University community. An important element of our General Education is the education and training of students in the development of interpersonal skills, empathy and respect for others as well as self-reflection and self-awareness.

The College of Arts and Sciences seeks to engage students in understanding the significance of their own humanity and to maximize their potential for creativity, critical thinking, spiritual development, social responsibility and global citizenship. Students acquire necessary skills to achieve intellectual, moral and aesthetic excellence; they recognize the importance of lifelong learning, community service and the University's commitment to peace and justice. The College promotes the arts by providing cultural events of the highest caliber that engage students and faculty in the cultural life of the region.

Art/Art and Graphic Design

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

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

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

The Department of Art offers a Bachelor of Fine Arts degree in the major of Art for those planning to pursue a career in Art as this degree is preferred and often required for entrance into an MFA program. Further studio practice in this major provides a focus for portfolio development within a major technique.

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

Articulation Agreement

The Art Department offers a special articulated program with NDNU's graduate program in Art Therapy Psychology. This program allows qualified students in their last year of undergraduate work to begin study for the master's degree while completing the bachelor's degree. They are allowed to enroll in up to 6 units of selected graduate course work in Art Therapy that fulfills part of the undergraduate general elective requirement while also counting those graduate units toward the master's degree. Undergraduate Art majors who are interested in NDNU's Art Therapy Psychology graduate program are encouraged to also minor in Psychology.

ART BA

Art Major Program Learning Level Outcomes

Students completing a degree in Art

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

- Will develop a portfolio integrating their best examples of paintings, drawings, prints, photography, and sculpture

REQUIREMENTS

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

Prerequisites

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

Subtotal: 27

Major Requirements

| | | |
|------------|---|-----|
| ART 2215 | Art Hist:Contemp Art Since 1945 | 3 |
| ART 2615 | Sculpture I | 3 |
| ART 2625 | Photography I | 3 |
| ART 2635 C | Gallery Techniques | 1-3 |
| ART 2881 | Senior Seminar | 3 |
| | Upper-division electives in Art History | 3 |

Three units of Art History from the following:

| | | |
|----------|-----------------------------------|---|
| ART 2201 | Art History:Modern Art | 3 |
| ART 2210 | Art Hist:Art in Business/Industry | 3 |

Three units of Painting from the following:

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

Three units of Media Graphics from the following:

| | | |
|----------|-----------------------------------|---|
| ART 2405 | Media Graphics:Layout/Typography | 3 |
| ART 2410 | Media Graph:Production Techniques | 3 |

Three units of Printmaking from the following:

| | | |
|----------|-------------------------------|---|
| ART 2501 | Printmaking: Etching | 3 |
| ART 2505 | Printing: Multimedia Workshop | 3 |

Total Major Requirements

Subtotal: 30

Other Degree Requirements* and General Electives

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

Subtotal: 67

Total Credit Hours: 124

ART BFA

REQUIREMENTS

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

Required Courses

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

Total Credit Hours: 18

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

ART MINOR

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

ART AND GRAPHIC DESIGN BA

Art and Graphic Design Major Program Level Learning Outcomes

Students completing a degree in Art and Graphic Design

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

- Will learn graphic design industry-specific software and technology and demonstrate this through use in their class assignments and portfolios

REQUIREMENTS

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

Prerequisites

| | | |
|----------|-----------------------------------|---|
| ART 1001 | Drawing I | 3 |
| ART 1010 | Drawing with Illustrator | 3 |
| ART 1018 | Life Drawing I | 3 |
| ART 1019 | Life Drawing II | 3 |
| ART 1101 | Two-Dimensional Design | 3 |
| ART 1109 | Color Design | 3 |
| ART 1118 | Three-Dimensional Design | 3 |
| ART 1127 | Advanced Design | 3 |
| ART 1201 | Art Through Time: Art Hist Survey | 3 |

Subtotal: 27

Major Requirements

| | | |
|------------|-----------------------------------|-----|
| ART 2215 | Art Hist:Contemp Art Since 1945 | 3 |
| ART 2401 | Media Graphics: Graphic Design | 3 |
| ART 2405 | Media Graphics:Layout/Typography | 3 |
| ART 2410 | Media Graph:Production Techniques | 3 |
| ART 2415 | Elements of Web Design-Photoshop | 3 |
| ART 2625 | Photography I | 3 |
| ART 2635 C | Gallery Techniques | 1-3 |
| ART 2880 | Senior Graphic Design Portfolio | 3 |
| ART 2990 | Graphic Design Internship | 2 |

Three units of Art History from the following:

| | | |
|----------|-----------------------------------|---|
| ART 2201 | Art History:Modern Art | 3 |
| ART 2210 | Art Hist:Art in Business/Industry | 3 |

Three units of Painting from the following:

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

Three units of Printmaking from the following:

| | | |
|----------|-------------------------------|---|
| ART 2501 | Printmaking: Etching | 3 |
| ART 2505 | Printing: Multimedia Workshop | 3 |

Total Major Requirements

Subtotal: 35

Other Degree Requirements* and General Electives

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

Subtotal: 62

Total Credit Hours: 124

ART AND GRAPHIC DESIGN MINOR

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

REQUIREMENTS

Required Courses

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

Total Credit Hours: 15

Art Therapy Psychology

Dr. Amy Backos

Chair

(650) 508-3556

abackos@ndnu.edu

The Art Therapy Psychology Department at Notre Dame de Namur University is the only one of its kind in Northern California. It is unique because it provides a Master of Arts in Art Therapy (MA-AT), a Master of Arts in Marriage and Family Therapy (MA-MFT), and a Ph.D. in Art Therapy. The MA-AT meets the requirements of the Board of Behavioral Sciences (BBS) and qualifies students to apply to become a Licensed Professional Clinical Counselor (LPCC). The MA-MFT is a clinical licensure course of study, leading to a Master of Arts in Marriage and Family Therapy, while preparing students to apply for a license to become a Marriage and Family Therapist (MFT).

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

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

hospitals, community centers, nursing homes, assisted living centers, prisons, private practices and more.

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

Learning Outcomes

Knowledge

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

Skills

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

Attitudes

- Demonstrate Professional Development and Clinical Suitability

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

Courses of Study

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

This course of study leads to a Master of Art in Marriage and Family Therapy. The MA-MFT program consists of 63 units (not including prerequisite courses) and is designed to prepare a Marriage and Family Art Therapist whose education is intended to fulfill the requirements of the Marriage and Family Therapist (MFT) license in California. This course of study can often satisfy certification or licensure in other states and meets the eligibility requirements to become a Registered Art Therapist (ATR) by the Art Therapy Credentials Board.

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

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

- **IIa.** Those with a bachelor's degree who are interested in clinical licensure as an LPCC in California take this course of study, which consists of 63 units (not including prerequisite courses). This program prepares students who wish to be eligible for the ATR.
- **IIb.** Post-Master's/Advanced Standing option is a 30-unit course of study (not including prerequisite courses) and is for students who hold a graduate degree in a related field (e.g., Art, Education, Behavioral Science) from an accredited institution. This program prepares students who wish to be eligible for the ATR. Seven hundred (700) hours of supervised clinical practicum are required over at least two academic terms. See admission requirements below for qualifications to enter this course of study.

Registration as an Art Therapist (ATR)

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

Students in full master's programs (MA-MFT or MA-AT IIa) who desire to become an ATR must complete an additional 1,000 hours of supervised art therapy experience upon completion of their program. One hundred (100) hours of supervision are required (one hour of supervision for every ten hours of direct client contact), of which a minimum of fifty (50) hours must be provided by an ATR or ATR-BC. The additional hours of supervision can be from a licensed professional.

Advancement to candidacy is not automatic. The Professional Evaluation Committee (PEC) provides ongoing professional and academic evaluation of students as they progress throughout the program.

ART THERAPY MA MFT

Program-Specific Admission Requirements

Completed application materials are due by:

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

Course of Study I (MFT 63 units)

The following are required:

1. A bachelor's degree from an accredited institution
2. A minimum of 18 semester units or 27 quarter units of study in studio art (at least one class in each of the following: drawing, painting, and clay). A minimum of 12 semester units (18 quarter units) must be completed prior to applying.
3. A minimum of 12 semester units or 18 quarter units of study in psychology: general psychology, developmental psychology, abnormal psychology and personality theory. A minimum of 6 semester units (9 quarter units) must be completed prior to applying. Preference is given to candidates who will have completed all required foundation courses/prerequisites.
4. A cumulative grade point average of 2.5 or better

5. Two recommendation letters
6. A three- to four-page autobiographical statement which discusses the applicant's interests in art therapy
7. A portfolio of 12 color images of personal art work representing a range of media. Portfolios may be submitted on paper or on a disc with JPEG or PowerPoint images.

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

Program Requirements

Foundation Courses/Prerequisites for Course of Study I (63 units)

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

OPTION I - MA MFT (63 UNITS)

Course Requirements

| | | |
|----------|-------------------------------------|---|
| GPY 4100 | History, Foundations of Art Therapy | 1 |
| GPY 4200 | Communication/Counseling Skills | 3 |
| GPY 4205 | Advanced Human Development | 3 |
| GPY 4210 | Methods of Group and Family Therapy | 3 |
| GPY 4215 | Principles of MFT | 3 |
| GPY 4220 | Psychological Assessment I | 2 |
| GPY 4225 | Psychological Assessment II | 1 |
| GPY 4230 | Psychopathology | 3 |
| GPY 4236 | Substnc Abuse:Theory, Treat, Assess | 3 |
| GPY 4240 | Cross-Cultural Issues | 3 |
| GPY 4245 | Human Sexuality | 2 |

| | | |
|----------|--|---|
| GPY 4251 | Psychopharmacology | 3 |
| GPY 4255 | Professional Ethics and Law I | 2 |
| GPY 4260 | Professional Ethics and Law II | 1 |
| GPY 4263 | Child Abuse | 1 |
| GPY 4266 | Domestic Violence: Assess/Treatment | 1 |
| GPY 4269 | Eldercare in the 21st Century | 1 |
| GPY 4300 | A.T. Tech:Group Experience | 1 |
| GPY 4305 | A.T. Tech:Special Populations | 1 |
| GPY 4310 | A.T. Tech:Integrating Creative Arts | 1 |
| GPY 4315 | Metaphors in Psychopathlgly:Children | 1 |
| GPY 4320 | Metaphors in Psychopathlgly:Adolscent | 1 |
| GPY 4325 | Metaphors in Psychopathology:Adults | 1 |
| GPY 4350 | Practicum I | 3 |
| GPY 4355 | Practicum II | 3 |
| GPY 4365 | Seminar I | 3 |
| GPY 4370 | Seminar II | 3 |
| GPY 4384 | Research Methodology | 2 |
| GPY 4396 | Research Project | 3 |
| GPY 4397 | Research: Thesis Completion | 3 |

Special Topics coursework from the following

| | | |
|----------|--|-----|
| GPY 4268 | Starting a Private Practice | 1 |
| GPY 4286 | Sp Tpcs: in Art Therapy | 1-3 |
| GPY 4360 | Explorations in Sandplay | 1 |
| GPY 4400 | Trauma/Art Therapy Treatment | 1 |
| GPY 4900 | Intl and Multicultural Art Ther Svc | 2-6 |
| GPY 4905 | Art as a Way of Knowing | 2 |
| | Other GPY courses approved by the Program Chair | |

Total Credit Hours: 63**Licensing Options after Graduation****Course of Study I: MA in Marriage and Family Therapy**

MFT/ATR Internship

MFT

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

ATR/ATR-BC

- 1,000 art therapy direct client-contact hours
- Post-education supervision hours: 100 hours, of which a minimum of 50 hours must be under a current ATR or current ATR-BC

- Art Therapy Registration and Board Certification (BC) Exam

ART THERAPY MA ART THERAPY**Program-Specific Admission Requirements**

Completed application materials are due by:

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

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

The following are required:

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

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

Program Requirements**Foundation Courses/Prerequisites for Course of Study IIa (63 units)**

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

OPTION IIA MA ART THERAPY (63 UNITS)

Course Requirements

| | | |
|----------|-------------------------------------|---|
| GPY 4100 | History, Foundations of Art Therapy | 1 |
| GPY 4200 | Communication/Counseling Skills | 3 |
| GPY 4205 | Advanced Human Development | 3 |
| GPY 4210 | Methods of Group and Family Therapy | 3 |
| GPY 4220 | Psychological Assessment I | 2 |
| GPY 4225 | Psychological Assessment II | 1 |
| GPY 4230 | Psychopathology | 3 |
| GPY 4236 | Substnc Abuse:Theory, Treat, Assess | 3 |
| GPY 4240 | Cross-Cultural Issues | 3 |
| GPY 4245 | Human Sexuality | 2 |
| GPY 4251 | Psychopharmacology | 3 |
| GPY 4255 | Professional Ethics and Law I | 2 |
| GPY 4260 | Professional Ethics and Law II | 1 |
| GPY 4263 | Child Abuse | 1 |
| GPY 4266 | Domestic Violence: Assess/Treatment | 1 |
| GPY 4269 | Eldercare in the 21st Century | 1 |
| GPY 4300 | A.T. Tech:Group Experience | 1 |
| GPY 4305 | A.T. Tech:Special Populations | 1 |
| GPY 4310 | A.T. Tech:Integrating Creative Arts | 1 |
| GPY 4315 | Metaphors in Psychopathlgy:Children | 1 |
| GPY 4320 | Metaphors in Psychopathlgy:Adolscnt | 1 |

| | | |
|----------|-------------------------------------|---|
| GPY 4325 | Metaphors in Psychopathology:Adults | 1 |
| GPY 4348 | Career Counseling | 3 |
| GPY 4350 | Practicum I | 3 |
| GPY 4355 | Practicum II | 3 |
| GPY 4365 | Seminar I | 3 |
| GPY 4370 | Seminar II | 3 |
| GPY 4384 | Research Methodology | 2 |
| GPY 4396 | Research Project | 3 |
| GPY 4397 | Research: Thesis Completion | 3 |

Special Topics course work from the following

| | | |
|----------|---|-----|
| GPY 4268 | Starting a Private Practice | 1 |
| GPY 4286 | Sp Tpcs: in Art Therapy | 1-3 |
| GPY 4360 | Explorations in Sandplay | 1 |
| GPY 4400 | Trauma/Art Therapy Treatment | 1 |
| GPY 4900 | Intl and Multicultural Art Ther Svc | 2-6 |
| GPY 4905 | Art as a Way of Knowing | 2 |
| | Other GPY courses approved by the Program Chair | |

Total Credit Hours: 63

Licensing Options after Graduation

Course of Study Ila: MA in Art Therapy

ATR/LPCC Internship

LPCC

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

ATR

- 1,000 art therapy direct client-contact hours
- Post-education supervision hours: 100 hours, of which a minimum of 50 hours must be under a current ATR or current ATR-BC
- Art Therapy Registration and Board Certification (BC) Exam

ART THERAPY MA ART THERAPY POST MASTERS ADVANCED STANDING

Program-Specific Admission Requirements

Completed application materials are due by:

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

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

The following are required:

1. Transcript of master's degree (minimum 48 semester units or 72 quarter units) from an accredited institution in the United States or equivalent academic preparation outside of the U.S. (Related Master's degrees include counseling, social work, psychology, psychiatric nursing, other mental health professions and expressive or creative art therapies. Related degrees not tied to licensure include the fine arts, art education, and special education. Other related degrees may be considered with approval from the Department Chair.)
2. Eighteen semester units (or 27 quarter units) or equivalent in a range of media (including drawing, painting and clay) in studio art must be completed no later than 12 months after entering the program (including credits taken before admission).
3. Prior to completion of the Post-Master's/Advanced Standing Master of Arts in Art Therapy degree, the student must supply the Art Therapy Psychology Department documentation of the following content areas at the graduate level:
 - psychopathology
 - human growth and development
 - counseling and psychological theories
 - cultural and social diversity
 - assessment
 - research

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

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

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

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

1. Students must have completed and provided a transcript of a master's degree (minimum 48 semester units or 72 quarter units) from an accredited institution in the United States or equivalent academic preparation outside of the U.S. Related Master's degrees include Expressive or Creative Arts Therapies, Counseling, Social Work, Psychology, Psychiatric Nursing and other mental health professions. Related degrees not tied to licensure include the Fine Arts, Art Education and Special Education. Other related degrees may be considered with approval from the Department Chair.
2. Eighteen semester units (or 27 quarter units), or the equivalent in a range of media in studio art must be completed.
3. The prerequisites for the Post-Master's/Advanced Standing degree require that the student must supply the Art Therapy Psychology Department with documentation of study in the following content areas at the graduate level:
 - psychopathology
 - human growth and development
 - counseling and psychological theories
 - cultural and social diversity
 - assessment
 - research

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

COURSE REQUIREMENTS FOR OPTION IIB MA ART THERAPY POST MASTERS ADVANCED STANDING (30 UNITS)**Course Requirements**

| | | |
|----------|-------------------------------------|---|
| GPY 4100 | History, Foundations of Art Therapy | 1 |
| GPY 4179 | Intro to Clinical Art Therapy II | 2 |
| GPY 4225 | Psychological Assessment II | 1 |
| GPY 4240 | Cross-Cultural Issues | 3 |
| GPY 4260 | Professional Ethics and Law II | 1 |
| GPY 4263 | Child Abuse | 1 |
| GPY 4300 | A.T. Tech:Group Experience | 1 |

| | | |
|----------|---|---|
| GPY 4305 | A.T. Tech:Special Populations | 1 |
| GPY 4310 | A.T. Tech:Integrating Creative Arts | 1 |
| GPY 4315 | Metaphors in Psychopathlgy:Children | 1 |
| GPY 4320 | Metaphors in Psychopathlgy:Adolscent | 1 |
| GPY 4325 | Metaphors in Psychopathology:Adults | 1 |
| GPY 4350 | Practicum I | 3 |
| GPY 4355 | Practicum II | 3 |
| GPY 4365 | Seminar I | 3 |
| GPY 4370 | Seminar II | 3 |
| GPY 4396 | Research Project | 3 |

Special Topics coursework from the following

| | | |
|----------|--|-----|
| GPY 4268 | Starting a Private Practice | 1 |
| GPY 4286 | Sp Tpcs: in Art Therapy | 1-3 |
| GPY 4360 | Explorations in Sandplay | 1 |
| GPY 4400 | Trauma/Art Therapy Treatment | 1 |
| GPY 4900 | Intl and Multicultural Art Ther Svc | 2-6 |
| GPY 4905 | Art as a Way of Knowing | 2 |
| | Other GPY courses approved by the Program Chair | |

Total Credit Hours: 30

Licensing Options after Graduation

Course of Study IIb

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

- Art Therapy Registration and Board Certification (BC) Exam

Clinical Psychology

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

The Department of Clinical Psychology prepares students to pursue doctoral studies; or to become a master’s-level mental health and/or gerontology professional (unlicensed); a licensed marriage and family therapist (MFT), and/or a licensed professional clinical counselor (LPCC).

Our graduates are qualified for careers in mental health, medical, allied health, administration, social service, legal, educational, geriatric, research and business settings.

Students may attend our comprehensive program either part-time or full-time, depending on their needs.

It is structured to meet diverse professional goals through:

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

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). It prepares the student for the MFT and LPCC licensing exams. It provides rigorous preparation for students who may desire to continue on in a doctoral program in the future yet who first wish to train as a licensed psychotherapist.

Course content in evidence-based, strength-based practices, community mental health, and recovery models, as emphasized by the field and BBS, is integrated throughout both concentrations.

The program includes all the necessary courses and meets the full educational requirements of MFT/LPCC licensure 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 addressed by marriage and family therapists. The BBS requires 3,000 hours of experience prior to licensure and 1,300 hours may be acquired *prior* to graduation for students pursuing the MFT license. Our program provides 500 hours of practicum experience that may be counted towards licensure. With the support of our Clinical Training Team, additional hours may be earned that may count towards MFT licensure through our Supervised Field Experience course.

The MSCP/MFT/LPCC concentration includes, but builds upon, all of the requirements of the MFT degree. The

combined MSCP/MFT/LPCC degree enables students to pursue dual licensure in Marriage and Family Therapy and Licensed Professional Clinical Counseling. 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 trauma and career counseling. The LPCC concentration enables students to have a more 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.

The Certificate in Clinical Gerontology offers 8-units of training in the field of clinical gerontology and can be obtained with the MSCP; MSCP/MFT; or MSCP/MFT/LPCC.

Learning Outcomes

- **Clinical Psychology Domain: Learning Outcome 1** -- Students will acquire a broad, integrative, and comprehensive foundation in the field of clinical psychology that integrates theoretical, clinical, and empirical findings particularly geared for the mental health professional. This domain emphasizes understanding factors that mediate human behavior, development throughout the lifespan, psychological health, and psychopathology.
- **Diversity and Cultural Competence Domain: Learning Outcome 2** -- Students will be educated on diversity through diverse teaching methods, courses, theoretical perspectives, and topics throughout the program, that directly embody and address issues of diversity. This domain will also include education on cultural and cross-cultural issues and their impact on human behavior.
- **Psychotherapy Domain: Learning Outcome 3**-- Students will comprehend, integrate, and apply the major theories and basic empirical findings of psychotherapy practice, including theories and topics that are germane for MFT and LPCC licensure. Students will also acquire training in specialized clinical topics emphasized in clinical practice. Students will be versed in tenets of evidence based practice and findings from psychotherapy research.
- **Clinical, Professional, and Ethical Competence: Learning Outcome 4** -- Students will develop clinical, professional, and ethical competencies through academic coursework and clinical training/practicum experiences. Through such courses, tenets germane to professionalism; ethical development; and clinical practice will be accented. Students will be able to recognize the ethical and legal codes for mental health professions; demonstrate personal and professional awareness for their relevancy; and apply them in their clinical work.
- **Research Domain: Learning Outcome 5** --Students will understand research designs and parameters of psychological research, particularly within the field of clinical psychology and become more critical consumers of psychological research. They will create and implement an original research project via a capstone project or thesis that is relevant to their scholarly professional interests. The final research project aims to contribute to the field and/or community in a meaningful way.

Admission

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

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

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

Requirements:

1. Completed application
2. Official undergraduate transcripts. GPA of 3.0 preferred.
3. Two letters of recommendation (one academic; one professional preferred)
4. Autobiographical statement: 2-3 typed, double-spaced pages describing interests in the field, program, NDNU, and pertinent personal or professional experiences.
5. Interview
6. Five, 3-unit prerequisite undergraduate psychology courses are required (earning a "B-" or better):
 - a. General Psychology
 - b. Abnormal Psychology
 - c. Statistics
 - d. Developmental Psychology
 - e. Personality Theory

- i. Courses must be completed by the completion of 15 graduate units and may be obtained at NDNU or transferred from other accredited institutions, pending Departmental approval. To progress in the degree program and register for courses, all prerequisites must be completed by 15 units.
- ii. We recommend satisfying prerequisites (earning a “B-“ or better) prior to beginning the master’s program to ensure more timely completion of program requirements.

Graduate Admissions

Tel: 1 (800) 263-0545 or
 (650) 508-3600
 Fax: (650) 508-3426
 E-mail: grad.admit@ndnu.edu
 M-Th 9:00 a.m. - 6:30 p.m.
 F 9:00 a.m. - 5:00 p.m.

DISTINCTIONS OF THE PROGRAM

Distinctions of the Program:

- Comprehensive program offering Master’s degrees in Clinical Psychology with concentrations in marital/family therapy; marital family therapy/licensed professional clinical counseling; and a certificate in clinical gerontology.
- Fulfills all California state academic requirements as required by the Board of Behavioral Sciences (BBS) for licensed marriage and family therapists (MFT) and licensed professional clinical counselors (LPCC).
- Provides comprehensive and competitive training to prepare for MFT and LPCC exams and licensures.
- Competitive preparation for doctoral studies, including for becoming a doctoral-level, licensed clinical psychologist.
- Provides master’s level training in clinical psychology applicable to a variety of backgrounds: psychology, social work, sociology, biology, business, education, nutrition, and more.
- Clinical Training Program and Research Program provides choices for fulfilling, individual professional, career goals.
- Courses are conveniently offered in the late afternoon, evening, and weekends on NDNU’s Belmont campus.
- Comprehensive clinical training and a range of innovative, integrative courses in psychotherapy

(psychodynamic psychotherapy and psychoanalysis, cognitive behavioral therapy, family systems and relational psychotherapy; child and adolescent psychotherapy, group therapy, couples therapy, and more).

- Education on contemporary, specialized topics in clinical psychology: cross-cultural issues, trauma, addictions, neurophysiology, psychopharmacology, career counseling, and more.
- Practicum Training Fair with community agencies, providing opportunities for competitive practicum and internship placements throughout the San Francisco Bay Area.
- Speakers Series of Bay Area Mental Health Professionals to augment educational and professional opportunities.
- Supervised clinical experience through extensive clinical practicum program that counts towards MFT licensure.
- Student centered program that includes the Student Government Association and Peer Mentoring Program to support academic and professional growth and peer networking opportunities.
- Well-respected clinical program for over 25 years.

MISSION VISION AND PHILOSOPHY

Mission, Vision and Philosophy:

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

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

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

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

validity of theoretical, empirical, experiential, and clinical forms of learning.

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

Out of respect for the whole person, the CPD combines scholarly, theoretical, clinical, creative, scientific, experiential, practical, and real world sources of information into our curriculum to provide a solid broad-based foundation, grounded in the scholar-practitioner model, for the prospective clinician-psychotherapist, mental health professional, or future doctoral student. The programs are transformative, and provide numerous 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 professionals who are experienced professors-psychologists, who are actively working within the field of clinical psychology. Our experienced clinical professors provide training in family systems and relational psychotherapy; child and adolescent psychotherapy; marriage and family therapy; couples therapy, psychodynamic psychotherapy and psychoanalysis; emotion-focused therapy; cognitive behavioral therapy; dialectical behavior therapy; humanistic, existential, experiential, and expressive forms of psychotherapy; somatic, play, and sandplay therapy; and group therapy. Specialized clinical topics in cross-cultural issues; psychological assessment; addictions; neurophysiology and psychopharmacology; career counseling; and trauma enhance professional development.

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

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

The Research Program involves an original research project—a capstone or thesis--that trains students to

critically evaluate and conduct psychological research through our Research Methods/Proposal and Completion course sequence that can contribute to students' future clinical and research activities and professional opportunities. Students have the opportunity to produce a creative research project that is focused upon their professional interests.

Academic and professional success is fostered through a student-centered Departmental culture that emphasizes mentoring. Our Academic Director (AD) provides personalized advising and assistance with registration, which supports timely progression through our program. The Student Government Association (SGA) and Peer Mentoring Program (PMP) foster a student-centered culture that provides mentoring experiences for our students.

Our Mission and Vision is summarized in the "5C's of the CPD:"

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

CLINICAL PSYCHOLOGY PROGRAM (MSCP) MS

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

PROGRAM REQUIREMENTS FOR MASTER OF SCIENCE IN CLINICAL PSYCHOLOGY PROGRAMS (MSCP)

Major Requirements

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

Plus one of the following courses

| | | |
|----------|---------------------------------------|---|
| CPY 4882 | Research Project: Capstone Completion | 3 |
|----------|---------------------------------------|---|

CPY 4897 Research Project:Thesis Completion 3

Optional:

CPY 4888 Research Project:Capstone Extension 3

CPY 4898 Research Project: Thesis Extension 3

CPY 6992 Supervised Field Experience 1-3

Total Credit Hours: 37

CLINICAL PSYCHOLOGY/MARRIAGE AND FAMILY THERAPY PROGRAM (MSCP/MFT) MS

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

PROGRAM REQUIREMENTS FOR MASTER OF SCIENCE IN CLINICAL PSYCHOLOGY PROGRAMS (MSCP/MFT)

Major Requirements

CPY 4216 Psychopathology 3

CPY 4217 Child/Adol Psychpathlgy/Psychther 3

CPY 4221 Cross-Cultural Issues 3

CPY 4222 Family Sys/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 Clin Adult and ChildAssess Treatmt 3

CPY 4275 Couples Psychotherapy 3

CPY 4280 Survey of Child/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; Psychpharmclgy 3

CPY 5265 Diagnosis, Treatment Addictions 3

CPY 4896 Research Methods/Proposal 3

Plus one of the following courses

CPY 4882 Research Project: Capstone Completn 3

CPY 4897 Research Project:Thesis Completion 3

Optional:

CPY 4888 Research Project:Capstone Extension 3

CPY 4898 Research Project: Thesis Extension 3

CPY 6992 Supervised Field Experience 1-3

Total Credit Hours: 60

CLINICAL PSYCHOLOGY/MARRIAGE AND FAMILY THERAPY/LICENSED PROFESSIONAL CLINICAL COUNSELOR PROGRAM (MSCP/MFT/LPCC) MS

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

PROGRAM REQUIREMENTS FOR MASTER OF SCIENCE IN CLINICAL PSYCHOLOGY PROGRAMS (MSCP/MFT/LPCC)

Major Requirements

CPY 4216 Psychopathology 3

CPY 4217 Child/Adol Psychpathlgy/Psychther 3

CPY 4221 Cross-Cultural Issues 3

CPY 4222 Family Sys/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 Clin Adult and ChildAssess Treatmt 3

CPY 4275 Couples Psychotherapy 3

CPY 4280 Survey of Child/Adult Psychotherapy 2

CPY 4286 Specialized Clinical Topics 1

CPY 4311 Cognitive Behavioral Therapy 3

CPY 4420 Clinical Practicum I 3

CPY 4422 Clinical Practicum II 3

CPY 4430 Clinical Case Seminar I 3

CPY 4432 Clinical Case Seminar II 3

CPY 5200 Group Psychotherapy 3

CPY 5205 Neurophysiology; Psychpharmclgy 3

CPY 5265 Diagnosis, Treatment Addictions 3

CPY 5550 Crisis, Trauma, Recovery 3

CPY 5560 Career Dev Theories; Techniques 3

CPY 4896 Research Methods/Proposal 3

Plus one of the following courses

CPY 4882 Research Project: Capstone Completn 3

CPY 4897 Research Project:Thesis Completion 3

Optional:

CPY 4888 Research Project:Capstone Extension 3

CPY 4898 Research Project: Thesis Extension 3

CPY 6992 Supervised Field Experience 1-3

Total Credit Hours: 67

CONCENTRATION IN CLINICAL GERONTOLOGY

COURSE REQUIREMENTS

Required Courses

| | | |
|----------|------------------------------------|---|
| GER 4110 | Assessment in Clinical Gerontology | 2 |
| GER 4115 | Biopsychosociospiritual Asp Aging | 2 |
| GER 4120 | Psychotherapeutic Techs in Aging | 2 |
| GER 4135 | Ethnicity and Aging | 1 |
| GER 4145 | Dying, Death, Bereavement | 1 |

Total Credit Hours: 8

Computer and Information Science BS

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

Dr. John Youssefi
Program Director
(650) 508-3450
jyoussefi@ndnu.edu

The Department of Mathematics and Computer Science offers a Bachelor of Science in Computer and Information Science. The Computer and Information Science major provides sound preparation for a career as a computer professional or for graduate study. It combines a comprehensive theoretical foundation with the pragmatic aspect of designing and implementing computer-based solutions to practical problems. The program also emphasizes the current trends in software engineering through an object-oriented approach and Internet/networking applications using Java, Perl, C++ and other Web-related software systems, tools and technologies.

The major is available to both day and evening students. Qualified evening students may take intensive courses to satisfy their General Education requirements. Small classes facilitate easy interaction with faculty.

Distinctions of NDNU's Computer and Information Science Program

- Prepares students to develop and manage software projects for business careers
- Emphasis is on practical hands-on experience in project management, software systems and Web-based applications

- Courses are offered in the evening and/or on weekends
- Computer Science Advisory Council provides connections with Bay Area companies.
- Support with internships available to our students
- All students participate in comprehensive research projects with mentoring by faculty
- Small classes facilitate close student-faculty interaction
- Ideal geographic location halfway between San Jose and San Francisco

COMPUTER SCIENCE BS

Learning Outcomes

- Students will develop the ability to conceptually formulate and analyze problems in computing and information processing using efficient algorithms, data structures and mathematical tools to solve problems.
- Students will gain knowledge from programming, scripting languages, operating systems, networking technologies, databases and Web design programming with the purpose of mastering the field of study and engaging in lifelong learning.
- Students will become team-oriented individuals who can communicate technical knowledge with others both through oral presentations and written documentation.
- Students will gain the skills and knowledge to prepare them for fulfilling careers with a broad range within the industry or academia, technology-based entrepreneurship, postgraduate study in Computer Science or other disciplines.
- Students will engage and become complete well-rounded individuals serving the community, who will use original and critical thinking to find solutions to the real, social and ethical issues that face today and tomorrow's computer professionals.

REQUIREMENTS

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

Major Requirements

| | | |
|------------|---------------------------------|---|
| CIS 1130 | Foundations of Computer Science | 4 |
| CIS 1130 L | Programming Lab | 1 |
| CIS 1140 | Data Structure/Abstraction | 4 |
| CIS 2233 | Database Management Systems | 3 |

| | | |
|----------|-------------------------------------|---|
| CIS 2235 | Comp Oper Sys and Unix Utilities | 4 |
| CIS 2243 | Computer Netwrks/Netwrk Programming | 4 |
| CIS 2245 | Software Engineering | 3 |
| CIS 2277 | Web Programming I: Client Side | 3 |
| CIS 2278 | Web Programming II: Server Side | 3 |
| CIS 2341 | Quality Assurance and Testing | 3 |
| CIS 2885 | Senior Project | 3 |
| MTH 2419 | Discrete Mathematics | 4 |

Subtotal: 39**Track Requirements****Subtotal: 26****Other Degree Requirements* and Electives**

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

Subtotal: 59**Total Credit Hours: 124**

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

- Software Engineering (p. 86)
- Management Information Systems (p. 86)

TRACK 1 SOFTWARE ENGINEERING

The Software Engineering track combines a comprehensive theoretical foundation with the pragmatic aspect of designing and implementing computer-based solutions to practical problems. Students will be exposed to more traditional Computer Science breadth and depth in conjunction with using a variety of tools and technologies in software engineering.

TRACK REQUIREMENTS**Required Courses**

| | | |
|----------|----------------------------|---|
| MTH 1320 | Calculus I | 4 |
| MTH 1321 | Calculus II | 4 |
| MTH 2522 | Probability and Statistics | 4 |

Select two from the following courses

| | | |
|----------|--------------------------------|---|
| CIS 1150 | Computer Organization | 4 |
| CIS 2211 | Algorithms & Complexity | 4 |
| CIS 2221 | Programming Languages/Compiler | 4 |
| MTH 2450 | Linear Algebra | 4 |

Subtotal: 8**Select two from the following courses**

| | | |
|----------|-------------------|---|
| CIS 2255 | Computer Graphics | 3 |
|----------|-------------------|---|

| | | |
|----------|------------------------------------|---|
| CIS 2261 | Object-Oriented Design/Programming | 3 |
| CIS 2355 | Mobile Device Programming | 3 |
| CIS 2886 | Sp Tpcs in Computer Science | 3 |

Subtotal: 6**Total Credit Hours: 26****TRACK 2 MANAGEMENT INFORMATION SYSTEMS**

Management Information Systems focuses on developing quantitative, computing, managerial, and business skills. This track is suitable for students interested in a computer-related career in a business environment and leads to a wide range of employment opportunities related to computer information and technology management.

TRACK REQUIREMENTS**Required Courses**

| | | |
|------------|------------------------------------|---|
| BUS 1000 | Foundations of Business | 3 |
| BUS 2000 | Mgmt Principles/Organiz Behavior | 3 |
| CIS 2261 | Object-Oriented Design/Programming | 3 |
| MTH 1322 | Applied Calculus | 4 |
| MTH 2502 | Statistics | 3 |
| MTH 2502 L | Excel for Statistics | 1 |

Select three from the following courses

| | | |
|----------|------------------------------------|---|
| BUS 2008 | Legal Environment of Business | 3 |
| BUS 2032 | Mgmt Planning and Decision-Making | 3 |
| BUS 2300 | Marketing Principles | 3 |
| BUS 2372 | Bus to Bus Advert in Tech Environ | 3 |
| BUS 2600 | Operations/Info Technology Systems | 3 |
| BUS 2608 | Telecommunications Management | 3 |
| CIS 2221 | Programming Languages/Compiler | 4 |
| CIS 2255 | Computer Graphics | 3 |
| CIS 2355 | Mobile Device Programming | 3 |
| CIS 2886 | Sp Tpcs in Computer Science | 3 |

Subtotal: 9**Total Credit Hours: 26****Computer and Information Science MS**

Bahram Mahbod
Program Director
(650) 508-3754
bmahbod@ndnu.edu

Dr. Eugen Radian

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

The Master of Science in Computer and Information Science is not accepting new applicants at this time. Please contact the program director for further information.

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

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

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

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

Admission Information

Fully admitted students will need to meet the following requirements:

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

5. A personal interview with the Program Director may be required.
6. A background or experience in data structure, object-oriented programming (e.g., Java or C++), database, and Web programming (client-side and server-side), or at the discretion of the program director based on the student's experience

COMPUTER AND INFORMATION SCIENCE MS

Learning Outcomes

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

- Demonstrate mastering a wide variety of computer science and information literacy concepts and software engineering in connection with different phases of software design and development (Concepts and Engineering)
- Apply the software engineering concepts to define software processes for large-scale, real-world problems, including analyzing and specifying feature and performance requirements, creating software designs, and analyzing and estimating software process costs (Concept Application)
- Implement innovative software designs using sound development practices and state-of-the-art software engineering techniques, methods, and tools (Design)
- Work effectively as leader/member of a development team and demonstrate
- understanding of the importance of negotiation, good time management, leadership, and good communication with stakeholders in a local or geographically global environment, collaborating with people of different backgrounds, cultures, and skills (Teamwork/Leadership)
- Contribute to the community and the profession by using original and critical thinking to find solutions to real social and ethical issues, including social justice issues faced by computer professionals (Community-Based Problem Solving)
- Develop successful and rewarding careers in the computer industry and academia (Career Development)

COURSES AND CURRICULUM

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

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

Core Requirements

| | | |
|----------|--------------------------------------|---|
| CIS 4233 | DBase Dsgn, Implmntn, Optimz'n, Perf | 3 |
| CIS 4240 | Software Analysis and Requirements | 3 |
| CIS 4245 | Software Design and Architecture | 3 |
| CIS 4261 | Advanced Object-Oriented Technology | 3 |
| CIS 4385 | Software Project Management | 3 |
| CIS 4388 | Prof, Ethical, Legal Iss Soft Engin | 3 |
| CIS 4880 | Capstone Software Project I | 3 |
| CIS 4881 | Capstone Software Project II | 3 |

Subtotal: 24

Elective Courses - Four Courses from the following:

| | | |
|----------|-------------------------------------|---|
| CIS 4210 | Computatn and Optimizatn Algorithms | 3 |
| CIS 4275 | XML Web Services and SOAP | 3 |
| CIS 4278 | Web Application Development | 3 |
| CIS 4341 | Quality Assurance and Testing | 3 |
| CIS 4350 | Client-side in Web Application Dev | 3 |
| CIS 4355 | Mobile Device Programming | 3 |
| CIS 4365 | Secure Software Engineering | 3 |
| CIS 4375 | Software Engineering for Cloud Comp | 3 |

Subtotal: 12

Note: CIS 4275, CIS 4278, CIS 4341, CIS 4350, CIS 4365 will be offered during 2014-2015

Note: CIS 4210, CIS 4355, CIS 4375 will be offered based on student demand

Total Credit Hours: 36

English BA

Dr. Marc Wolterbeek
Chair
(650) 508-3708

mwolterbeek@ndnu.edu

The English Department offers a Master of Arts in English, a Bachelor of Arts in English, and a minor in English. Students in the Department are exposed to a broad intellectual foundation in literature and culture while they strengthen their abilities to express ideas in clear, accurate prose. In addition to studying classics of British and American literature, majors read literature of the world, including non-Western works and literature written by women and by persons of color.

ENGLISH BA

Learning Outcomes

Graduates of the English Program will:

- Express themselves in effective written communication, commanding basic writing skills as well as clear style and organization
- Express themselves in effective oral communication in both small-group and large-group environments
- Practice critical thinking skills when making decisions from basic observational skills to more advanced analysis and synthesis
- Transfer skills learned as an English major (writing, oral communication, critical thinking, etc.) to real world experiences
- Investigate various alternatives and interpretations in practical situations through the study of various approaches to literary analysis
- Appreciate differing opinions and viewpoints through the study of diverse forms of literature
- Access knowledge and develop self-knowledge through the use of language
- Develop lifelong appreciation and practice of writing and literature
- Appreciate the power of the narrative imagination and creativity
- Connect literature to real-life experiences
- Document sources correctly
- Discriminate between legitimate and questionable sources of information, particularly information found on the Internet

- Transfer the knowledge derived from internship and practicum activities to postgraduate professional activities
- Apply basic knowledge of literature to graduate studies
- Use writing skills as a basis for further development in creative writing

REQUIREMENTS

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

Prerequisites

| | | |
|----------|-------------------------|--------------------|
| ENG 1030 | Freshman Composition | 3 |
| ENG 1040 | Classics of World Lit I | 3 |
| | | Subtotal: 6 |

Major Requirements

| | | |
|----------|--------------------------|---|
| ENG 1041 | Classics of World Lit II | 3 |
| ENG 2108 | Advanced Writing | 3 |
| ENG 2544 | Shakespeare | 3 |
| ENG 2656 | Literary Theory | 3 |
| ENG 2997 | Senior Seminar | 3 |

Six units in American Literature from among the following

| | | |
|----------|-------------------------------------|---|
| ENG 2200 | Survey of American Literature I | 3 |
| ENG 2201 | Survey of American Literature II | 3 |
| ENG 2222 | Amer Lit Movemts:Harlem Renaissance | 1 |
| ENG 2248 | Great Amer Writers: Hawthorne | 1 |
| ENG 2252 | Great Amer Writers: Melville | 1 |
| ENG 2256 | Great Amer Writers: Twain | 1 |
| ENG 2260 | Great Amer Writers: Hemingway | 1 |
| ENG 2264 | Great Amer Writers: Faulkner | 1 |
| ENG 2268 | Great Amer Writers: Morrison | 1 |
| ENG 2270 | Great American Writers: Poe | 1 |
| ENG 2272 | Great American Writers: Dickinson | 1 |
| ENG 2274 | Great American Writers: Wharton | 1 |

ENG 2222: CDiv

Three units in British Literature from among the following

| | | |
|----------|------------------------------------|---|
| ENG 2400 | Brit Lit: Myth, Epic, Romance | 3 |
| ENG 2403 | Brit Lit: The Age of Elizabeth | 3 |
| ENG 2408 | Brit Lit: Enlightenment/Revolution | 3 |
| ENG 2412 | Brit Lit: Modernism/Postmodernism | 3 |

Six additional elective units from among courses listed above or from the following

| | | |
|----------|----------------------------|---|
| COM 2440 | Writing for the Media | 3 |
| ENG 2010 | Writing in the Disciplines | 3 |
| ENG 2142 | Creative Writing | 3 |

| | | |
|----------|---------------------------------|---|
| ENG 2144 | Creative Writing: Poetry | 3 |
| ENG 2148 | Creative Writing: Fiction | 3 |
| ENG 2152 | Creative Writing: Playwriting | 3 |
| ENG 2156 | Creative Writing: Screenwriting | 3 |
| ENG 2164 | Linguistics | 3 |
| ENG 2600 | Women's Literature | 3 |
| ENG 2604 | African-American Literature | 3 |
| ENG 2608 | Asian-American Literature | 1 |
| ENG 2612 | Latino Literature | 1 |
| ENG 2616 | Native American Literature | 1 |
| ENG 2624 | Children's Literature | 3 |
| ENG 2632 | Graphic Novels and Manga | 3 |
| ENG 2636 | Mythology of Superheroes | 3 |
| ENG 2642 | History of World Cinema | 3 |
| ENG 2646 | Detective Fiction | 3 |
| ENG 2650 | Modern Poetry | 3 |
| ENG 2800 | Seminar in the Humanities | 3 |

ENG 2600, ENG 2604, ENG 2608, ENG 2612, ENG 2616, ENG 2632, ENG 2636, ENG 2642: CDiv

Total Major Requirements

Subtotal: 30

Other Degree Requirements* and General Electives

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

Subtotal: 88

Total Credit Hours: 124

ENGLISH MINOR

REQUIREMENTS

Required Courses

| | | |
|----------|------------------|---|
| ENG 2108 | Advanced Writing | 3 |
| ENG 2544 | Shakespeare | 3 |

Three units in American Literature from among the following

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

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

Subtotal: 3

ENG 2222: CDiv

Six additional elective units from among courses listed above or from the following

| | | |
|----------|-----------------------------------|-----|
| ENG 1041 | Classics of World Lit II | 3 |
| ENG 2010 | Writing in the Disciplines | 3 |
| ENG 2142 | Creative Writing | 3 |
| ENG 2144 | Creative Writing: Poetry | 3 |
| ENG 2148 | Creative Writing: Fiction | 3 |
| ENG 2152 | Creative Writing: Playwriting | 3 |
| ENG 2156 | Creative Writing: Screenwriting | 3 |
| ENG 2164 | Linguistics | 3 |
| ENG 2400 | Brit Lit:Myth, Epic, Romance | 3 |
| ENG 2403 | Brit Lit:The Age of Elizabeth | 3 |
| ENG 2408 | Brit Lit:Enlightenment/Revolution | 3 |
| ENG 2412 | Brit Lit:Modernism/Postmodernism | 3 |
| ENG 2600 | Women's Literature | 3 |
| ENG 2604 | African-American Literature | 3 |
| ENG 2608 | Asian-American Literature | 1 |
| ENG 2612 | Latino Literature | 1 |
| ENG 2616 | Native American Literature | 1 |
| ENG 2624 | Children's Literature | 3 |
| ENG 2632 | Graphic Novels and Manga | 3 |
| ENG 2636 | Mythology of Superheroes | 3 |
| ENG 2642 | History of World Cinema | 3 |
| ENG 2646 | Detective Fiction | 3 |
| ENG 2650 | Modern Poetry | 3 |
| ENG 2656 | Literary Theory | 3 |
| ENG 2800 | Seminar in the Humanities | 3 |
| ENG 2886 | Sp Tpcs in English | 1-3 |

Subtotal: 6ENG 2600, ENG 2604, ENG 2608, ENG 2612, ENG 2616,
ENG 2632, ENG 2636, ENG 2642: CDiv**Total Credit Hours: 15****English MA**

Jacqueline Berger

Program Director

(650) 508-3730

jberger@ndnu.edu

The Master of Arts in English program offers two tracks: one in literature and one in creative writing. Both require core courses in writing, literary theory, language, and genre courses that permit intensive study of narrative, lyric, and drama.

This program is designed for working adults who come from many diverse backgrounds; while it does not require an undergraduate degree in English, prerequisites include two writing-intensive undergraduate courses. Students may be admitted without these prerequisites with the understanding that the needed courses will be taken concurrently to graduate courses. All graduate courses are offered in the evenings, and enrollment is guaranteed. Students generally complete the degree within two and one-half years.

The program's integral link with the annual Creative Writers' Series, sponsored by the English Department, enables students to interact with noted and diverse authors and scholars. Students interested in creative writing and publishing may also wish to become involved in the production of the University's literary journal, *The Bohemian*.

Other programs sponsored by the Department of English include the Seminar in Humanities and the Teaching English as a Second Language Certificate Program (TESL).

Program Requirements

The MA-English program requires 30 semester units, not including the undergraduate foundation courses that vary with each individual's preparation. Students must have fulfilled all prerequisite requirements, completion of 15 units toward the degree, and have a grade point average of 3.0 or better before advancement to candidacy. Two core courses (6 units) and two genre courses (6 units) are required of all students enrolled in the program. These 12 units are usually taken during the first year and one half of study. The remaining 12 elective units are taken in a chosen area of either Literature or Creative Writing. Students work one-on-one with a mentor to complete a Research or Creative Writing Project for their final 6 units.

Genre courses permit intensive study of narrative, lyric, and drama. Content of the Period Course varies but usually concentrates on British poetry or prose. Elective courses include undergraduate upper-division linguistics, literature, theory, composition, creative writing, and teaching apprenticeship or assistantship courses.

Admission Requirements

1. A bachelor's degree in any field from an accredited four-year college or university
2. A cumulative grade point average of 2.5 or better
3. Two academic and/or professional letters of recommendation

4. Completion of at least two writing-intensive undergraduate courses
5. Representative writing sample of 500 to 1,000 words in length

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

ENGLISH MA

Learning Outcomes

Students will:

Outcome One: Demonstrate in writing and through oral communication their understanding of and ability to analyze specific genres of literature and historical literary movements.

Outcome Two: Demonstrate in writing and through oral communication their knowledge of the major approaches to literary criticism and to linguistic theory. Write in-depth and well documented academic papers, incorporating these theories alongside original thinking.

Outcome Three: Produce original works of poetry, fiction, or creative non-fiction that demonstrate an advanced understanding of craft and style and a willingness to use technique in the service of creative exploration.*

Outcome Four: Produce well written, clearly developed, and accurately documented research papers 4 that demonstrate a deep understanding of the field and an ability to contribute to it through original thought.

Outcome Five: Demonstrate in writing and through oral communication a deep understanding of current theories of composition pedagogy; teach composition under the guidance of a mentor in a community-college classroom.*

*Outcome Three applies to those MAE students with a Creative Writing Emphasis.

*Outcome Five is an elective, though teacher training is becoming an increasingly significant focus in the MAE program and warrants assessment.

REQUIREMENTS

Prerequisites

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

Core Courses

| | | |
|----------|------------------------------|---|
| ENG 4000 | Seminar in Literature | 3 |
| ENG 4005 | Language Theory and Practice | 3 |

| | | |
|----------|---------------------------|---|
| ENG 4884 | Thesis: Directed Research | 3 |
| ENG 4997 | Thesis: Directed Writing | 3 |

Subtotal: 12

ENG 4884 and ENG 4997: Actual course work will focus on the individual student's desired track – literature or creative writing.

Two Genre courses from the following

| | | |
|----------|-----------|---|
| ENG 4016 | Narrative | 3 |
| ENG 4024 | Lyric | 3 |
| ENG 4028 | Drama | 3 |

Subtotal: 6

Four Elective courses from the following

| | | |
|----------|-------------------------------------|---|
| ENG 4032 | Period Course | 3 |
| ENG 4048 | Creative Writing | 3 |
| ENG 4800 | Seminar in the Humanities | 3 |
| ENG 4886 | Sp Tpcs in English | 3 |
| ENG 4894 | Teaching Apprenticeship | 3 |
| ENG 4994 | Community-Based Pedagogy/Tch Assist | 3 |

Subtotal: 12

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

Total Credit Hours: 30

English for International Students

Ann Fathman
Chair
(650) 508-3730
afathman@ndnu.edu

The English for International Students Program is designed for students who need to develop their English skills in order to successfully complete academic studies at NDNU. A variety of English language classes are offered to provide students with increased opportunities for English study and practice.

Students are placed in appropriate classes on the basis of previous English study, TOEFL or IELTS scores, and Notre Dame de Namur University ESL Placement Test scores. These classes may be taken with other selected academic classes.

Courses in English for International Students do not satisfy General Education requirements, but this course work, to

a maximum of 6 units, may be applied toward a degree as elective credit.

History

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

The Department of History and Political Science offers a Bachelor of Arts degree in History and a minor in History. This course of study helps students comprehend the political, economic, social, religious, intellectual, and artistic experiences of peoples all over the world and develop personal skills of research, organization, writing, and analysis. We challenge our students to understand how decisions made in the past continue to shape society and political discourse and to appreciate their own agency in shaping a better world. Completing a major in History is excellent preparation for graduate study and for careers in law, politics, journalism, business, public administration, social work, nongovernmental advocacy organizations, and education.

HISTORY BA

Learning Outcomes

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

1. demonstrate knowledge of the political, economic, social, religious, intellectual, and artistic experiences of peoples around the world over time; recognize the influence of global forces and identify their connections to local and national developments
2. understand how decisions made in the past continue to shape society and political discourse
3. demonstrate familiarity with the historical literature and with conflicting interpretations of the past – historiography
4. weigh and interpret evidence and present a sustained argument supported by historical evidence; use the tools of social science research – statistical and qualitative – in formulating a research topic, collecting and analyzing evidence, and presenting results
5. demonstrate the ability to effectively communicate historical knowledge and reasoning orally and in writing

REQUIREMENTS

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

Prerequisites

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

Subtotal: 12

Major Requirements

| | | |
|------------|-------------------------------------|---|
| PSC 2400 | Methods and Methodology | 3 |
| PSC 2400 L | Statistical Software:Beh Sci Resrch | 1 |
| HST 2880 | Capstone | 4 |
| | Upper-division History Electives | 6 |

United States History – Six units chosen from the following

| | | |
|----------|----------------------------------|---|
| HST 2300 | American History:1607-1877 | 3 |
| HST 2310 | American History:1877-Present | 3 |
| HST 2320 | Modern America: 1932 to Present | 3 |
| HST 2330 | History/Politics of Civil Rights | 3 |
| HST 2340 | America's Ethnic History | 3 |
| PSC 2320 | The Constitution | 3 |

HST 2330 and HST 2340: CDiv

European History – Six units chosen from the following

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

HST 2200 and HST 2210: CL

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

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

PSC 2130, PSC 2140, PSC 2150, PSC 2160: CDiv

Note: The distribution of units evenly among U.S., European, and Area Studies (6, 6, and 6) is only a recommended, not a required distribution. Because of the large number of general elective units available, the Department usually recommends a double major.

Total Major Requirements

Subtotal: 32

Other Degree Requirements* and General Electives

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

Subtotal: 80**Total Credit Hours: 124****HISTORY MINOR****REQUIREMENTS****Required Courses**

| | | |
|----------|---|---|
| HST 1000 | World History I | 3 |
| HST 1010 | World History II | 3 |
| PSC 1000 | Introduction to American Government | 3 |
| PSC 1100 | Intro to Comparative Government | 3 |
| | Upper-division units in History, approved by Department Chair | 9 |

Total Credit Hours: 21**Interdisciplinary Courses**

Freshmen students are introduced to the mission and values of the University through the interdisciplinary Freshman Year Seminar. Class assignments involve students in community-based learning that links the academic material with social action. NDNu may offer other interdisciplinary courses from time to time. See the Course Descriptions section (p. 223) for a listing of Interdisciplinary (IDS) courses.

Mathematics and Statistics

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

The Department of Mathematics and Computer Science offers courses satisfying the General Education Requirements in Mathematics, required courses for other majors, and a minor in Mathematics.

The Mathematics and Statistics curriculum at Notre Dame de Namur University provides solid preparation to meet career and life goals. Students in mathematics and statistics classes build their analytical and computational competences and engage in active learning as they learn to link mathematical and statistical concepts with practical problems. While they enhance their abilities to analyze

and solve problems, organize data, and understand number relationships, students are developing their critical thinking skills and creativity.

All undergraduate students must satisfy the General Education Requirement in Mathematics, and many students have additional mathematics and statistics requirements in their majors. Before enrolling in any Mathematics or Statistics course, except MTH 7003, all students must demonstrate appropriate preparation. See Placements and Diagnostic Tests (p. 57) for further information.

Fulfilling the General Education Mathematics Requirement

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

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

MATHEMATICS MINOR**Learning Outcomes for the Mathematics Minor**

- **P LO1 – Representation (ILO4-1)** Translate simple questions about how the world works into mathematical language.
- **PLO2 – Calculation/Reasoning/ Interpretation/ Communication (ILO4-2 & ILO4-3)** Accurately use mathematical methods (arithmetical, algebraic, geometric, statistical) to analyze and solve practical problems. Reason with mathematical ideas and abstract concepts. Use symbolic, visual, numerical, deductive, and inductive reasoning to construct mathematical logical arguments leading to conclusions and to communicate the mathematical information.
- **PLO3 – Analysis/Application/Assumptions (ILO4-4 & ILO 4-5)** Translate the mathematical conclusions back into the situation that is being studied and draw conclusions appropriate to that situation. Evaluate and or critique assumptions.

REQUIREMENTS**Required Courses**

| | | |
|----------|--------------|---|
| MTH 1320 | Calculus I | 4 |
| MTH 1321 | Calculus II | 4 |
| MTH 1330 | Calculus III | 4 |

Plus two courses chosen from the following

| | | |
|----------|-------------------|---|
| CIS 2255 | Computer Graphics | 3 |
|----------|-------------------|---|

| | | |
|----------|-----------------------------------|---|
| MTH 2419 | Discrete Mathematics | 4 |
| MTH 2450 | Linear Algebra | 4 |
| MTH 2485 | Resrch/Project in Math/Statistics | 4 |
| MTH 2522 | Probability and Statistics | 4 |

Subtotal: 7-8

Total Credit Hours: 19-20

All programs must be approved by the Department Chair.

Modern Languages and Cultures

Dr. Helene Laroche-Davis
Chair
(650) 508-3558
hdavis@ndnu.edu

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

Students are encouraged to gain practical experience outside the classroom by engaging in internships with international companies and agencies both in the USA and abroad to prepare for future careers in international business, education, diplomacy, travel, and translation.

Learning Outcomes

By providing a range of courses in the language, culture, literature, film, and business of the French- and Spanish-speaking worlds, the Department of Modern Languages and Cultures enables all NDNU students to:

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

Please see the Foundations section (p. 45) of the General Education Requirements for more information concerning the Culture and Language Requirement.

Study Abroad

Study Abroad, which may be undertaken for a summer, a semester, or a whole year, is highly recommended and a popular way for students to hone their language skills, experience living in another culture and undergo significant personal growth. Study Abroad programs are available in the French- and Spanish-speaking areas of the world and are open to all Notre Dame de Namur University students. Students minoring in French Studies or Spanish Studies will be encouraged to study abroad for a summer, a semester or a year. Courses taken abroad may be applied to a student's degree at NDNU as appropriate. Financial aid is usually available.

Culture and Language

Culture and Language Courses are taught in English and offer students basic language content in addition to a study of the cultural heritage of a specific area of the world. They are specifically for students studying for a Bachelor of Science degree who decide that they prefer to substitute two Culture and Language courses for regular language courses in French or Spanish.

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

FRENCH STUDIES MINOR

French Studies minors have the option of concentrating in literature, culture, or business culture. Students may choose to double-minor, combining French with such disciplines as business, sociology, psychology, communications, political science, or history. These combinations prepare students for future work in companies with ties in Canada, Europe, and Africa as well as in government organizations and teaching institutions.

REQUIREMENTS

Required Courses

Complete 12 units chosen from the following

| | | |
|----------|-------------------------------------|-----|
| CUL 2100 | Intro to French Literature in Film | 3 |
| CUL 2108 | French Cinema, Culture, Language | 3 |
| CUL 2124 | Modern France: Culture and Language | 3 |
| CUL 2135 | Business Culture of France vs US | 3 |
| CUL 2140 | Business French II | 3 |
| CUL 2400 | African Cinema, Culture, Language | 3 |
| FRE 2100 | Advanced Conversation I | 1-3 |
| FRE 2108 | Advanced Conversation II | 1-3 |
| FRE 2116 | Pronunciation in Cultural Context | 1-3 |
| FRE 2124 | French Society in Texts and Films | 3 |
| FRE 2126 | French Culture and Gastronomy | 3 |

| | | |
|----------|--------------------------------------|-----|
| FRE 2128 | Litterature de Jeunesse | 3 |
| FRE 2132 | The French Today | 1-3 |
| FRE 2134 | Intro to French Civilization | 3 |
| FRE 2140 | Women in French Literature | 3 |
| FRE 2886 | Sp Tpcs in French | 1-3 |
| FRE 2994 | Teaching Assistant | 1-3 |
| HST 2200 | History, Culture, Language-France I | 3 |
| HST 2210 | History, Culture, Language-France II | 3 |

CUL 2140, CUL 2400, FRE 2140: CDiv

Total Credit Hours: 12

SPANISH STUDIES MINOR

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

REQUIREMENTS

Required Courses

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

| | | |
|----------|-------------------------------------|-----|
| CUL 2232 | Latino/Hispanic Experience in USA | 3 |
| CUL 2240 | Mexican-American Lit/Language/Film | 3 |
| CUL 2248 | Cult/Lang of Latin Amer Thru Film | 3 |
| CUL 2250 | Literature of Latin America | 3 |
| CUL 2500 | Svc Lrng:Spanish Community Svc Proj | 1-3 |
| SPA 2100 | Adv Spanish Comp/Grammar Review | 3 |
| SPA 2106 | Spanish Conversation Through Theatr | 3 |
| SPA 2108 | La herencia cultural latinoamerica | 3 |
| SPA 2124 | Span for Bilingl World:Comm Svc/Bus | 3 |
| SPA 2125 | Spanish for the Professions | 3 |
| SPA 2134 | Reel Latin Am:Continent thru Film | 3 |
| SPA 2135 | Intro a La Literatura Latinoamerica | 3 |
| SPA 2136 | Lit and Film: Spanish-Speaking Wrld | 3 |

CUL 2232, CUL 2240, CUL 2500, SPA 2136: CDiv

Total Credit Hours: 12

Music and Vocal Arts

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

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

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

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

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

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

Students at all levels in all Music and Vocal Arts programs are expected to participate in at least one Music and Vocal Arts performance ensemble each semester. Students are advised into these Music and Vocal Arts performance ensembles in accordance with the chosen tracks and the

advisor's evaluation of the student's need for skill development.

MUSICAL PERFORMANCE BFA

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

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

Learning Outcomes

BFA in Musical Performance graduates will demonstrate competence in:

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

MAJOR REQUIREMENTS

Applied Performance

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

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

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

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

| | | |
|----------|------------------------------------|---|
| MUS 1000 | Piano/Instrumental Perf/Repertoire | 1 |
| MUS 1005 | Vocal Performance and Repertoire | 1 |
| MUS 2000 | Piano/Instrumental Perf/Repertoire | 1 |
| MUS 2005 | Vocal Performance and Repertoire | 1 |

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

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

| | | |
|----------|---------------------------|-----|
| MUS 1050 | Opera Workshop | 1-3 |
| MUS 1063 | Chanteurs Concert Choir | 1 |
| MUS 1065 | Camerata Chamber Ensemble | 1 |
| MUS 1070 | Orchestra | 1 |
| MUS 1120 | Musical Theatre Workshop | 1-4 |
| MUS 1730 | Ensemble | 1-3 |
| MUS 2050 | Opera Workshop | 1-3 |
| MUS 2063 | Chanteurs Concert Choir | 1 |
| MUS 2065 | Camerata Chamber Ensemble | 1 |
| MUS 2070 | Orchestra | 1 |
| MUS 2120 | Musical Theatre Workshop | 1-4 |
| MUS 2730 | Ensemble | 1-3 |

MUS 2985 Musical Theatre Project 1-3

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

Total Units of Applied Performance

Subtotal: 30

Musicianship

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

Subtotal: 11

Performance History

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

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

Subtotal: 16

Music Management Internship

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

Subtotal: 3

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

Subtotal: 15

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

| | | |
|----------|---------|---|
| MUS 2705 | Recital | 1 |
|----------|---------|---|

MUS 2986 Musical Theatre Final Project 3

Subtotal: 1

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

Other Degree Requirements* and General Electives

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

Subtotal: 48

Total Credit Hours: 124

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

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

MUSICAL PERFORMANCE BFA WITH MUSIC MANAGEMENT TRACK

The requirements for the BFA in Musical Performance with the Music Management Track are the same as those for the BFA in Musical Performance, with the exception of the distribution of electives in the major.

MUSIC MANAGEMENT TRACK

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

Six units of Foundational courses will include

| | | |
|----------|-------------------------|---|
| BUS 1000 | Foundations of Business | 3 |
| BUS 1108 | Microeconomics | 3 |

Six units of Business courses can be chosen from

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

| | | |
|----------|-------------------------------------|---|
| BUS 2000 | Mgmt Principles/Organiz Behavior | 3 |
| BUS 2008 | Legal Environment of Business | 3 |
| BUS 2216 | Business Analysis Using Spreadsheet | 3 |
| BUS 2300 | Marketing Principles | 3 |

Three units of Electives

Total Track Requirements

Subtotal: 15

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

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

Total Credit Hours: 124

MUSICAL PERFORMANCE MINOR

REQUIREMENTS

Applied Performance

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

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

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

Two units of performance and repertoire and/or ensemble courses, determined by advisement and track from among the following

| | | |
|----------|------------------------------------|-----|
| MUS 1000 | Piano/Instrumental Perf/Repertoire | 1 |
| MUS 1005 | Vocal Performance and Repertoire | 1 |
| MUS 1050 | Opera Workshop | 1-3 |
| MUS 1063 | Chanteurs Concert Choir | 1 |
| MUS 1065 | Camerata Chamber Ensemble | 1 |
| MUS 1070 | Orchestra | 1 |
| MUS 1120 | Musical Theatre Workshop | 1-4 |
| MUS 1730 | Ensemble | 1-3 |
| MUS 2000 | Piano/Instrumental | 1 |

| | | |
|----------|--|-----|
| MUS 2005 | Perf/Repertoire Vocal Performance and Repertoire | 1 |
| MUS 2050 | Opera Workshop | 1-3 |
| MUS 2063 | Chanteurs Concert Choir | 1 |
| MUS 2065 | Camerata Chamber Ensemble | 1 |
| MUS 2070 | Orchestra | 1 |
| MUS 2120 | Musical Theatre Workshop | 1-4 |
| MUS 2730 | Ensemble | 1-3 |
| MUS 2985 | Musical Theatre Project | 1-3 |

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

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

Total Applied Performance Units

Subtotal: 12

Performance History

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

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

Subtotal: 8

Total Credit Hours: 20

MUSICAL PERFORMANCE MFA

MFA in Musical Performance students are admitted to the program through audition and interview in addition to the University's standard application and acceptance process.

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

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

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

Learning Outcomes

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

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

REQUIREMENTS

Applied Performance

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

| | | |
|----------|-------------------------|-----|
| MUS 4600 | Indiv Instruction:Voice | 1-4 |
| MUS 4605 | Indiv Instruction:Piano | 1-4 |

| | | |
|----------|--------------------------------|-----|
| MUS 4607 | Indiv Inst:Collaborative Piano | 1-4 |
| MUS 4610 | Indiv Instruction:Instrument | 1-4 |
| MUS 4615 | Vocal Coaching | 1 |

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

| | | |
|----------|----------------------------------|-----|
| MUS 4050 | Opera Workshop | 1-3 |
| MUS 4063 | Chanteurs Concert Choir | 1 |
| MUS 4065 | Camerata Chamber Ensemble | 1 |
| MUS 4070 | Orchestra | 1 |
| MUS 4120 | Musical Theatre Workshop | 1-4 |
| MUS 4730 | Ensemble | 1-3 |
| MUS 4985 | Graduate Musical Theatre Project | 1-3 |

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

| | | |
|----------|------------------------------------|---|
| MUS 4000 | Piano/Instrumental:Perf/Repertoire | 1 |
| MUS 4005 | Vocal Performance/Repertoire | 1 |

Total Applied Performance Units

Subtotal: 16

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

| | | |
|----------|-------------------------------------|-----|
| MUS 4305 | History of Opera/Music Theatre | 3 |
| MUS 4310 | History of Vocal Literature | 3 |
| MUS 4400 | Pedagogy: Piano I | 3 |
| MUS 4402 | Pedagogy: Piano II | 3 |
| MUS 4405 | Vocal Pedagogy I | 3 |
| MUS 4407 | Vocal Pedagogy II | 3 |
| MUS 4550 | Graduate Seminar I | 3 |
| MUS 4555 | Graduate Seminar II | 3 |
| MUS 4614 | Individual Instruction:Music Theory | 1-4 |

Subtotal: 12

Music Management Internship

| | | |
|----------|-----------------------------|-----|
| MUS 4890 | Music Management Internship | 1-3 |
|----------|-----------------------------|-----|

Subtotal: 3

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

Subtotal: 15

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

| | | |
|----------|--------------------------|---|
| MUS 4700 | Graduate Lecture Recital | 1 |
|----------|--------------------------|---|

| | | |
|----------|------------------------|--------------------|
| MUS 4705 | Graduate Final Recital | 1 |
| MUS 4885 | Graduate Final Project | 3 |
| | | Subtotal: 2 |

Total Credit Hours: 48

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

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

PERFORMANCE CERTIFICATE

The Performance Certificate is a graduate-level program intended for young artists who have fulfilled their undergraduate and/or graduate degree requirements and are seeking performance experience as they make the transition from student to professional. Candidates are admitted to the program through audition in addition to the University’s standard application and acceptance process. An undergraduate degree in the track is not required, but competencies and supporting knowledge in all prerequisite areas are determined through audition and placement evaluation at entrance to the program. Students admitted to the program whose proficiencies in any area are found below pre-professional standard take remedial courses at the appropriate level, in addition to the 24 units of Certificate study, until these proficiencies are met.

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

Learning Outcomes

Performance Certificate graduates will demonstrate professional-level ability in:

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

- Understanding of industry standard expectations and tools and techniques for professional career development

REQUIREMENTS

Applied Performance

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

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

| | | |
|----------|--------------------------------|-----|
| MUS 6600 | Indiv Instruction:Voice | 1-4 |
| MUS 6605 | Indiv Instruction:Piano | 1-4 |
| MUS 6607 | Indiv Inst:Collaborative Piano | 1-4 |
| MUS 6610 | Indiv Instruction:Instrument | 1-4 |
| MUS 6615 | Vocal Coaching | 1 |

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

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

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

Total Applied Performance Units

Subtotal: 14

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

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

Subtotal: 8

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

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

Subtotal: 2

Total Credit Hours: 24

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

Natural Sciences

Dr. Monica Guhamajumdar
Chair
(650) 508-3628
mguhamajumdar@ndnu.edu

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

Degrees in the Department lead directly to employment, graduate study, or entrance into professional schools in medicine, pharmacy, dentistry, veterinary medicine, allied health, or education. The Department of Natural Sciences offers courses satisfying the General Education Requirements in Natural Sciences, required courses for various majors, courses that satisfy the Cultural Diversity Requirements, and elective courses. For a complete listing of all Natural Science courses, please check the following pages:

- Biology (p. 155)
- Chemistry (p. 172)
- Kinesiology (p. 224)
- Natural Sciences (p. 244)
- Physics (p. 250)

BIOCHEMISTRY BS

The undergraduate degree in Biochemistry is a foundation for careers in laboratories either in industry such as biotechnology or in the academic world. The major prepares the student for graduate study directed toward biochemistry, microbiology, pharmacological, or other biomedical areas of specialization. Pre-medical, pre-dental and pre-pharmacy students will also find that the Biochemistry major provides a good preparation for those professional schools.

Learning Outcomes

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

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

REQUIREMENTS

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

Prerequisites

| | | |
|------------|-------------------------------|---|
| BIO 1101 | General Biology I | 3 |
| BIO 1101 L | General Biology I Lab | 1 |
| BIO 1103 | General Biology II | 3 |
| BIO 1103 L | General Biology II Lab | 1 |
| CHE 1202 | General Chemistry I | 3 |
| CHE 1202 L | General Chemistry I Lab | 1 |
| CHE 1204 | General Chemistry II | 3 |
| CHE 1204 L | General Chemistry II Lab | 1 |
| MTH 1320 | Calculus I | 4 |
| MTH 2502 | Statistics | 3 |
| PHY 1304 | Physics for Scientists I | 3 |
| PHY 1304 L | Physics for Scientists I Lab | 1 |
| PHY 1306 | Physics for Scientists II | 3 |
| PHY 1306 L | Physics for Scientists II Lab | 1 |

Subtotal: 31

Recommended Course

| | | |
|----------|-------------|---|
| MTH 1321 | Calculus II | 4 |
|----------|-------------|---|

Major Requirements

| | | |
|------------|----------------------------------|---|
| BIO 2252 | Cellular/Molecular Biology | 3 |
| BIO 2252 L | Cellular & Molecular Biology Lab | 1 |
| BIO 2275 | General Microbiology | 3 |
| BIO 2275 L | General Microbiology Lab | 2 |
| CHE 2203 | Organic Chemistry I | 3 |

| | | |
|------------|---|-----|
| CHE 2203 L | Organic Chemistry I Lab | 1 |
| CHE 2205 | Organic Chemistry II | 3 |
| CHE 2205 L | Organic Chemistry II Lab | 1 |
| CHE 2210 | Chem Analysis/Instrumental Methods | 3 |
| CHE 2210 L | Chem Analy/Instrumntl Methods Lab | 2 |
| CHE 2370 | Biochemistry I | 3 |
| CHE 2370 L | Biochemistry I Lab | 1 |
| CHE 2375 | Biochemistry II | 3 |
| CHE 2375 L | Biochemistry II Lab | 1 |
| CHE 2884 | Research | 1-3 |
| | Upper-division elective in Biology, Chemistry, or Physics approved by the advisor | 4 |

Subtotal: 37**Additional course work strongly recommended for students planning graduate study:**

| | | |
|------------|-------------------------------------|---|
| MTH 1321 | Calculus II | 4 |
| MTH 1330 | Calculus III | 4 |
| CHE 2312 | Physical Chemistry for Life Science | 3 |
| CHE 2312 L | Physical Chemistry for Life Sci-Lab | 1 |
| | Courses in Computer Science | |

Students anticipating graduate study or pharmacy school should consult the individual schools to which they intend to apply for specific undergraduate course requirements.

Other Degree Requirements* and General Electives

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

Subtotal: 56**Total Credit Hours: 124****BIOCHEMISTRY MINOR****REQUIREMENTS****Required Courses**

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

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

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

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

Subtotal: 16**Four to 5 upper-division units in Chemistry from the following with the approval of the Program Advisor**

| | | |
|------------|-------------------------------------|-----|
| CHE 2210 | Chem Analysis/Instrumental Methods | 3 |
| CHE 2210 L | Chem Analy/Instrumntl Methods Lab | 2 |
| CHE 2312 | Physical Chemistry for Life Science | 3 |
| CHE 2312 L | Physical Chemistry for Life Sci-Lab | 1 |
| CHE 2886 | Sp Tpcs in Chemistry | 3-4 |

Subtotal: 4-5**Total Credit Hours: 20-21****BIOLOGY BS**

The Biology program is structured to provide interdisciplinary study in the Natural Sciences and to promote interaction among faculty and students in all fields. The Biology major provides students with the breadth of knowledge and strong skills necessary for careers in the biological sciences. By choosing elective courses with their advisor, Biology majors can focus their studies in Cell and Molecular Biology, Organismal Biology, Forensic Science, and Environmental Science.

Learning Outcomes

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

- Developed the ability to communicate effectively through oral and written formats

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

REQUIREMENTS

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

Prerequisites

| | | |
|---------------------|--------------------------------|---|
| BIO 1101 | General Biology I | 3 |
| BIO 1101 L | General Biology I Lab | 1 |
| BIO 1103 | General Biology II | 3 |
| BIO 1103 L | General Biology II Lab | 1 |
| CHE 1202 | General Chemistry I | 3 |
| CHE 1202 L | General Chemistry I Lab | 1 |
| CHE 1204 | General Chemistry II | 3 |
| CHE 1204 L | General Chemistry II Lab | 1 |
| CHE 2203 | Organic Chemistry I | 3 |
| CHE 2203 L | Organic Chemistry I Lab | 1 |
| CHE 2205 | Organic Chemistry II | 3 |
| CHE 2205 L | Organic Chemistry II Lab | 1 |
| MTH 1216 | Pre-Calculus With Trigonometry | 4 |
| Subtotal: 28 | | |

One Mathematics course from the following

| | | |
|----------------------|------------------|---|
| MTH 1320 | Calculus I | 4 |
| MTH 1322 | Applied Calculus | 4 |
| MTH 2502 | Statistics | 3 |
| Subtotal: 3-4 | | |

MTH 1320: Highly recommended for future medical, dental, veterinary medicine, or graduate students.

Two semesters of College Physics or two semesters of Physics for Scientists with Labs

| | | |
|------------|------------------------------|---|
| PHY 1203 | College Physics I | 3 |
| PHY 1203 L | College Physics I-Lab | 1 |
| PHY 1205 | College Physics I | 3 |
| PHY 1205 L | College Physics II Lab | 1 |
| PHY 1304 | Physics for Scientists I | 3 |
| PHY 1304 L | Physics for Scientists I Lab | 1 |
| PHY 1306 | Physics for Scientists II | 3 |

| | | |
|------------|-------------------------------|---|
| PHY 1306 L | Physics for Scientists II Lab | 1 |
|------------|-------------------------------|---|

Subtotal: 8

PHY 1304, PHY 1304 L, PHY 1306, and PHY 1306 L: Highly recommended for future medical, dental, veterinary medicine, or graduate students.

Total Prerequisites

Subtotal: 39-40

Major Requirements

| | | |
|------------|---------------------------|---|
| BIO 2200 | Developmental Biology | 3 |
| BIO 2200 L | Developmental Biology Lab | 1 |
| BIO 2210 | Human Physiology | 3 |
| BIO 2210 L | Human Physiology Lab | 2 |
| BIO 2215 | Genetics | 3 |
| BIO 2215 L | Genetics Lab | 1 |
| BIO 2275 | General Microbiology | 3 |
| BIO 2275 L | General Microbiology Lab | 2 |

Subtotal: 30

One course and Lab from the following

| | | |
|------------|--------------------|---|
| BIO 2277 | Immunology | 3 |
| BIO 2277 L | Immunology Lab | 1 |
| CHE 2370 | Biochemistry I | 3 |
| CHE 2370 L | Biochemistry I Lab | 1 |

Subtotal: 4

Upper-division electives in Biology, approved by the advisor 8

Subtotal: 8

Other Degree Requirements* and General Electives

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

Subtotal: 57

Biology Elective Courses

| | | |
|------------|------------------------------------|---|
| BIO 2108 | Contemporary Environmental Issues | 3 |
| BIO 2108 L | Contemporary Environmental Iss Lab | 1 |
| BIO 2114 | Intro to Diverse World of Plants | 3 |
| BIO 2114 L | Intro Diverse World of Plants Lab | 1 |
| BIO 2124 | Forensic Science | 4 |
| BIO 2132 | General Ecology | 3 |
| BIO 2132 L | General Ecology Lab | 1 |
| BIO 2138 C | Environmental Toxicology | 3 |
| BIO 2138 L | Environmental Toxicology Lab | 1 |
| BIO 2143 | Invertebrate Zoology | 3 |
| BIO 2143 L | Invertebrate Zoology Lab | 1 |
| BIO 2148 | Vertebrate Zoology | 3 |
| BIO 2148 L | Vertebrate Zoology Lab | 1 |

| | | |
|------------|-------------------------------------|-----|
| BIO 2205 | Human Anatomy | 3 |
| BIO 2205 L | Human Anatomy Lab | 1 |
| BIO 2252 | Cellular/Molecular Biology | 3 |
| BIO 2252 L | Cellular & Molecular Biology Lab | 1 |
| BIO 2354 | Molecular Biology for Comp Scient | 3 |
| BIO 2465 | Natural Science Seminar | 1 |
| BIO 2884 | Research | 1-3 |
| BIO 2994 | Laboratory Assistant | 1-3 |
| BIO 2997 | Honors Thesis Research | 2-4 |
| CHE 2210 | Chem Analysis/Instrumental Methods | 3 |
| CHE 2210 L | Chem Analy/Instrumntl Methods Lab | 2 |
| CHE 2312 | Physical Chemistry for Life Science | 3 |
| CHE 2312 L | Physical Chemistry for Life Sci-Lab | 1 |
| CHE 2370 | Biochemistry I | 3 |
| CHE 2370 L | Biochemistry I Lab | 1 |
| CHE 2375 | Biochemistry II | 3 |
| CHE 2375 L | Biochemistry II Lab | 1 |
| NSC 2012 | Introduction to Nutrition | 3 |
| PHY 2000 C | Science in Action | 4 |

Total Credit Hours: 124

BIOLOGY MINOR

REQUIREMENTS

Required Courses

| | | |
|------------|------------------------|---|
| BIO 1101 | General Biology I | 3 |
| BIO 1101 L | General Biology I Lab | 1 |
| BIO 1103 | General Biology II | 3 |
| BIO 1103 L | General Biology II Lab | 1 |

One of the following options 3-8 units

Option 1

| | | |
|----------|------------------------|---|
| CHE 1101 | Introductory Chemistry | 3 |
|----------|------------------------|---|

Option 2: One Year of General Chemistry with Labs

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

Upper Division Units in Biology approved by Department Chair

Subtotal: 12

Total Credit Hours: 23-28

ENVIRONMENTAL JUSTICE MINOR

The Department of Natural Science offers a minor in Environmental Justice. Environmental Justice is concerned with the process through which inequalities arise from social, political, and environmental decision-making,

actions, and policies. At the local, regional, national and international levels, environmental justice is interested in the mechanisms that give rise to class, gender and racial disparities.

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

REQUIREMENTS

Required Courses

| | | |
|--|-------------------------------------|---|
| BIO 2108 | Contemporary Environmental Issues | 3 |
| BIO 2108 L | Contemporary Environmental Iss Lab | 1 |
| HST 2440 C | Environmental History/Justice | 4 |
| NSC 2880 | Environmental Justice Capstone | 4 |
| Plus two courses from the following | | |
| BUS 2104 | Environmental Economics | 3 |
| BUS 2116 W | Econ Dev Less-Dev Countries | 3 |
| NSC 2001 | Sci/Tech in Developing Countries | 3 |
| NSC 2018 | Nutrition/Health in Devel Countries | 3 |
| PHL 2220 | Philosophy and the Environment | 3 |
| REL 2620 | Way of the Earth | 3 |
| SOC 2625 | Animals, People and the Environment | 4 |
| SOC 2692 | Animals, People, Environment-Field | 1 |

Subtotal: 6-8

BUS2116 W, NSC2001, NSC2018, and REL2620: CDiv

Other elective courses may be used as electives at the discretion of the advisor

Subtotal: 3-4

Total Credit Hours: 18-20

KINESIOLOGY BS

Dr. Mandi Dupain
Director
mdupain@ndnu.edu

Kinesiology is the study of human motor performance and those physical activities yielding exercise benefits and/or satisfying a person's competitive nature. Such study includes an investigation into the nature of motor performance, how it is assessed, what its effects are upon the rest of the system, and how motor performance is learned. The kinesiology curriculum provides the necessary foundation for students who wish to pursue careers in teaching, coaching, or physical therapy or to continue onto graduate school.

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

Learning Outcomes

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

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

DEGREE REQUIREMENTS

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

Prerequisites

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

One Chemistry course from the following

| | | |
|------------|--------------------------|---|
| CHE 1101 | Introductory Chemistry | 3 |
| CHE 1202 | General Chemistry I | 3 |
| CHE 1202 L | General Chemistry I Lab | 1 |
| CHE 1204 | General Chemistry II | 3 |
| CHE 1204 L | General Chemistry II Lab | 1 |

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

Total Prerequisites

Subtotal: 17-18

Major Requirements

| | | |
|------------|-------------------|---|
| BIO 2205 | Human Anatomy | 3 |
| BIO 2205 L | Human Anatomy Lab | 1 |

| | | |
|------------|------------------------------------|---|
| BIO 2210 | Human Physiology | 3 |
| BIO 2210 L | Human Physiology Lab | 2 |
| KIN 2100 | Structural Kinesiology | 3 |
| KIN 2108 | Care/Prevention of Athletic Injury | 3 |
| KIN 2116 | Exercise Physiology | 3 |
| KIN 2124 | Mechanical Kinesiology | 3 |
| KIN 2132 | Fund of Strength/Conditioning | 3 |
| PSY 2133 | Social Psychology | 3 |

One of the following courses (3-4 units)

| | | |
|------------|----------------------------------|---|
| PSY 2141 | Developmental Psychology | 3 |
| PSY 2149 C | Dev Psych in Classroom/Community | 4 |
| PSY 2150 | Lifespan Development | 3 |

Total Major Requirements

Subtotal: 30-31

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

| | | |
|----------|----------------------------------|---|
| EDU 2003 | P.E. in the Elementary School | 3 |
| EDU 2006 | Intro to Educ: Practicum in Tchg | 3 |
| KIN 2110 | Wellness/Stress Management | 3 |

Other Degree Requirements* and General Electives

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

Subtotal: 75-77

Total Credit Hours: 124

POSTBACCALAUREATE PREMEDICAL PROGRAM

Dr. Lisa Bjerknes
Director
(650) 508-3491
lbjerknes@ndnu.edu

The Department of Natural Sciences offers a Postbaccalaureate Premedical program. This program is a flexible program that enables the taking or re-taking of courses. The purpose of the program is to prepare students whose undergraduate background lacks the necessary science and mathematics requirements for entrance into medical, veterinary, or dental school or into programs such as pharmacy or physical therapy.

The curriculum is taught by experienced faculty in natural sciences and mathematics. An individualized program is planned to meet the needs of each student. Most of the program consists of day classes and students may work part-time while completing the program. Individual assistance with the application process for specific professional schools is provided.

Curriculum

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

- General Chemistry
- Organic Chemistry
- Biochemistry
- Physics
- Calculus or Statistics
- Precalculus/Trigonometry
- General Biology
- Developmental Biology
- Human Anatomy
- Human Physiology
- Immunology
- Cellular and Molecular Biology
- Genetics
- Microbiology
- Additional Natural Sciences or Mathematics Courses

Admission Requirements

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

PRE-NURSING

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

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

complete the remaining two years of nursing and clinical courses required to earn a BS in Nursing degree at SMU.

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

PRE NURSING COURSE REQUIREMENTS

General Education Required Courses

| | | |
|----------|----------------------------|---|
| IDS 1200 | Freshman Year Seminar | 3 |
| ENG 1030 | Freshman Composition | 3 |
| ENG 1040 | Classics of World Lit I | 3 |
| HST 2410 | Modern Times | 3 |
| PSY 1001 | Introduction to Psychology | 3 |
| REL 1250 | Religions of the World | 3 |
| REL 2250 | Religions of the World | 3 |

Subtotal: 18

One Art History course from the following

| | | |
|----------|-----------------------------------|---|
| ART 1201 | Art Through Time: Art Hist Survey | 3 |
| ART 2201 | Art History:Modern Art | 3 |
| ART 2205 | Art History:Art of the Americas | 3 |
| ART 2210 | Art Hist:Art in Business/Industry | 3 |
| ART 2215 | Art Hist:Contemp Art Since 1945 | 3 |
| ART 2220 | Art Hist:Post-Modern World in Art | 3 |
| ART 2225 | Art History: Medieval | 3 |
| ART 2230 | Art Hist:Art/Religion of Far East | 3 |

Subtotal: 3

One Communication-based course from the following

| | | |
|----------|------------------------------------|---|
| HSP 2203 | Communication Skills | 3 |
| SOC 2417 | Interpersonal/Intercultrl Communic | 3 |

Subtotal: 3

One Cultural Diversity course from the following

| | | |
|----------|-----------------------------------|---|
| CUL 2232 | Latino/Hispanic Experience in USA | 3 |
| HSP 2248 | Managing Cultural Diversity | 3 |
| HST 2340 | America's Ethnic History | 3 |
| SOC 2401 | Race and Ethnicity | 3 |
| SOC 2433 | Cross-Cultures and Subcultures | 3 |

Subtotal: 3

One Philosophy course from the following

| | | |
|----------|------------------------------------|---|
| PHL 1001 | Introduction to Philosophy | 3 |
| PHL 2230 | Ethics/Professional Responsibility | 3 |
| PHL 2235 | Bioethics | 3 |

Subtotal: 3

One Sociology course from the following

| | | |
|----------|---------------------------|---|
| SOC 1001 | Introduction to Sociology | 3 |
| SOC 1009 | Cultural Anthropology | 3 |

Subtotal: 3

One United States History course from the following

| | | |
|----------|-------------------------------|---|
| HST 1020 | United States History | 3 |
| HST 2300 | American History:1607-1877 | 3 |
| HST 2310 | American History:1877-Present | 3 |

| | | |
|----------------------|-------------------------|--------------------|
| | | Subtotal: 3 |
| Prerequisites | | |
| BIO 1101 | General Biology I | 3 |
| BIO 1101 L | General Biology I Lab | 1 |
| BIO 1103 | General Biology II | 3 |
| BIO 1103 L | General Biology II Lab | 1 |
| CHE 1202 | General Chemistry I | 3 |
| CHE 1202 L | General Chemistry I Lab | 1 |

Subtotal: 12

| | | |
|---------------------------|---------------------------|---|
| Major Requirements | | |
| BIO 2205 | Human Anatomy | 3 |
| BIO 2205 L | Human Anatomy Lab | 1 |
| BIO 2210 | Human Physiology | 3 |
| BIO 2210 L | Human Physiology Lab | 2 |
| BIO 2275 | General Microbiology | 3 |
| BIO 2275 L | General Microbiology Lab | 2 |
| MTH 2502 | Statistics | 3 |
| PSY 2150 | Lifespan Development | 3 |
| NSC 2012 | Introduction to Nutrition | 3 |

Subtotal: 23

Total Credit Hours: 71

Preprofessional Preparation for the Medical and Allied Health Fields

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

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

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

MEDICAL PROFESSIONS

Students within this track will select classes that meet professional school prerequisites, prepare for entrance exam(s), and/or prepare for the rigor of their graduate program. Students planning to submit a postgraduate application to medical, osteopathic, chiropractic, podiatric, dental, pharmacy, veterinary, or any other

graduate program should consult, at an early date, the individual schools to which they plan to apply for specific undergraduate course requirements.

REQUIREMENTS

Any baccalaureate program can be acceptable; however, certain courses are either required or recommended and cover topics included on the Medical College Admissions Test (MCAT). Generally, these include:

Courses

| | | |
|------------|---|---|
| BIO 1101 | General Biology I | 3 |
| BIO 1101 L | General Biology I Lab | 1 |
| BIO 1103 | General Biology II | 3 |
| BIO 1103 L | General Biology II Lab | 1 |
| CHE 1202 | General Chemistry I | 3 |
| CHE 1202 L | General Chemistry I Lab | 1 |
| CHE 1204 | General Chemistry II | 3 |
| CHE 1204 L | General Chemistry II Lab | 1 |
| CHE 2203 | Organic Chemistry I | 3 |
| CHE 2203 L | Organic Chemistry I Lab | 1 |
| CHE 2205 | Organic Chemistry II | 3 |
| CHE 2205 L | Organic Chemistry II Lab | 1 |
| MTH ---- | Statistics and Calculus (consult advisor) | 8 |
| PHY 1203 | College Physics I | 3 |
| PHY 1203 L | College Physics I-Lab | 1 |
| PHY 1205 | College Physics I | 3 |
| PHY 1205 L | College Physics II Lab | 1 |

One writing course from the following

| | | |
|----------|--------------------------|---|
| ENG 2108 | Advanced Writing | 3 |
| NSC 2432 | Writing for the Sciences | 3 |

Additional Courses

| | | |
|------------|---------------------------|---|
| BIO 2200 | Developmental Biology | 3 |
| BIO 2200 L | Developmental Biology Lab | 1 |
| BIO 2210 | Human Physiology | 3 |
| BIO 2210 L | Human Physiology Lab | 2 |
| BIO 2215 | Genetics | 3 |
| BIO 2215 L | Genetics Lab | 1 |
| BIO 2275 | General Microbiology | 3 |
| BIO 2275 L | General Microbiology Lab | 2 |
| CHE 2370 | Biochemistry I | 3 |
| CHE 2370 L | Biochemistry I Lab | 1 |
| CHE 2375 | Biochemistry II | 3 |
| CHE 2375 L | Biochemistry II Lab | 1 |

Admissions committees of medical-related schools look for persons of high ability in science as demonstrated in course work and independent investigations. In addition, students should show strong analytical skills and motivation as well as a practical exposure to the field of medicine.

ALLIED HEALTH PROFESSIONS

REQUIREMENTS

Preparation for the allied health professions depends heavily upon the particular area of healthcare involved; a wide range of baccalaureate programs may meet requirements. In general, however, the minimum preparation for these professions may consist of the following courses:

Courses

| | | |
|------------|---------------------------|---|
| BIO 2205 | Human Anatomy | 3 |
| BIO 2205 L | Human Anatomy Lab | 1 |
| BIO 2210 | Human Physiology | 3 |
| BIO 2210 L | Human Physiology Lab | 2 |
| BIO 2275 | General Microbiology | 3 |
| BIO 2275 L | General Microbiology Lab | 2 |
| CHE 1202 | General Chemistry I | 3 |
| CHE 1202 L | General Chemistry I Lab | 1 |
| MTH 2502 | Statistics | 3 |
| NSC 2012 | Introduction to Nutrition | 3 |

Preparation may additionally include the following courses

| | | |
|------------|--------------------------|---|
| BIO 1101 | General Biology I | 3 |
| BIO 1101 L | General Biology I Lab | 1 |
| BIO 1103 | General Biology II | 3 |
| BIO 1103 L | General Biology II Lab | 1 |
| CHE 1204 | General Chemistry II | 3 |
| CHE 1204 L | General Chemistry II Lab | 1 |
| PHY 1203 | College Physics I | 3 |
| PHY 1203 L | College Physics I-Lab | 1 |
| PHY 1205 | College Physics I | 3 |
| PHY 1205 L | College Physics II Lab | 1 |

Certain allied health professions may require preparation closely resembling the requirements for premedical programs. Students are advised to consult at an early date the schools to which they intend to apply to be certain of requirements.

Philosophy

Dr. Marianne Delaporte
Chair
(650) 508-4181
mdelaporte@ndnu.edu

The Department of Philosophy and Religious Studies offers a Bachelor of Arts degree in Philosophy, minors in Philosophy and in Religious Studies, and the opportunity to create an interdisciplinary major or interdisciplinary minor involving one or both of these areas.

Students who choose to major in Philosophy gain both a sound historical background in the subject and an opportunity to develop logical and critical thinking skills that equip them to consider for themselves a variety of enduring and contemporary philosophical questions. Completing a major in Philosophy is excellent preparation for graduate study and for careers in law, social services, and education.

PHILOSOPHY BA

Learning Outcomes

Through their studies in Philosophy at NDNU, students will be able to:

- Understand and critically analyze complex philosophical texts
- Construct and present sound and well-developed arguments and case-studies, orally and in writing
- Show a solid grounding in the history of philosophy and make illuminating comparisons between the approaches of different thinkers and traditions with respect to basic ethical, epistemological, and metaphysical questions
- Apply critical thinking and the principles of ethical action to important social questions and show an understanding of the connections of philosophy to justice and power
- Articulate a well-reasoned personal stance on fundamental questions of meaning, reality, and value

REQUIREMENTS

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

Prerequisites

Two courses from the following

| | | |
|----------|----------------------------|---|
| PHL 1001 | Introduction to Philosophy | 3 |
| PHL 1200 | Moral Problems | 3 |
| PHL 2200 | Moral Problems | 3 |
| PHL 2301 | Logic | 3 |

Subtotal: 6

Major Requirements

| | | |
|----------|--|----|
| PHL 2100 | Ancient Philosophy | 3 |
| PHL 2105 | Modern Philosophy | 3 |
| PHL 2110 | Nineteenth Century Philosophy | 3 |
| PHL 2997 | Senior Thesis | 3 |
| | Upper-division electives in Philosophy | 15 |

Subtotal: 27**Other Degree Requirements* and General Electives**

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

Subtotal: 91**Total Credit Hours: 124**

PHILOSOPHY MINOR

REQUIREMENTS**Required Courses**

Fifteen units, 3 lower-division and 12 upper-division, distributed as follows:

| | | |
|----------|---------------------------------------|---|
| PHL 2100 | Ancient Philosophy | 3 |
| PHL 2105 | Modern Philosophy | 3 |
| PHL 2110 | Nineteenth Century Philosophy | 3 |
| | Upper-division elective in Philosophy | 3 |

One course from the following

| | | |
|----------|----------------------------|---|
| PHL 1001 | Introduction to Philosophy | 3 |
| PHL 1200 | Moral Problems | 3 |
| PHL 2200 | Moral Problems | 3 |

Subtotal: 3**Total Credit Hours: 15****Physical Education**

Josh Doody
Athletic Director
(650) 508-3638
jdoody@ndnu.edu

Courses in physical education help students develop basic physical skills through sports and offer opportunities for exercise and physical development in a way that benefits the individual participant and promotes a community spirit at the University. These courses are complemented by intercollegiate competition. The recreational aspect of the courses aims to increase the capacity of students to enjoy and share life. The team experience is intended to help students function in a competitive society while being a productive member of the larger community. For a complete listing of Physical Education courses, please refer to the Course Descriptions section (p. 246) of this Catalog.

Political Science

Dr. Stephen Cole

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

The Department of History and Political Science offers a Bachelor of Arts degree in Political Science. The program provides an understanding of important political ideas and ideologies as well as the workings of basic political processes and institutions. We challenge our students to understand how decisions made in the past continue to shape society and political discourse and to appreciate their own agency in shaping a better world. Completing a major in Political Science is excellent preparation for graduate study and for careers in law, politics, journalism, business, public administration, social work, nongovernmental advocacy organizations, and education.

POLITICAL SCIENCE BA

Learning Outcomes

Students who graduate from NDNU with a Bachelor of Arts in Political Science will be able to:

- Demonstrate knowledge and understanding of American governmental institutions and processes that enable them to be active and effective citizens
- Acquire familiarity with and understand the variety of political systems in the world at large, their social and historical contexts, and their relation to the global political order
- Identify and critically examine the major political theories and ideologies
- Employ historical perspectives to evaluate contemporary conflicts and issues, both domestic and international
- Analyze political and policy problems and formulate policy options
- Use the tools of social science research – statistical and qualitative – in formulating a research topic, collecting and analyzing data, and presenting results

REQUIREMENTS

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

Prerequisites

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

Subtotal: 6

Major Requirements

| | | |
|------------|---|---|
| HST 2110 | History of Political/Social Thought | 3 |
| PSC 1000 | Introduction to American Government | 3 |
| PSC 1100 | Intro to Comparative Government | 3 |
| PSC 2110 | International Relations | 3 |
| PSC 2301 C | State and Local Government | 4 |
| PSC 2310 | Parties, Politics, and Campaigning | 3 |
| PSC 2400 | Methods and Methodology | 3 |
| PSC 2400 L | Statistical Software:Beh Sci Resrch | 1 |
| PSC 2880 | Capstone | 4 |
| | Upper-division Electives in Political Science | 6 |

Subtotal: 33

Other Degree Requirements* and General Electives

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

Subtotal: 85

Total Credit Hours: 124

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

POLITICAL SCIENCE MINOR

REQUIREMENTS

Required Courses

| | | |
|----------|---|---|
| HST 1000 | World History I | 3 |
| HST 1010 | World History II | 3 |
| PSC 1000 | Introduction to American Government | 3 |
| PSC 1100 | Intro to Comparative Government | 3 |
| | Upper-division units in Political Science, approved by Department Chair | 9 |

Total Credit Hours: 21

PRE-LAW MINOR

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

The Pre-Law Minor at Notre Dame de Namur University is an interdisciplinary program that helps students prepare for law school by enhancing their critical thinking and writing skills and giving them substantial understanding of the social, cultural, historical, economic, and political development of the law in the U.S. and the world. The

minor is designed for students who plan to attend law school or are interested in careers in fields closely related to the legal profession. Although the program is hosted by the Department of History and Political Science, students in any major in the undergraduate day school may participate.

The most common undergraduate majors for law students nationwide are Political Science, History, and English. Nevertheless, the American Bar Association (ABA) does not recommend any particular major as the best preparation for law school. Instead, the ABA recommends that pre-law students take “a broad range of difficult courses from demanding instructors” and “seek courses and other experiences that will engage you in critical thinking about important issues, challenge your beliefs, and improve your tolerance for uncertainty.” NDNU’s Pre-Law Minor has been designed with these factors in mind.

REQUIREMENTS

Prerequisites

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

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

Required Courses

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

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

Elective – 6 units from any of the following

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

| | | |
|------------|-------------------------------------|---|
| ENG 1041 | Classics of World Lit II | 3 |
| ENG 2200 | Survey of American Literature I | 3 |
| ENG 2201 | Survey of American Literature II | 3 |
| ENG 2400 | Brit Lit:Myth, Epic, Romance | 3 |
| ENG 2403 | Brit Lit:The Age of Elizabeth | 3 |
| ENG 2408 | Brit Lit:Enlightenment/Revolution | 3 |
| ENG 2412 | Brit Lit:Modernism/Postmodernism | 3 |
| HST 2110 | History of Political/Social Thought | 3 |
| HST 2120 | Modern Western Thought | 3 |
| HST 2330 | History/Politics of Civil Rights | 3 |
| HST 2440 C | Environmental History/Justice | 4 |
| PHL 2100 | Ancient Philosophy | 3 |
| PHL 2200 | Moral Problems | 3 |
| PHL 2210 | Political and Social Philosophy | 3 |

| | | |
|------------|-------------------------------------|---|
| PHL 2235 | Bioethics | 3 |
| PHL 2410 | Women and Philosophy | 3 |
| PSC 2110 | International Relations | 3 |
| PSC 2301 C | State and Local Government | 4 |
| PSC 2330 | Gender and the Law | 3 |
| SOC 2309 | Criminology | 3 |
| SOC 2317 | Deviant Behavior | 3 |
| SOC 2345 | Color of Crime:Race and Crim Justic | 3 |
| SOC 2349 | Youth, Crime, and Society | 3 |
| SOC 2527 | Urban Sociology | 4 |
| SOC 2725 | Social Problems | 4 |

Subtotal: 6

HST 2330, PHL 2410, SOC 2345, SOC 2527, and SOC 2725:
CDiv

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

Total Credit Hours: 24

Psychology

Dr. Gretchen Wehrle
Chair
(650) 508-3659
gwehrle@ndnu.edu

The Bachelor of Arts degree in Psychology is offered by the Department of Psychology and Sociology. The degree is offered as both a traditional day and a part-time evening major. The evening psychology major does not differ from the day curriculum in any way although some evening courses are offered in accelerated format for qualified students.

Psychology is the branch of science that studies human behavior and mental processes. The department offers a strong general psychology curriculum as recommended by the American Psychological Association. The General Education consists of basic course work spanning the different subfields of psychology from the clinical to the social and the experimental.

Special emphasis is placed on helping the psychology student develop analytic skills and interdisciplinary perspectives through lively classroom work, individual research, and study in the major areas of psychology. Community-based learning has become a focus of the program, giving students an opportunity to immerse themselves in diverse communities and participate in multiple community organizations. Students are encouraged to develop their own personalized curriculum after fulfilling the core courses to equip them to bring

innovation and interpersonal knowledge to their initial employment or to go on to graduate work.

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

Psychology Articulated Programs

Undergraduate Psychology offers special articulated programs with NDNU's graduate programs in Art Therapy and Clinical Psychology and with NDNU's Special Education degree programs. Articulated programs allow qualified students in their last year of undergraduate work to begin study for the master's degree while completing the bachelor's degree. They are allowed to enroll in up to 6 units of selected graduate course work that fulfill the undergraduate psychology elective requirements while also counting those graduate units toward the master's degree.

PSYCHOLOGY BA

Learning Outcomes

Students completing a bachelor's degree in Psychology will be able to:

- Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in the areas of psychology
- Understand and apply basic research methods in psychology, including research design, review of professional literature, data analysis, and interpretation
- Demonstrate and/or apply critical thinking and, when possible, the scientific approach to solve psychological problems while understanding the limitations of the scientific approach
- Understand the role and value of community engagement and demonstrate the skills of assessing community need, working with diverse communities, and becoming a change agent
- Demonstrate empathy, tolerance of ambiguity, and ethical behavior, and apply effective strategies for psychological growth

REQUIREMENTS

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

Prerequisites

PSY 1001 Introduction to Psychology 3

One of the following courses

MTH 1111 Statistical Concepts 3

MTH 2502 Statistics 3

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

Total Prerequisites

Subtotal: 6

Major Requirements

PSY 2101 Personality Theory 3

PSY 2109 W Research Methods 4

PSY 2117 Psychobiology 3

PSY 2125 Cognitive Psychology 3

PSY 2133 Social Psychology 3

Upper-division Psychology (or other approved) elective courses 9

One of the following courses

PSY 2157 Abnormal Psychology 3

PSY 2157 W Abnormal Psychology 4

One of the following courses

PSY 2180 History/Systems of Psychology 3

PSY 2180 W History/Systems of Psychology 4

One of the following courses

PSY 2141 Developmental Psychology 3

PSY 2149 C Dev Psych in Classroom/Community 4

PSY 2150 Lifespan Development 3

Total Major Requirements

Subtotal: 34-37

Other Degree Requirements* and General Electives

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

Subtotal: 81-84

Total Credit Hours: 124

Psychology Elective Courses (p. 112)

PSYCHOLOGY MINOR

REQUIREMENTS

Required Courses

PSY 1001 Introduction to Psychology 3

Upper-division units in Psychology 12

Subtotal: 15

Psychology Elective Courses

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

BIO 2124 Forensic Science 4

PHL 2400 Philosophy of Science 3

PHL 2405 Philosophy of Mind 3

PSC 2410 Political Psychology 3

SOC 2201 C Social Change Thru Social Service I 3

SOC 2205 C Social Change thru Social Servicell 3

SOC 2301 The Family 3

SOC 2309 Criminology 3

SOC 2317 Deviant Behavior 3

SOC 2333 Social Issues in the Community 3

SOC 2341 Crime in American Society 3

SOC 2349 Youth, Crime, and Society 3

SOC 2401 Race and Ethnicity 3

SOC 2417 Interpersonal/Intercultrl Communic 3

SOC 2425 Cultures, Communities, Criminality 3

SOC 2502 C Exploring Inner World of Inner City 4

SOC 2504 C Promise of the Inner City 4

SOC 2512 Sports, Service, and Society 1

SOC 2601 Animals in Society 1

SOC 2609 The Animal-Human Bond 3

SOC 2617 Tchg,Lrng,Healing Thru Animals 3

SOC 2301, SOC 2401, SOC 2417, SOC 2425, SOC 2502 C, and SOC 2504 C: CDiv

PSYCHOLOGY ELECTIVE COURSES

PSYCHOLOGY ELECTIVE COURSES

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

BIO 2124 Forensic Science 4

PHL 2400 Philosophy of Science 3

PHL 2405 Philosophy of Mind 3

PSC 2410 Political Psychology 3

SOC 2201 C Social Change Thru Social Service I 3

SOC 2205 C Social Change thru Social Servicell 3

SOC 2301 The Family 3

SOC 2309 Criminology 3

SOC 2317 Deviant Behavior 3

SOC 2333 Social Issues in the Community 3

SOC 2341 Crime in American Society 3

SOC 2349 Youth, Crime, and Society 3

SOC 2401 Race and Ethnicity 3

SOC 2417 Interpersonal/Intercultrl Communic 3

SOC 2425 Cultures, Communities, Criminality 3

SOC 2502 C Exploring Inner World of Inner City 4

SOC 2504 C Promise of the Inner City 4

| | | |
|----------|--------------------------------|---|
| SOC 2512 | Sports, Service, and Society | 1 |
| SOC 2601 | Animals in Society | 1 |
| SOC 2609 | The Animal-Human Bond | 3 |
| SOC 2617 | Tchg,Lrng,Healing Thru Animals | 3 |

SOC 2301, SOC 2401, SOC 2417, SOC 2425, SOC 2502 C, and SOC 2504 C: CDiv

Religious Studies

Dr. Marianne Delaporte
Chair
(650) 508-4181
mdelaporte@ndnu.edu

The Department of Philosophy and Religious Studies offers a Bachelor of Arts degree in Philosophy, minors in Philosophy and in Religious Studies, and the opportunity to create an interdisciplinary major or interdisciplinary minor involving one or both of these areas.

Students who minor in Religious Studies study the meaning and relevance of Christian belief and gain an understanding of the essential nature of the religious dimensions of life; they also acquire a knowledge and appreciation of the variety and richness of religious beliefs throughout our world, particularly the special concern for justice, compassion, and community common to them all. Completing a minor in Religious Studies can help in preparation for careers in Catholic education, nonprofit work, or any career in the Liberal Arts.

Learning Outcomes

Through their education in Religious Studies, students will be able to:

- Understand and be able to critically analyze complex theological, biblical, and historical texts
- Investigate and understand how religious and theological traditions can work effectively for social justice and for the good of humanity and the environment
- Show a solid grounding in the history of Christianity with special emphases on the Catholic tradition, particularly that stemming from liberation and feminist theologies
- Make illuminating comparisons between the approaches of different thinkers and traditions with respect to basic ethical, theological, and historical questions
- Use critically and thoughtfully the methods of modern critical biblical scholarship

RELIGIOUS STUDIES MINOR

REQUIREMENTS

Fifteen units suggested as follows

Required Courses

| | | |
|----------|---|---|
| REL 1250 | Religions of the World | 3 |
| REL 1300 | Church/Sacraments | 3 |
| | Upper division electives in Religious Studies | 6 |

One course from the following

| | | |
|------------|------------------------------------|---|
| REL 1400 | Challenged by Christian Ethics | 3 |
| REL 1405 | The Christian in Society | 3 |
| REL 2145 | Mystical Exp Religions of the Book | 3 |
| REL 2255 C | Soc Justice in the World Religions | 4 |
| REL 2620 | Way of the Earth | 3 |

REL 2255C: CDiv

Total Credit Hours: 15

Sociology

Dr. Gretchen Wehrle
Chair
(650) 508-3659
gwehrle@ndnu.edu

The Psychology and Sociology Department offers a Bachelor of Arts in Sociology, a minor in Sociology, and a certificate in Inner City Studies. Sociology majors may choose one of two paths to their degree.

- General Sociology degree
- Sociology degree with Community and Criminal Justice concentration

Sociology begins with the premise that human beings are social animals whose individual behaviors are shaped by the interaction that takes place in the groups to which they belong. This perspective allows us to view the world beyond our immediate experiences and to recognize the relationship between our private lives and world events. Sociologists contend that social environments shape human behavior and that alternately human beings are capable of changing social environments. As such, the Sociology major encourages direct involvement in communities of all kinds and ensures that ample opportunities to use sociology in community-based programs exist in our curriculum.

Students who major in Sociology at NDNU are prepared with the background to work with diverse populations in a variety of environments, including nonprofits, business, government, criminal justice, education, law, international

relations, and arenas that foster the human-animal bond. A degree in Sociology also can lead directly to graduate study in numerous disciplines and professions.

Sociology/MPA Articulated Program

The Sociology/Community and Criminal Justice concentration articulates with NDNU’s graduate program in Public Administration (MPA). The qualified student applies in advance of the last semester of undergraduate work to begin study for a master’s degree while completing the bachelor’s degree. The student is allowed to enroll in up to 6 units in selected graduate courses that fulfill undergraduate major requirements while also counting toward the master’s degree.

SOCIOLOGY BA

Learning Outcomes

Through their studies in the NDNU Sociology department, students will be able to:

- Understand and utilize the network of relationships that produce values, beliefs, and actions
- Identify and create connections between the individual (private issues), global events (public issues), and social justice
- Utilize a systemic approach to analyze contemporary social problems and issues
- Critique the functions of social services, social systems, and social institutions
- Demonstrate the ability to question the obvious, to remove the blinders of the familiar, and to examine personal experiences and observations critically
- Identify social needs and responses in the local communities. Students will identify the historical, economic, political, and cultural contexts in which these needs and responses arose

REQUIREMENTS

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

Prerequisites

| | | |
|----------|---------------------------|---|
| SOC 1001 | Introduction to Sociology | 3 |
| SOC 1009 | Cultural Anthropology | 3 |

Subtotal: 6

Major Requirements

| | | |
|----------|---------------------|---|
| PSY 2133 | Social Psychology | 3 |
| SOC 2110 | Sociological Theory | 3 |

| | | |
|------------|---------------------------------|---|
| SOC 2117 C | Analyzing Social Settings | 4 |
| SOC 2401 | Race and Ethnicity | 3 |
| SOC 2741 | Social Class, Social Inequality | 3 |

Subtotal: 16

Community Engagement Option 1 or 2

Subtotal: 6-8

Option 1 – two courses

| | | |
|------------|-------------------------------------|---|
| SOC 2201 C | Social Change Thru Social Service I | 3 |
| SOC 2205 C | Social Change thru Social Servicell | 3 |

Option 2 – two courses from the following

| | | |
|------------|--|---|
| SOC 2502 C | Exploring Inner World of Inner City | 4 |
| SOC 2504 C | Promise of the Inner City | 4 |
| SOC 2519 C | Streetwise Sociology | 4 |
| SOC 2527 | Urban Sociology | 4 |
| | Other approved community engagement courses in sociology | |

SOC 2502 C, SOC 2504 C, SOC 2519 C, and SOC 2527: CDiv

Elective or Concentration courses

General Sociology Degree Electives (p. 114)
Community and Criminal Justice Concentration (p. 115)

Subtotal: 12

Other Degree Requirements* and General Electives

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

Subtotal: 82-84

Total Major Core Course Requirements Units (22-24)

Total Elective or Concentration Units (12)

Total Major Requirements (34-36)

Total Credit Hours: 124

ELECTIVE OR CONCENTRATION OPTIONS

In addition to the Prerequisites and Major Requirements, students will select one cluster of courses as their area of study or concentration:

- General Sociology degree electives
- Community and Criminal Justice concentration

GENERAL SOCIOLOGY DEGREE ELECTIVES

Twelve elective units may be chosen from the following

| | | |
|------------|----------------------------------|---|
| | Any upper-division SOC course(s) | |
| PSY 2217 | Conflict Resolution | 3 |
| PSY 2309 C | Community Psychology | 4 |

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

| | | |
|----------|--|---|
| SOC 2309 | Criminology | 3 |
| SOC 2317 | Deviant Behavior | 3 |
| SOC 2345 | Color of Crime:Race and Crim Justic | 3 |

One of the following courses is required

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

Total Credit Hours: 12**SOCIOLOGY MINOR****REQUIREMENTS****Required Courses**

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

Or choose from the following

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

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

| | | |
|----------|--|---|
| SOC 1001 | Introduction to Sociology | 3 |
| SOC 2309 | Criminology | 3 |
| SOC 2317 | Deviant Behavior | 3 |
| SOC 2345 | Color of Crime:Race and Crim Justic | 3 |

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

| | | |
|----------|--|------|
| BIO 2124 | Forensic Science | 4 |
| PSC 2320 | The Constitution | 3 |
| SOC 2333 | Social Issues in the Community | 3 |
| SOC 2349 | Youth, Crime, and Society | 3 |
| SOC 2357 | Careers Community and Criminal Just | 0.50 |
| SOC 2425 | Cultures, Communities, Criminology | 3 |
| SOC 2725 | Social Problems | 4 |

Subtotal: 3-4

SOC 2425 and SOC 2725: CDiv

Total Credit Hours: 15-16**INNER CITY STUDIES CERTIFICATE**

The Sociology major offers a Certificate in Inner City Studies. The required classes utilize inner city resources and the expertise of community leaders and may include members of the Tenderloin community as regularly enrolled students.

REQUIREMENTS

Students wishing to earn this recognition are required to take a 16-unit course of study to include:

Required Courses

| | | |
|------------|-------------------------------------|---|
| SOC 2502 C | Exploring Inner World of Inner City | 4 |
| SOC 2504 C | Promise of the Inner City | 4 |

Plus 8 elective units from the following or other inner city community-based courses, approved by the Inner City Program Advisor

| | | |
|------------|---------------------------|-----|
| PSY 2309 C | Community Psychology | 4 |
| SOC 2117 C | Analyzing Social Settings | 4 |
| SOC 2519 C | Streetwise Sociology | 4 |
| SOC 2886 | Sp Tpcs in Sociology | 1-3 |

Subtotal: 8

PSY 2309 C, SOC 2117 C, and SOC 2519 C: CDiv

Note: SOC 2886 Must be approved by the Inner City Program advisor.

Total Credit Hours: 16**Theatre and Dance**

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

NDNU Department of Theatre and Dance encourages students' artistic curiosity, helping them become courageous and successful theatre and dance artists throughout their lives. Through extensive professional training and production performance work, NDNU students acquire essential theatrical skills, knowledge, experience, and confidence.

Hallmarks of the Program***Professional and Personal Responsibility and Integrity******Collaboration and Compassion/Courage and Creativity*****NDNU Theatre and Dance Ensemble**

Students in the NDNU Department of Theatre and Dance recognize Theatre as a thoroughly collaborative art. As such, it is understood that the accomplishments of the individual are more profound when combined with and complemented by the accomplishments of all members of the creative ensemble.

NDNU Theatre and Dance Education and Training Philosophy

Guided by the Theatre and Dance faculty, each student is responsible for identifying personal developmental goals each semester. NDNU Theatre and Dance students work with a variety of professional artists who are actively engaged in a wide variety of professional venues and projects each year. The motto of NDNU Department of Theatre and Dance is "You Will Perform." As such, the Department of Theatre and Dance makes student performance the highest priority. All students in the Department of Theatre and Dance learn skills, knowledge, and experience essential to all successful Theatre and Dance artists. NDNU Department of Theatre and Dance encourages and supports all students' efforts to create original works as performers, designers, technicians, choreographers, writers, producers, and directors.

Students in the NDNU Department of Theatre and Dance participate in a curriculum that is equally balanced between performance, design and technical craft, and dramatic literature and theory. This course of study in NDNU Theatre and Dance is tied to an expectation of student participation in several Department of Theatre and Dance performance and production activities each semester.

Theatre and Dance majors and minors benefit from the intensive training and guidance in seminar style class settings, performance activities and continuous practical application of acquired skills and knowledge in both large and small theatre productions in public presentations.

The Department of Theatre and Dance places synthesis as the highest priority in students' education. To that end, Theatre and Dance are required to be actively engaged in performance and production activities throughout their careers at NDNU. Synthesis is also accommodated through the process of selection of plays chosen each year. This process allows faculty to tailor the performance and production opportunities to the needs and abilities of students in the program. The process of synthesis is further served in the curricular tie-ins as the plays being produced are used as teaching materials in design, history, directing, management, and production classes as often as possible.

NDNU Department of Theatre and Dance encourages and supports all students' efforts to create original works as performers, designers, technicians, choreographers, writers, producers, and directors.

This course of study in NDNU Theatre and Dance is tied to an expectation of student participation in several Department of Theatre and Dance performance and production activities each semester.

NDNU Theatre and Dance Performance Opportunities and Expectations

While all Theatre and Dance majors and minors are expected to participate in the Theatre and Dance productions, students who receive Emerging Artist Scholarships are required to participate in all department productions in performance or production roles as assigned by department faculty.

NDNU Theatre and Dance and Kennedy Center American College Theatre Festival

NDNU Department of Theatre and Dance participates in the Kennedy Center American College Theatre Festival each year, sending an average of 10 students a year to compete in the Irene Ryan Acting competition. NDNU Theatre and Dance students attend a weeklong KCACTF Regional conference each year, accompanied by NDNU Theatre and Dance faculty and staff.

NDNU Theatre and Dance has also had several productions nominated to perform scenes at the Western Regional festival and performed a full production of a two-act, original play written and directed by an NDNU Theatre major.

NDNU Theatre and Dance in the Community

As stated in the NDNU Mission statement, ". . . community engagement and the values of social justice and global peace are integral to the learning experience." In service to NDNU Mission and Hallmarks, NDNU Theatre and Dance students participate in a variety of Community Service and Community Engagement events each year.

Community Engagement events organized and conducted by the Department of Theatre and Dance include:

- Hosting Senior citizens at NDNU Theatre and Dance Performances and visits to local senior residence facilities
- Presentation of the annual GIFT – *A Christmas Carol the Musical* production and its toy and food drive. NDNU Theatre and Dance students also participate in

an annual presentation of *A Christmas Carol* and the GIFT in the San Francisco Tenderloin District.

- Conducting workshops and classes in Bay Area elementary and middle schools as part of the NDNU Theatre and Dance in the Schools Project

Interdisciplinary Theatre and Dance Major

At NDNU, students may design an Interdisciplinary major that combines existing Theatre and Dance courses with courses selected from other NDNU programs, including Kinesiology, Nutrition, Biology, and Psychology.

THEATRE ARTS BA

The Department of Theatre and Dance offers a Bachelor of Arts Degree that allows students to emphasize either Theatre Performance or Production through participation in a series of performance or design and technical courses by approval of the Theatre and Dance faculty. It also offers a minor in Theatre Arts, a minor in Dance, and an Interdisciplinary Major in Dance/Theatre. Majors and minors are for students interested in pursuing theatre as a vocation or avocation.

The major in the Department of Theatre and Dance provides intensive study and performance in an ensemble style in all aspects of theatre production: acting, directing, production planning, design, and technical skills. Two special features of the major are an internship in which the student will work with one of several professional theatre organizations in the San Francisco Bay Area and the opportunity for seniors to produce and direct or design a short play as part of the Theatre Arts Department season.

Learning Outcomes

Production

- Students will demonstrate growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular performance and production experiences throughout the degree program.
- Students will demonstrate technical skills requisite for artistic self-expression in acting, dancing, design/technical, directing and playwriting.
- Students will acquire an overview understanding of the major aspects, techniques, and directions in areas of concentration.

Repertoire

- Students will demonstrate familiarity with Theatre literature of various historical periods, cultural sources, and modes of presentation.
- Theoretical and Historical Studies
- Students will demonstrate the ability to analyze plays, evaluate them critically, and place works of theatre in historical and stylistic contexts.

Technology

- Students will demonstrate a working knowledge of technologies, craftsmanship, and equipment applicable to their area(s) of specialization.

Synthesis

- Students will demonstrate the ability to think conceptually and critically about text, performance, and production.
- Students will be able to work independently on a variety of professional problems, combining, appropriate to the issue, their capabilities in performance, repertory, theory, history, and technology.

REQUIREMENTS

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

Prerequisites

| | | |
|----------|-------------------------------------|---|
| THE 1000 | Introduction to the Theatre | 3 |
| THE 1005 | Oral Interpretation and Comm of Lit | 3 |
| THE 1015 | Beginning Acting | 3 |
| THE 1020 | Make-up | 1 |

Course work from the following

| | | |
|----------|--------------------|---|
| DAN 1045 | Dance Technique I | 1 |
| DAN 1050 | Dance Technique II | 1 |
| DAN 2045 | Dance Technique I | 1 |
| DAN 2050 | Dance Technique II | 1 |

Course work from the following

| | | |
|----------|----------------------------------|---|
| THE 1025 | Theatre Production/Stagecraft I | 3 |
| THE 1030 | Theatre Production/Stagecraft II | 3 |
| THE 2125 | Theatre Production/Stagecraft I | 3 |
| THE 2130 | Theatre Production/Stagecraft II | 3 |

Course work from the following

| | | |
|------------|-------------------------------------|-----|
| THE 1076 L | Tht/Dan:Stagecraft&Scenic Const.Lab | 1-2 |
| THE 2176 L | Theatre Production:Stagecraft Lab | 1-2 |

Subtotal: 15

Note: THE 1076 L and THE 2176 L must be taken with THE 1055 or THE 2055

Major Requirements

| | | |
|------------|---|------|
| THE 2135 W | Devel of Drama and Theatre to 1600 | 4 |
| THE 2140 W | Dev of Drama and Theatre 1600-1800 | 4 |
| THE 2145 W | Dev of Drama and Theatre 1800-Pres | 4 |
| THE 2150 | Directing | 3 |
| THE 2883 | Directing Practicum | 2 |
| THE 2990 | Theatre Internship | 2-3 |
| | Production or Performance courses (below) | 9-10 |

Course work from the following

| | | |
|----------|---------------|---|
| THE 1078 | Stage Manager | 1 |
| THE 2178 | Stage Manager | 1 |

Course work from the following

| | | |
|----------|--------------------|---|
| THE 1079 | Assistant Director | 1 |
| THE 2179 | Assistant Director | 1 |

Course work from the following

| | | |
|----------|-------------------------|---|
| THE 1077 | Assistant Stage Manager | 1 |
| THE 2177 | Assistant Stage Manager | 1 |

Subtotal: 1

Total Major Requirements

Subtotal: 31-32

Other Degree Requirements* and General Electives

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

Subtotal: 79-80

Performance Courses (10 units)
 Production Courses (9 units)

Total Credit Hours: 124

EMPHASIS OPTIONS

PERFORMANCE COURSES - 10 UNITS

Required Courses

| | | |
|----------|---------------------|---|
| THE 2100 | Intermediate Acting | 3 |
| THE 2115 | Advanced Acting | 3 |

Coursework from the following

| | | |
|------------|--------------------------------|-----|
| THE 1075 L | Tht/Dan:Rehearsal, Performance | 1-2 |
| THE 2175 L | Tht Danc Prod: Rehrrs and | 1-2 |

Performanc

One Course from the following

| | | |
|----------|----------------------------------|---|
| THE 1055 | Scenic Design and Model-Building | 3 |
| THE 2155 | Scenic Design and Model-Building | 3 |
| THE 2120 | Stage Lighting and Electrics | 3 |
| THE 2123 | Costume Development and Design | 3 |

PRODUCTION COURSES - 9 UNITS

Required Courses

| | | |
|----------|--------------------------------|---|
| THE 2120 | Stage Lighting and Electrics | 3 |
| THE 2123 | Costume Development and Design | 3 |

Course work from the following

| | | |
|----------|----------------------------------|---|
| THE 1055 | Scenic Design and Model-Building | 3 |
| THE 2155 | Scenic Design and Model-Building | 3 |

Total Credit Hours: 9-10

DANCE MINOR

The NDNU Dance curriculum provides a strong program in technical dance, choreography and performance, and theatrical dance education. It is designed to meet the dance education and training needs of students from the Theatre and Musical Theatre majors. Courses in the NDNU Dance program are open to students from all majors.

The NDNU Dance Minor consists of 15 units of dance; a minimum of 12 units must be completed in NDNU dance courses. At least 6 units must be upper division. The courses are designed to allow students to take individual courses to suit their abilities, interests, and needs. Students in the Dance minor are expected to contribute to the courses and studio activities in which dance performance pieces are developed and rehearsed in preparation for the annual Spring Dance Concert.

THEATRE ARTS MINOR

REQUIREMENTS

Required Courses

| | | |
|------------|--|-----|
| THE 1000 | Introduction to the Theatre | 3 |
| THE 1015 | Beginning Acting | 3 |
| THE 1025 | Theatre Production/Stagecraft I | 3 |
| THE 1075 L | Tht/Dan:Rehearsal, Performance | 1-2 |
| THE 1076 L | Tht/Dan:Stagecraft&Scenic Const.Lab | 1-2 |
| THE 1077 | Assistant Stage Manager | 1 |
| | Upper-division electives in Theatre Arts | 6 |

Total Credit Hours: 18

SCHOOL OF BUSINESS AND MANAGEMENT

Craig Brewer, Ed.D.
Dean
(650) 508-3469
cbrewer@ndnu.edu

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

Accounting: Traditional Day

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

The Bachelor of Science in Accounting program for traditional day students provides students with a strong foundation in accounting and business. The major in accounting prepares students to take the Professional Certified Public Accountants Examination leading to licensure as a Certified Public Accountant (CPA). CPAs are licensed by state governments to practice public accountancy in accordance with established professional standards and to provide a variety of tax and financial services to individuals and business organizations.

ACCOUNTING BS

Learning Outcomes:

- Students will learn the tools and methods to be able to evaluate business and organizational performance from both internal and external perspectives.
- Students will learn to be ethical leaders in a business and will understand and learn how to adhere to ethical codes of conduct for accountants.
- Students will be able to demonstrate written and oral communication competencies that support effectiveness of business operations.
- Students will be able to evaluate the effective use of accounting technology in an organization to drive the functional and organizational performance.
- Students will be able to develop comprehensive solutions to business problems by synthesizing and evaluating information using qualitative and quantitative analytical reasoning.

REQUIREMENTS

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

Prerequisites

| | | |
|------------|--|---|
| BUS 1000 | Foundations of Business | 3 |
| BUS 1008 | Building Business Values | 3 |
| BUS 1100 | Macroeconomics | 3 |
| BUS 1108 | Microeconomics | 3 |
| BUS 1220 | Intro to Financial Accounting | 3 |
| BUS 1232 | Managerial Accounting | 3 |
| BUS 1300 C | Cmty-Based Resch/Statistical Analys | 3 |

Subtotal: 21

BUS 1300 C: MTH 1225, Statistics for Business, is the prerequisite for BUS 1300 C and can also be used to fulfill the General Education Mathematics requirement.

Major Requirements

| | | |
|----------|----------------------------------|---|
| BUS 2000 | Mgmt Principles/Organiz Behavior | 3 |
| BUS 2008 | Legal Environment of Business | 3 |
| BUS 2201 | Commercial Law | 3 |
| BUS 2202 | Intermediate Accounting I | 3 |
| BUS 2204 | Intermediate Accounting II | 3 |
| BUS 2206 | Intermediate Accounting III | 3 |
| BUS 2210 | Federal Income Taxation I | 3 |
| BUS 2212 | Cost Accounting | 3 |
| BUS 2214 | Advanced Accounting | 3 |
| BUS 2218 | Auditing | 3 |

| | | |
|-----------------------------|------------------------------------|---|
| BUS 2222 | International Accounting | 3 |
| BUS 2224 | Corporate Finance I | 3 |
| BUS 2600 | Operations/Info Technology Systems | 3 |
| BUS 2990 C | Business Internship | 3 |
| One of the following | | |
| BUS 2980 | Business Policy | 3 |
| BUS 2980 W | Business Policies/Strategies | 3 |

Total Major Requirements**Subtotal: 45****Other Degree Requirements and General Electives**

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

Subtotal: 59**Total Credit Hours: 124****ACCOUNTING MINOR**

Course work in accounting is highly valued by business employers. Having a Minor in Accounting will allow the students to gain the additional accounting knowledge and have it reflected on their degree.

REQUIREMENTS

Students may choose any six electives from among the following

| | | |
|----------|-----------------------------|---|
| BUS 2202 | Intermediate Accounting I | 3 |
| BUS 2204 | Intermediate Accounting II | 3 |
| BUS 2206 | Intermediate Accounting III | 3 |
| BUS 2210 | Federal Income Taxation I | 3 |
| BUS 2212 | Cost Accounting | 3 |
| BUS 2214 | Advanced Accounting | 3 |
| BUS 2218 | Auditing | 3 |
| BUS 2222 | International Accounting | 3 |

Total Credit Hours: 18**Business Administration: Professional Studies Program (Evening)**

Lillian Barden, Ph.D.
Program Director
(650) 508-3683
lbarden@ndnu.edu

Completing your Bachelor of Science degree in Business Administration is made possible by offering seven-week upper-division accelerated courses that meet in the evening and on weekends. The program is open to adult students who are 25 years of age or older, have three

years of full-time work or volunteer experience, and have a minimum of 45 transferable semester units. Students work closely with their academic advisors to use both NDNU and other resources to minimize cost and time to completion.

The School of Business and Management approaches education as a team effort with our faculty and staff working with students to prepare them to excel in their chosen professional business and management occupations. Course work incorporates hands-on projects and practical knowledge applicable to contemporary work challenges. Degree completion program students have access to all of our outstanding student support services, including tutoring, career development services, and more.

Articulation Agreement

Undergraduate Business Administration programs have an articulation agreement with graduate programs in the School of Business and Management. Qualified students are able to apply in advance of the last semester of undergraduate work to enroll in up to 6 units of selected graduate courses that count toward undergraduate units while also counting toward the master's degree.

BUSINESS ADMINISTRATION (EVENING) BS**Learning Outcomes:**

- Students will acquire and demonstrate **analytical and problem-solving skills** within various disciplines of business—accounting, economics, finance, management, and marketing.
- Students will learn to describe, discuss, and analyze **current events in American business** with attention to the global, social, and ethical dimensions of events.
- Students will acquire the **communication, research, and technological skills** needed to analyze a business situation (problem and/or opportunity) and prepare and present a management report.
- Students will develop **critical thinking abilities** and a foundation of **ethical principles** that allows them to work effectively, respectfully, ethically, and professionally with people of diverse ethnic, cultural, gender, and other backgrounds.

REQUIREMENTS

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

Prerequisites

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

Subtotal: 12**Major Requirements**

| | | |
|----------|---------------------------------------|---|
| BUS 2000 | Mgmt Principles/Organiz Behavior | 3 |
| BUS 2006 | Contemporary Professional Writing | 3 |
| BUS 2008 | Legal Environment of Business | 3 |
| BUS 2010 | Professnl Ethics/Soc Responsibility | 3 |
| BUS 2224 | Corporate Finance I | 3 |
| BUS 2300 | Marketing Principles | 3 |
| BUS 2335 | International Business | 3 |
| BUS 2600 | Operations/Info Technology Systems | 3 |
| BUS 2980 | Business Policy | 3 |
| | Upper-division electives in the major | 9 |

Subtotal: 36

BUS 2335: CDIV

Other Degree Requirements* and General Electives

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

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

Areas of Concentration:

Accounting (p. 121)

Entrepreneurship (p. 121)

Management (p. 122)

Marketing (p. 122)

AREAS OF CONCENTRATION

Students may select one specialized area of courses as their concentration, or they may take any 9 discrete units of Business Electives for a General degree.

Concentration(s) available for selection are:

ACCOUNTING**Learning Outcomes**

- Students will acquire competency in the more advanced phases of analysis of financial statements, investments and fixed assets; depreciation and depletion; intangible assets; current and long-term liabilities and stockholders equity.
- Students will demonstrate skills in advanced accounting areas e.g. tax, cost, auditing to enhance their financial decision making.

| | | |
|----------|----------------------------|---|
| BUS 2202 | Intermediate Accounting I | 3 |
| BUS 2204 | Intermediate Accounting II | 3 |
| BUS 2210 | Federal Income Taxation I | 3 |
| BUS 2218 | Auditing | 3 |

Subtotal: 9

BUS 2202, BUS 2204, and BUS 2218: 15 week

ENTREPRENEURSHIP**Learning Outcomes**

- Students will develop a framework for evaluating business opportunities, understanding the special operational, marketing and financial issues of startups.
- They will be able to identify the challenges and evaluate their own abilities and goals in regard to managing the startup organization as well as develop plans for investor information.

| | | |
|----------|--------------------------------------|---|
| BUS 2012 | Business Leadership | 3 |
| BUS 2040 | Women in Management | 3 |
| BUS 2048 | Human Resource Management | 3 |
| BUS 2340 | Entrepreneurial Management/Marketing | 3 |
| BUS 2616 | Project Management | 3 |

Subtotal: 9

BUS 2040: CDIV

MANAGEMENT**Learning Outcomes**

- Building on a foundation of the historic management principles and activities of planning, organizing, leading and controlling, students will understand and apply diverse aspects of the managers role in the contemporary business environment to develop the knowledge, skills, attitudes and values needed for success.

| | | |
|----------|-------------------------------------|---|
| BUS 2012 | Business Leadership | 3 |
| BUS 2016 | Change/Conflict Mgt:Theory/Practice | 3 |
| BUS 2040 | Women in Management | 3 |

| | | |
|------------------|--|----------|
| BUS 2048 | Human Resource Management | 3 |
| BUS 2340 | Entrepreneurial Managemnt/Marketing | 3 |
| BUS 2616 | Project Management | 3 |
| HSP 2239 | Human Relations in Organizations | 3 |
| HSP 2248 | Managing Cultural Diversity | 3 |
| HSP 2254 | Stress in the Workplace | 3 |
| Subtotal: | | 9 |

BUS 2040: CDIV HSP 2248: CDIV

MARKETING

Learning Outcomes

- Students will gain expertise in specific areas of marketing, including public relations, communication, research, analysis, evaluation, and applicaton of the tools, methods, and practices of markeing in non-profit, for-profit, domestic and global environments.

| | | |
|------------------|--|----------|
| BUS 2340 | Entrepreneurial Managemnt/Marketing | 3 |
| BUS 2348 | Finance/Mktg:New Business Venture | 3 |
| BUS 2364 | Advertising | 3 |
| COM 2001 | Public Relations Principles | 3 |
| HSP 2227 | Marketing for Non-Profit Organizns | 3 |
| Subtotal: | | 9 |

Business Administration: Traditional Day

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

The Bachelor of Science in Business Administration program for traditional day students provides students with a strong foundation in the business environment as they prepare for careers in business as well as advanced study. The major in business administration offers a rich curriculum grounded in ethical values built on a foundation of knowledge of business and management sciences and application of learning internships. Students are advised throughout their time here by faculty mentors in the selection of classes, student clubs, and internship opportunities in order to explore different career paths.

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

International Business, Management, and Marketing. We also offer a minor in Business Administration and a minor in Accounting.

Articulation Agreement

Undergraduate Business Administration programs have an articulation agreement with graduate programs in the School of Business and Management. Qualified students are able to apply in advance of the last semester of undergraduate work to enroll in up to 6 units of selected graduate courses that count toward undergraduate units while also counting toward the master's degree.

BUSINESS ADMINISTRATION BS

Learning Outcomes:

- Students will acquire and demonstrate analytical and problem-solving skills within various disciplines of business—accounting, economics, finance, management, and marketing.
- Students will learn to describe, discuss and analyze current events in American business with attention to the global, social, and ethical dimensions of events.
- Students will acquire the communication, research, and technological skills needed to analyze a business situation (problem and/or opportunity) and prepare and present a management report.
- Students will engage in at least one internship or service learning experience to demonstrate relevancy of foundational and theoretical knowledge of their academic major and to gain career related experiences.
- Students will develop critical thinking abilities and a foundation of ethical principles that allows them to work effectively, respectfully, ethically, and professionally with people of diverse ethnic, cultural, gender, and other backgrounds.

REQUIREMENTS

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

Prerequisites

| | | |
|----------|-------------------------------|---|
| BUS 1000 | Foundations of Business | 3 |
| BUS 1008 | Building Business Values | 3 |
| BUS 1100 | Macroeconomics | 3 |
| BUS 1108 | Microeconomics | 3 |
| BUS 1220 | Intro to Financial Accounting | 3 |
| BUS 1232 | Managerial Accounting | 3 |

| | | |
|------------|--|---|
| BUS 1300 C | Cmty-Based Resch/Statistical Analys | 3 |
|------------|--|---|

Subtotal: 21

Note: BUS 1300 C: MTH 1225, Statistics for Business, is the prerequisite for BUS 1300 C and can also be used to fulfill the General Education Mathematics requirement.

Major Requirements

| | | |
|------------|--|----|
| BUS 2000 | Mgmt Principles/Organiz Behavior | 3 |
| BUS 2008 | Legal Environment of Business | 3 |
| BUS 2216 | Business Analysis Using Spreadsheet | 3 |
| BUS 2224 | Corporate Finance I | 3 |
| BUS 2300 | Marketing Principles | 3 |
| BUS 2335 | International Business | 3 |
| W | | |
| BUS 2600 | Operations/Info Technology Systems | 3 |
| BUS 2990 C | Business Internship | 3 |
| | Upper-division electives in the major | 12 |

BUS 2335 W: CDiv

One of the following

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

Total Major Requirements**Subtotal: 39****Other Degree Requirements* and General Electives**

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

Subtotal: 64**Total Credit Hours: 124**

Areas of Concentration

Accounting (p. 123)

Economics (p. 123)

Entrepreneurship (p. 123)

International Business (p. 124)

Management (p. 124)

Marketing (p. 124)

AREAS OF CONCENTRATION**ACCOUNTING****Learning Outcomes**

- Students will acquire competency in the more advanced phases of analysis of financial statements, investments and fixed assets; depreciation and depletion; intangible assets; current and long-term liabilities and stockholders equity.
- Students will demonstrate skills in advanced accounting areas e.g. tax, cost, auditing to enhance their financial decision making.

| | | |
|----------|-----------------------------|---|
| BUS 2202 | Intermediate Accounting I | 3 |
| BUS 2204 | Intermediate Accounting II | 3 |
| BUS 2206 | Intermediate Accounting III | 3 |
| BUS 2210 | Federal Income Taxation I | 3 |
| BUS 2212 | Cost Accounting | 3 |
| BUS 2214 | Advanced Accounting | 3 |
| BUS 2218 | Auditing | 3 |
| BUS 2222 | International Accounting | 3 |

Subtotal: 12**ECONOMICS****Learning Outcomes**

- Students will be able to apply advanced microeconomic and macroeconomic theories to explain the role and behavior of individuals, businesses, financial institutions and governments in market-based systems.
- They will demonstrate an understanding of critical issues facing contemporary global economies, including environmental sustainability, trade, and globalization

| | | |
|------------|--------------------------------|---|
| BUS 2104 | Environmental Economics | 3 |
| BUS 2108 | Comparative Capitalist Systems | 3 |
| BUS 2116 W | Econ Dev Less-Dev Countries | 3 |
| BUS 2124 | International Economics | 3 |
| BUS 2240 | Money, Markets, Financial Inst | 3 |
| BUS 2248 | International Finance | 3 |

Subtotal: 12

BUS 2116 W: CDIV

ENTREPRENEURSHIP**Learning Outcomes**

- Students will develop a framework for evaluating business opportunities, understanding the special operational, marketing, and financial issues of startups.
- They will be able to identify the challenges and evaluate their own abilities and goals in regard to

| | | |
|----------|---|---------------------|
| | managing the startup organization as well as develop plans for investor information | |
| BUS 2012 | Business Leadership | 3 |
| BUS 2048 | Human Resource Management | 3 |
| BUS 2304 | Market Analysis & Research | 3 |
| BUS 2336 | Market Mapping Management | 3 |
| BUS 2340 | Entrepreneurial Management/Marketing | 3 |
| BUS 2348 | Finance/Mktg:New Business Venture | 3 |
| | | Subtotal: 12 |

INTERNATIONAL BUSINESS

Learning Outcomes

- Students will demonstrate detailed familiarity with the impact of the global economy and financial system on US business and organizations, with special attention to socio-economic and cultural differences among nations.

| | | |
|------------|--------------------------------------|---------------------|
| BUS 2024 | Comparative International Management | 3 |
| BUS 2116 W | Econ Dev Less-Dev Countries | 3 |
| BUS 2124 | International Economics | 3 |
| BUS 2248 | International Finance | 3 |
| BUS 2332 | International Marketing | 3 |
| CUL 2135 | Business Culture of France vs US | 3 |
| CUL 2140 | Business French II | 3 |
| | | Subtotal: 12 |

BUS 2024, BUS 2116, BUS 2332, and CUL 2140: CDiv

CUL 2135: CL

MANAGEMENT

Learning Outcomes

- Building on a foundation of the historic management principles and activities of planning, organizing, leading and controlling, students will understand and apply diverse aspects of the managers' role in the contemporary business environment to develop the knowledge, skills, attitudes and values needed for success.

| | | |
|----------|--------------------------------------|---|
| BUS 2012 | Business Leadership | 3 |
| BUS 2016 | Change/Conflict Mgt:Theory/Practice | 3 |
| BUS 2024 | Comparative International Management | 3 |
| BUS 2032 | Mgmt Planning and Decision-Making | 3 |
| BUS 2040 | Women in Management | 3 |
| BUS 2048 | Human Resource Management | 3 |
| BUS 2056 | Management of Human Relations | 3 |

| | | |
|------------|--------------------------------------|---------------------|
| BUS 2336 | Market Mapping Management | 3 |
| BUS 2340 | Entrepreneurial Management/Marketing | 3 |
| BUS 2616 | Project Management | 3 |
| THE 2159 C | Introduction to Arts Management | 3 |
| | | Subtotal: 12 |

BUS 2016, BUS 2024, and BUS 2040: CDiv

MARKETING

Learning Outcomes

- Students will gain expertise in specific areas of marketing, including public relations, communication, research, analysis, evaluation, and application of the tools, methods, and practices of marketing in non-profit, for-profit, domestic and global environments.

| | | |
|----------|--------------------------------------|---------------------|
| BUS 2304 | Market Analysis & Research | 3 |
| BUS 2316 | Consumer Behavior | 3 |
| BUS 2324 | Channel Marketing | 3 |
| BUS 2328 | Service Marketing | 3 |
| BUS 2332 | International Marketing | 3 |
| BUS 2336 | Market Mapping Management | 3 |
| BUS 2340 | Entrepreneurial Management/Marketing | 3 |
| BUS 2356 | Sales and Sales Management | 3 |
| BUS 2364 | Advertising | 3 |
| | | Subtotal: 12 |

BUS 2332: CDiv

BUSINESS ADMINISTRATION MINOR

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

REQUIREMENTS

Required Courses

| | | |
|----------|----------------------------------|---|
| BUS 1000 | Foundations of Business | 3 |
| BUS 1100 | Macroeconomics | 3 |
| BUS 1220 | Intro to Financial Accounting | 3 |
| BUS 2000 | Mgmt Principles/Organiz Behavior | 3 |
| BUS 2300 | Marketing Principles | 3 |

Total Credit Hours: 15

Communication

Dr. Judy Buller
Program Director

(650) 508-3734
jbuller@ndnu.edu

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

COMMUNICATION BA

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

Learning Outcomes:

- Students will develop the ability to understand and demonstrate adherence to *ethical* principles and recognize the role diversity plays in all communication.
- Students will develop the ability to critically evaluate the role of *mass media's* effect on culture and its role in a democracy.
- Students will develop their abilities in *speech* to inform or persuade using research and critical thinking skills.
- Students will master the use of emerging *technologies* in all communication.
- Students will develop the ability to *write* effectively in a clear, concise, and informative manner.

REQUIREMENTS

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

Major Requirements

| | | |
|------------|-------------------------------|-----|
| COM 1000 | Introduction to Communication | 3 |
| COM 1008 | Oral Communication | 3 |
| COM 1456 L | Media Production Lab | 1-3 |

| | | |
|------------|--|-----|
| COM 2440 | Writing for the Media | 3 |
| COM 2445 | Social Media | 3 |
| COM 2981 | Communication Seminar | 3 |
| COM 2990 | Internship | 3 |
| C | | |
| COM 2456 L | Media Production Lab | 1-3 |
| | 21 elective units of upper-division course work in the major | 21 |

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

One three-unit elective from the following or from other approved topics

| | | |
|----------|--------------------------|---|
| COM 2416 | The Holocaust | 3 |
| COM 2986 | Sp Tpcs in Communication | 3 |

Note: COM 2986 must be approved by the adviser

Total Major Requirements

Subtotal: 48

Other Degree Requirements* and General Electives

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

Subtotal: 76

Total Credit Hours: 124

Areas of Concentration

Media Studies (p. 125)

Public Relations (p. 126)

AREAS OF CONCENTRATION

Students may select one specialized area of courses as their concentration. Concentration(s) available for selection are:

MEDIA STUDIES

Required Courses

| | | |
|----------|------------------------------------|---|
| COM 2408 | Media, Politics, and Society | 3 |
| COM 2428 | Desktop Publishing | 3 |
| COM 2449 | Digital Communication I | 3 |
| COM 2450 | Digital Communication II | 3 |
| SOC 2417 | Interpersonal/Intercultrl Communic | 3 |

One course from the following

| | | |
|----------|--------------------------------|---|
| ART 2401 | Media Graphics: Graphic Design | 3 |
| ART 2625 | Photography I | 3 |

One elective in English or Political Science from the following

| | | |
|----------|--------------|-----|
| ENG 2008 | The Bohemian | 1-2 |
|----------|--------------|-----|

| | | |
|------------|------------------------------------|---|
| ENG 2010 | Writing in the Disciplines | 3 |
| ENG 2108 | Advanced Writing | 3 |
| ENG 2142 | Creative Writing | 3 |
| ENG 2144 | Creative Writing: Poetry | 3 |
| ENG 2148 | Creative Writing: Fiction | 3 |
| ENG 2152 | Creative Writing: Playwriting | 3 |
| ENG 2156 | Creative Writing: Screenwriting | 3 |
| PSC 2110 | International Relations | 3 |
| PSC 2301 C | State and Local Government | 4 |
| PSC 2310 | Parties, Politics, and Campaigning | 3 |
| PSC 2320 | The Constitution | 3 |
| PSC 2330 | Gender and the Law | 3 |

Total Required Units**Subtotal: 21****PUBLIC RELATIONS****Required Courses**

| | | |
|----------|-------------------------------------|---|
| BUS 2300 | Marketing Principles | 3 |
| BUS 2364 | Advertising | 3 |
| COM 2502 | Public Relations Writing | 3 |
| COM 2510 | Public Relations Cases and Campaign | 3 |

One course from the following

| | | |
|----------|----------------------------|---|
| BUS 1000 | Foundations of Business | 3 |
| BUS 2304 | Market Analysis & Research | 3 |

One course from the following

| | | |
|----------|-----------------------------|---|
| COM 1001 | Public Relations Principles | 3 |
| COM 2001 | Public Relations Principles | 3 |

One approved Business elective from the following

| | | |
|----------|-------------------------------------|---|
| BUS 2010 | Professnl Ethics/Soc Responsibility | 3 |
| BUS 2016 | Change/Conflict Mgt:Theory/Practice | 3 |
| BUS 2324 | Channel Marketing | 3 |
| BUS 2328 | Service Marketing | 3 |

Total Required Units**Subtotal: 21****COMMUNICATION MINOR**

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

REQUIREMENTS**Required Courses**

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

6 of the elective units must be upper-division

Total Credit Hours: 15**Human Services**

Therese Madden, Ed.D.

Program Chair

(650) 508-3601

tmadden@ndnu.edu

Students drawn to a degree in Human Services recognize the importance of people working with them, serving them, and meeting their needs in business, nonprofit, and government work. Our students come from a variety of different backgrounds and seek an undergraduate degree that builds upon their past experience to prepare them for future careers in a variety of changing fields, including business, government, counseling and social work, health care, gerontology, community advocacy, law enforcement, and employee relations.

Human Services providers look to demographic and public policy trends and see emerging challenges and opportunities for those committed to helping others. Students learn about providing needed services in various fields and learn to see themselves as leaders who address prevention and educational awareness of social issues and concerns. This understanding and leadership skills make Human Services graduates valuable contributors in nonprofit organizations, government agencies, and corporations, where the broad needs of talented people inspire appropriate investment in human capital.

NDNU's Accelerated Human Services Degree

Most Human Services classes are offered in a one-night-a-week, seven-week format, allowing students to complete their upper-division classes at an accelerated pace. Students may transfer a maximum of 78 lower-division units from a variety of sources, including, but not limited to, community colleges, universities, advanced placement credit, police academy, and military duty. These lower-division units can fulfill NDNU's General Education requirements and major prerequisites or be transferred in as electives.

NDNU accepts unlimited upper-division units from work previously completed at other colleges and universities. These upper-division units can fulfill General Education requirements and major requirements or be transferred in as electives. NDNU has a residency requirement of 30 units.

Articulation Agreement

The undergraduate Human Services degree offers special articulated programs with the Graduate MPA and MBA programs. Articulated programs allow students in their last semester of undergraduate work to study for a Master's while completing their Bachelor's degree. Undergraduate students in articulated programs are allowed to enroll in six units of selected graduate classes that fulfill both undergraduate major requirements while also counting toward the Master's.

HUMAN SERVICES BS

Learning Outcomes

Through their studies in Human Services at NDNU

- Students will acquire and demonstrate analytical and problem-solving skills throughout their courses within the Human Services curriculum, most specifically in the Financial Management and Social Research courses.
- Students will learn to describe, discuss, and analyze current events in American business with attention to the global, social, and ethical dimensions of events in their courses within the Human Services curriculum, most specifically in courses such as Human Services, Managing Cultural Diversity, Professional Ethics and Social Responsibility, and Conflict Management.
- Students will acquire the communication, research, and technological skills needed to analyze a business situation or a social research situation (problem and/or opportunity) and prepare and present a management report in, for example, the Social Research and Communication skills course.
- Students will engage in at least one service learning experience (i.e., Senior Seminar) to demonstrate relevancy of foundational and theoretical knowledge of their academic major and to gain career related experiences as well as affording them an opportunity to engage in community outreach.
- Students will develop critical thinking abilities and a foundation of ethical principles that allows them to work effectively, respectfully, ethically, and professionally with people of diverse ethnic, cultural, gender, and other backgrounds in such courses as Professional Ethics and Social Responsibility.

REQUIREMENTS

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

Prerequisites

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

Subtotal: 6

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

Major Requirements

| | | |
|----------|-------------------------------------|------|
| BUS 2010 | Professnl Ethics/Soc Responsibility | 3 |
| HSP 2201 | Community Leadership Practicum | 0.50 |
| HSP 2203 | Communication Skills | 3 |
| HSP 2209 | Human Services | 3 |
| HSP 2212 | Financial Management | 3 |
| HSP 2218 | Social Research Methods | 3 |
| HSP 2221 | Human Services Senior Seminar | 3 |
| HSP 2224 | Professional Development | 0.50 |

HSP 2201: Taken at the beginning of Major Study

HSP 2224: Taken at the end of Major Study

One of the following upper-division writing courses

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

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

Total Major Requirements

Subtotal: 22

Concentration Requirements

Subtotal: 9

Other Degree Requirements and General Electives

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

Subtotal: 87

Note: A total of 124 semester units is required for the bachelor's degree. These must include a minimum of 46 units in upper-division courses. Students may transfer in up to 78 lower-division units.

Total Credit Hours: 124

Areas of Concentration

Human Services Administration

Human Services Counseling
 Human Services Gerontology

AREAS OF CONCENTRATION

Students will select one specialized area of courses as their concentration. Additional concentrations can be obtained by completing 9 discrete upper-division units of electives from courses in the major. Concentration(s) available for selection are:

HUMAN SERVICES ADMINISTRATION

Three courses chosen from the following

| | | |
|----------|-------------------------------------|---|
| BUS 2000 | Mgmt Principles/Organiz Behavior | 3 |
| BUS 2016 | Change/Conflict Mgt:Theory/Practice | 3 |
| BUS 2040 | Women in Management | 3 |
| BUS 2300 | Marketing Principles | 3 |
| HSP 2230 | Personal Financial Planning | 3 |
| HSP 2236 | Creativity and Work | 3 |
| HSP 2239 | Human Relations in Organizations | 3 |
| HSP 2248 | Managing Cultural Diversity | 3 |
| HSP 2251 | Managing Employee Assist Programs | 3 |
| HSP 2254 | Stress in the Workplace | 3 |
| HSP 2257 | Women's Health Issues | 3 |
| HSP 2290 | Internship | 3 |

Subtotal: 9

BUS 2016, BUS 2040, and HSP 2248: CDiv

HSP 2290 may be taken twice for credit.

HUMAN SERVICES COUNSELING

Three courses chosen from the following

| | | |
|----------|-----------------------------------|---|
| HSP 2230 | Personal Financial Planning | 3 |
| HSP 2233 | Grant Writing | 3 |
| HSP 2242 | Human Services Counseling Skills | 3 |
| HSP 2251 | Managing Employee Assist Programs | 3 |
| HSP 2254 | Stress in the Workplace | 3 |
| HSP 2257 | Women's Health Issues | 3 |
| HSP 2263 | Development Across the Lifespan | 3 |
| HSP 2290 | Internship | 3 |

Subtotal: 9

HSP 2248: CDiv

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

HSP 2290 may be taken twice for credit

HUMAN SERVICES GERONTOLOGY

Three courses chosen from the following

| | | |
|----------------|----------------------------------|---|
| HSP 2248: CDiv | | |
| HSP 2242 | Human Services Counseling Skills | 3 |
| HSP 2248 | Managing Cultural Diversity | 3 |
| HSP 2257 | Women's Health Issues | 3 |
| HSP 2260 | Introduction to Gerontology | 3 |
| HSP 2263 | Development Across the Lifespan | 3 |
| HSP 2283 | Gerontology Practicum | 3 |

Subtotal: 9

HUMAN SERVICES MINOR

Only students admitted to an Accelerated Evening Degree Program may minor in Human Services. Courses for the minor must be approved by the Program Director.

REQUIREMENTS

Required Courses

| | | |
|----------|-------------------------|---|
| HSP 2209 | Human Services | 3 |
| HSP 2218 | Social Research Methods | 3 |

Subtotal: 6

Plus two courses from the following

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

Subtotal: 6

HSP 2290: may be taken twice for credit

HSP 2248: CDiv

Total Credit Hours: 12

Master of Business Administration

Jordan Holtzman
 Program Director

(650) 508-3637
 (510) 375-1348
 jholtzman@ndnu.edu

The Master of Business Administration (MBA) degree program at NDNU offers students a scholarly environment focused on fostering innovation, superior management, and leadership competencies through the practice of analytical decision-making. Our MBA program is structured to encourage the development of professional skills recognized as essential in today's business environment, including strategic thinking, interpersonal communication, critical decision-making, global business management, leadership, leveraging technological advances, serving global markets, systems thinking, problem-solving, ethics, and corporate social responsibility. The program combines theory with practice in order to explore the evolving nature of managerial practices in an increasingly technology-driven, globalizing business environment. Students also develop a thorough understanding of social and political factors that enhances their study of management.

Admission Information

Fully admitted students will need to meet the following requirements:

1. A four-year bachelor's degree from an accredited institution
2. A cumulative grade point average of 2.5 or better
3. Two academic and/or professional recommendations
4. Work experience is preferred.
5. A personal interview with the Program Director may be required.
6. The satisfactory completion of undergraduate course work in financial accounting, statistics, macroeconomics, and microeconomics

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

MASTER OF BUSINESS ADMINISTRATION (MBA) DEGREE PROGRAM

Foundational Knowledge

Students in the MBA program are required to have a foundational knowledge that will facilitate learning advanced concepts. Foundation courses may have been

taken in an undergraduate degree program or subsequent to the completion of the bachelor's degree and must be completed with a grade of C or better. If the courses have not been completed prior to admission, students can still be admitted conditionally but must complete the undergraduate equivalent of these requirements early in their program of study. The following are the required MBA foundation courses:

- Financial Accounting
- Macroeconomics
- Microeconomics
- Statistics

Learning Outcomes

- Students will be able to understand, analyze, and communicate global, economic, legal, and ethical aspects of business.
- Students will be able to demonstrate effective leadership and collaboration skills needed to make business-critical decisions and accomplish functional, organizational, and professional goals.
- Students will be able to demonstrate written and oral communication and information literacy competencies that support the effectiveness of strategic planning, marketing, and operational activities.
- Students will be able to evaluate and apply the effective use of technology to optimize business performance.
- Students will be able to develop comprehensive solutions to business problems by synthesizing and evaluating information using qualitative and quantitative methods of reasoning and analysis.
- Students will be able to apply the NDNU Hallmarks (community engagement and social justice) to course curriculum.

REQUIREMENTS

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

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

Core Requirements

These courses are designed to prepare students in the functional areas traditionally comprising the field of

Business Administration. Students must complete all of the Core Courses.

| | | |
|----------|-------------------------------------|---|
| BUS 4000 | Organizational/Management Theory | 3 |
| BUS 4040 | Legal and Ethical Dimensions of Bus | 3 |
| BUS 4100 | Management Accounting | 3 |
| BUS 4108 | Corporate Financial Management | 3 |
| BUS 4200 | Enterprise Info Management Systems | 3 |
| BUS 4208 | Global Operations Management | 3 |
| BUS 4400 | Marketing Planning and Analysis | 3 |
| BUS 4980 | Business Policy | 3 |

Subtotal: 24

Concentration Requirements or General Electives

Subtotal: 12

Total Credit Hours: 36

Areas of Concentration

Finance (p. 130)

Human Resource Management (p. 130)

Marketing (p. 130)

Media and Promotion (Marketing Communication) (p. 131)

AREAS OF CONCENTRATION

In addition to Core courses, all MBA students are required to take an additional 12 graduate units. Students concentrating in Finance, Human Resource Management, or Marketing, must take at least 9 units from the approved course list for the chosen concentration. The remaining 3 units may be satisfied by any BUS graduate elective approved by the graduate program advisor. Students concentrating in Media and Promotion must take all 12 units from the approved course list for that concentration. (Please note that acceptance into the Media and Promotion concentration requires satisfaction of additional criteria.***) Students desiring a broader study can elect to pursue a general degree and select any 12 units of electives approved by the graduate program advisor.

FINANCE

Learning Outcomes

1. Develop a comprehensive understanding of the tools, techniques and frameworks for evaluating projects, companies and securities in order to make optimal investment and risk-management decisions.

2. Develop an understanding of the role of markets and financial institutions in the macroeconomy as well as the financial decision-making dynamics of the individual consumer.
3. Understand how global financial market dynamics impact financial decision making within firms and domestic market economies.

| | | |
|-----------|-----------------------------|---|
| BUS 4124 | Government Budget/Finance | 3 |
| BUS 4132 | Investments | 3 |
| BUS 4140 | Derivatives/Risk Management | 3 |
| BUS 4148 | International Finance | 3 |
| BUS 4158 | Behavioral Finance | 3 |
| BUS ----- | Elective | |

Subtotal: 12

HUMAN RESOURCE MANAGEMENT

Learning Outcomes

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

| | | |
|--------------------------------------|------------------------------------|---|
| BUS 4508 | Human Resource Management | 3 |
| Nine units from the following | | |
| BUS 4248 | Global Management of Virtual Teams | 3 |
| BUS 4516 | Managing Diversity | 3 |
| BUS 4524 | Labor/Management Relations | 3 |
| BUS 4532 | Conflict Management | 3 |
| BUS 4540 | Recruitment, Training, Development | 3 |
| BUS ----- | Elective | |

Subtotal: 12

MARKETING

Learning Outcomes

1. Develop an awareness and facility with the tools and techniques used to make sustainable marketing strategy decisions in product design, pricing, distribution and promotion activities.
2. Gain a comprehensive understanding of domestic and global consumer behavior and how cultural dynamics impact upon marketing strategy.

3. Gain a comprehensive understanding of modern-day marketing trends and techniques that can be used to sense and fulfill evolving consumer demand patterns.

| | | |
|-----------|---------------------------|---|
| BUS 4008 | Entrepreneurship | 3 |
| BUS 4404 | Consumer Behavior | 3 |
| BUS 4408 | Marketing Research | 3 |
| BUS 4420 | Digital Marketing | 3 |
| BUS 4424 | Advertising and Promotion | 3 |
| BUS 4432 | International Marketing | 3 |
| BUS 4440 | Spatial Analysis | 3 |
| BUS 4456 | Public Relations | 3 |
| BUS ----- | Elective | |

Subtotal: 12

MEDIA AND PROMOTION (MARKETING COMMUNICATIONS)

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

Learning Outcomes

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

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

Subtotal: 12

One of the following courses

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

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

- Statement of Purpose
- Copy-writing Aptitude Test
- Evidence of academic ability based on undergraduate achievement and on performance to date at NDNU.

Master of Public Administration

Jordan Holtzman

Program Director
(650) 508-3637
(510) 375-1348
jholtzman@ndnu.edu

The Master of Public Administration (MPA) prepares students to meet modern-day demands for accountability and effectiveness in public and nonprofit organizations. The MPA curriculum develops theoretical and practical foundations for the practice of effective public management in a wide range of public service functional areas. Students gain relevant knowledge and skills in public policy, administration, program evaluation, and decision-making in order to be effective advocates for change. This degree program emphasizes close involvement with leaders from a wide variety of public sector organizations, enabling graduates to make contributions to various levels and functions of administration.

Admission Information

Fully admitted students will need to meet the following requirements:

1. A four-year bachelor's degree from an accredited institution
2. A cumulative grade point average of 2.5 or better
3. Two academic and/or professional recommendations
4. Work experience is preferred.
5. A personal interview with the Program Director may be required.
6. The satisfactory completion of undergraduate course work in political science, psychology, sociology and statistics.

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

MASTER OF PUBLIC ADMINISTRATION (MPA) DEGREE PROGRAM

Foundational Knowledge

Students in the MPA program are required to have foundational knowledge that will facilitate learning advanced concepts. Foundation courses may have been taken in an undergraduate degree program or subsequent to the completion of the bachelor's degree. Foundation courses must be completed with a grade of C or better. If the courses have not been completed prior to admission, students can still be admitted conditionally, but must

complete the undergraduate equivalent of these requirements early in their program of study. The following are required MPA foundation courses:

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

Learning Outcomes

- Students will develop competencies for dealing with individual differences in skills and behavior and the basics of personality development as it relates to management and the behavior of people in community organizations.
- Students will develop communication and information literacy skills necessary for gathering and analyzing data, writing reports, explaining issues and policies, persuasively presenting initiatives, and corresponding with colleagues and public contingents.
- Students gain experiential knowledge about the challenges and model practices of contemporary public sector administration needed to effectively assess public sector organizations, community partners, and delivery of services.
- Students will be able to quantitatively assess public policy programs from program formulation through evaluation.
- Students will develop knowledge of economic, political, legal, and social institutions and learn to problem-solve within the cultural and operational contexts of these macro-environmental institutions.
- Students apply the NDNu Hallmarks (community engagement and social justice) to course curriculum.

REQUIREMENTS

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

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

MPA Core Courses

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

| | | |
|----------|-----------------------------------|---|
| BUS 4000 | Organizational/Management Theory | 3 |
| BUS 4010 | Intro to Public Administration | 3 |
| BUS 4020 | Community-Based Research/Analysis | 3 |
| BUS 4124 | Government Budget/Finance | 3 |
| BUS 4440 | Spatial Analysis | 3 |
| BUS 4500 | Leadership Concepts | 3 |
| BUS 4508 | Human Resource Management | 3 |
| BUS 4981 | Public Policy | 3 |

Subtotal: 24

Concentration Requirements or General Electives

Subtotal: 12

Total Credit Hours: 36

Areas of Concentration

Human Resource Management (p. 132)

Public Affairs Administration (p. 132)

AREAS OF CONCENTRATION

HUMAN RESOURCE MANAGEMENT

Twelve units from the following

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

Subtotal: 12

PUBLIC AFFAIRS ADMINISTRATION

Twelve units from the following

| | | |
|-----------|--------------------------------|---|
| BUS 4016 | Contemp Issues in Public Admin | 3 |
| BUS 4048 | Administrative Law | 3 |
| BUS 4516 | Managing Diversity | 3 |
| BUS 4456 | Public Relations | 3 |
| BUS ----- | Elective | |

Subtotal: 12

Master of Science in Systems Management

Jordan Holtzman
 Program Director
 (650) 508-3637
 (510) 375-1348
 jholtzman@ndnu.edu

The Master of Science in Systems Management (MSSM) curriculum provides students with a broad understanding of the role and use of managerial analysis models and technologies in the various functional areas of modern organizations. Students focus on the management and evaluation of technology within organizations and in the development and use of information in decision-making and control. To become effective organizational agents of change, students gain problem-solving skills necessary to translate business needs into system specifications and propose solutions that add bottom-line value to the organization.

The MSSM offers an articulated agreement with NDNU's undergraduate Business Administration program. Qualified undergraduate students are able to apply in advance of their last semester to enroll in up to 6 units of selected MSSM graduate courses that fulfill undergraduate major requirements and count toward the master's degree.

Admission Information

Fully admitted students will need to meet the following requirements:

1. A four-year bachelor's degree from an accredited institution
2. A cumulative grade point average of 2.5 or better
3. Two academic and/or professional recommendations
4. Work experience is preferred.
5. A personal interview with the Program Director may be required.
6. The satisfactory completion of undergraduate course work in introductory statistics

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

SYSTEMS MANAGEMENT (MSSM) DEGREE PROGRAM

Foundational Knowledge

Students in the MSSM program are required to have a foundational knowledge that will facilitate learning advanced concepts. The Statistics foundation course may have been taken in an undergraduate degree program or subsequent to the completion of the bachelor's degree and must be completed with a grade of C or better. If the course has not been completed prior to admission, students can still be admitted conditionally but must

complete the undergraduate equivalent of this requirement early in their program of study.

The following is the only foundation course required for MSSM:

- Introductory Statistics

Learning Outcomes

- Students will develop abilities to analyze the creation of value through the integrated production and distribution of goods, services, and information.
- Students will learn the stages of group development, communicate the role systems serve in an organization, and use systematic problem-solving to efficiently and effectively achieve the goals of the organization.
- Students will learn essential issues of sustainability, systems theory, and organizational behavior to make decisions that achieve organizational efficiency and promote social responsibility.
- Students will be able to utilize digital media to research management issues, communicate management decisions, collaborate across the organization, and manage workflow.
- Students will be able to present management leadership concepts and techniques with reference to general management and management specialties clearly, concisely, and professionally through written, oral, and visual means.
- Students will develop information literacy and technological competencies by utilizing electronic media to research management issues, communicate management decisions, and optimally manage workflow.
- Students apply the NDNU Hallmarks (community engagement and social justice) to course curriculum.

REQUIREMENTS

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

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

MSSM Core Courses

These courses are designed to prepare students to manage business using a modern-day systems-based

approach. Students must complete all of the Core Courses.

| | | |
|----------|------------------------------------|---|
| BUS 4000 | Organizational/Management Theory | 3 |
| BUS 4200 | Enterprise Info Management Systems | 3 |
| BUS 4216 | Enterprise Performance Management | 3 |
| BUS 4300 | Systems Management | 3 |
| BUS 4308 | Business System Modeling | 3 |
| BUS 4316 | Sustainability: Local/Global Mgmt | 3 |
| BUS 4332 | Dec Support:Forecast/Optimization | 3 |
| BUS 4982 | Project Systems Analysis | 3 |

Subtotal: 24

General Electives

In addition to Core courses, all MSSM students are required to take an additional 12 graduate units from the following list of courses:*

| | | |
|----------|------------------------------------|---|
| BUS 4208 | Global Operations Management | 3 |
| BUS 4240 | Project Management | 3 |
| BUS 4248 | Global Management of Virtual Teams | 3 |
| BUS 4256 | Technology and Innovation | 3 |
| BUS 4324 | Distribution and Supply Chain Mgmt | 3 |

Subtotal: 12

*Students may elect other courses with approval of the graduate Program Director.

Total Credit Hours: 36

SCHOOL OF EDUCATION AND LEADERSHIP

Caryl Hodges, Ed.D.
Dean
(650) 508-3613
chodges@ndnu.edu

For over 50 years, Notre Dame de Namur University has maintained a reputation for excellence in teacher education. The objective of the School of Education and Leadership is to prepare competent teachers, specialists, administrators, and community leaders through professional programs that reflect current trends. Personalized attention and individualized counseling for students, field orientation of programs, and successful placement of credential graduates have characterized the program since its inception in 1953. All credential programs were reaccredited in 2010.

The School of Education and Leadership offers students the possibility of enrolling concurrently in some master's and credential programs. The School has several integrated programs designed to support each student as he or she prepares to be a professional educator or a community leader. Integrated programs articulate some degree of coursework between the credential and the graduate degree, significantly reducing the time and financial resources required to earn a degree.

Education courses are taught by faculty representing diverse academic and practical expertise. Courses are available during both Summer sessions as well as the Fall and Spring semesters. Courses are offered late in the afternoons/evening and on weekends in order to accommodate work commitments.

Admission Information

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

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

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

Program Brochures for program-specific requirements. For details on admission processes, see Graduate Admission.

Administrative Services

Joanne Rossi, Ed.D.
Program Director
(650) 508-3710
jrossi@ndnu.edu

The Master of Arts in School Administration is offered in conjunction with the Preliminary Administrative Services Credential program. The Master of Arts (MA) in School Administration prepares students to serve as an administrator (superintendent, deputy superintendent, associate superintendent, assistant superintendent, principal, assistant principal, supervisor, consultant, coordinator, or an equivalent intermediate-level administrative position) in public and private schools and districts. A paid administrative internship may be arranged on an as-needed basis in coordination with needs of the student's school district.

The program includes courses that address the critical juncture between theory and practice in instructional leadership. Eleven units of the course work is taken in leadership, management, finance, and a specially designed human resource development course addressing the specific needs of educational leaders. Twelve additional units are taken within four courses that include field-based practicum assignments. To ensure instructional leadership, 6 units in curriculum design and implementation and assessment and evaluation are included in the required courses. A 1-unit capstone course will be offered during the candidate's final year in the program.

Degree candidates are supported by University instructors as well as field-based partners in schools and districts during the program. The usual time between a student's first and last courses is a two-calendar-year period. Courses are offered at convenient late afternoon-evening times and Saturdays.

Program-Specific Admission Requirements

In addition to the basic requirements, applicants to the Master of Arts and Credential in Administrative Services must meet the following requirements:

1. Proof of a bachelor's degree

2. Valid Preliminary or Clear Multiple Subject or Single Subject Teaching Credential
3. Evidence (by transcript) of introductory courses in Psychology and Sociology or complete such courses by mid-program
4. Interview with Administrative Services Program Director
5. A minimum of one-year of classroom teaching experience (a minimum of three years is required before the Administrative Services Credential can be awarded)

The following summarizes the requirements for the Preliminary Administrative Services Credential recommendation and Master of Arts in School Administration through NDNU:

1. Successfully complete required courses (includes any required prerequisites)
2. Possess a valid teaching or services credential
3. Complete three full years of teaching or services experience with a valid credential
4. Once employment as an administrator in a California public school district, nonpublic school or agency, or county office of education is validated, the State of California will issue an Administrative Services Credential. If the credential candidate does not have an offer of employment as an administrator, a Certificate of Eligibility will be applied for and issued.

SCHOOL ADMINISTRATION MA AND PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

Learning Outcomes

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

REQUIREMENTS

Core Courses

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

Practicum-based Courses

| | | |
|----------|-----------------------------------|---|
| EDU 4621 | School Parent Community Relations | 3 |
| EDU 4624 | School Law, Governance, Politics | 3 |
| EDU 4627 | Program Initiation/Implementation | 3 |
| EDU 4718 | Contemp Tpcs in Ldrshp/Tech | 3 |
| EDU 4881 | Capstone Course:Admin Svc/Tier I | 1 |

Total Credit Hours: 30

CLEAR ADMINISTRATIVE SERVICES CREDENTIAL LEVEL II

Joanne Rossi, Ed.D.
Program Director
(650) 508-3710
jrossi@ndnu.edu

Notre Dame de Namur University offers an excellent program designed to facilitate the induction and professional development of beginning administrators and to fulfill the California Teacher Credentialing Commission requirements for the completion of the Professional Clear Administrative Services Credential – Level II. The program is a collaborative endeavor among the candidate, employing district, and NDNU, offering a choice of learning opportunities based on candidate and school district assessed needs.

This induction, mentoring, university course work, and advanced fieldwork program are based on an assessment of the candidate's skills and knowledge and are individualized to fit the specific needs of each candidate and school. During the program, the candidate will work in a personalized mentoring and coaching relationship, engage in reflection, and receive guidance and support while undertaking a new leadership role. Each semester course will also require Level II class time to reflect on the planning, implementation, and evaluative activities. All Level II candidates will complete and present a Professional Portfolio at the end of the program.

REQUIREMENTS

Required Courses

| | | |
|----------|-------------------------------------|---|
| EDU 4000 | Adv Admin Leadership Concepts/App'l | 3 |
|----------|-------------------------------------|---|

| | | |
|----------|--------------------------------------|---|
| EDU 4001 | Clinical Field Activities | 3 |
| EDU 4002 | Adv Admin Leadership Concepts/App | 3 |
| EDU 4003 | Clinical Field Activities | 3 |

Total Credit Hours: 12

Liberal Studies - Day

Stephanie Demaree, Ed.D.
Program Director and Advisor
(650) 508-3738
sdemaree@ndnu.edu

The Bachelor of Arts degree in Liberal Studies is interdisciplinary in nature, involving course work from the humanities, the arts, and the sciences. It is for students intending a career in elementary education with coursework designed to include practical fieldwork experiences in the elementary classroom. Required course work for the major is drawn from the areas of language, literature, mathematics, natural science, social science, history, humanities, the arts, physical education, and human development. The major is constructed so that students who satisfy all of the requirements for the major also satisfy all NDNU General Education Requirements.

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

Pathway I: Blended

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

Blended admissions requirements are different from the Traditional Pathway.

1. 3.0 Required GPA (GPAs lower than 3.0 will be considered on a case-by-case basis in consultation with the LS Program Director, SEL Faculty and Admissions)
2. Minimum scores of 500 on math and 500 reading for SAT
3. Maintain a minimum GPA of 2.5 for LS major courses and a minimum of 3.0 for credential classes

4. At the end of each semester, submit letters of recommendation from program faculty reflecting on progress and ability to be successful in the program

Blended candidates spend one semester of student teaching at the primary level and one semester at the upper elementary grade level. These student teaching experiences are in culturally diverse schools with students from a variety of socioeconomic backgrounds and take place at two of the many public school districts with which we have contracts.

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

1. *Prerequisite: Verification of 40 hours of pre-acceptance field experience by completing NDNU courses, EDU2006/EDU2080/PHY2000 C, or by teaching or volunteer experience completed with appropriate age in a school setting. Provide the original form signed by the site supervisor, or provide official letter of verification from the site.
2. Successfully complete student teaching and required courses
3. Pass the Performance Assessment for California Teachers (PACT), including a full Teaching Event in math and three content area tasks in literacy, science, and history-social science (CAT)
4. *Passage of Basic Skills Requirement (e.g., CBEST or for more options, see <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>)
5. *Verification of Subject Matter Competence (e.g., CSET in Multiple Subjects)
6. *Verification of fingerprinting clearance on file with the California Commission on Teacher Credentialing (also called a "Certificate of Clearance"). For more information, see <http://www.ctc.ca.gov/credentials/leaflets/cl271.pdf>.
7. *Copy of negative TB test result from within two years
8. *Signed NDNU Release of Liability Form
9. Verification of meeting the U.S. Constitution requirement by exam, course work, or CSU degree
10. CPR training in infant, child, and adult; training must meet standards of American Heart Association or

American Red Cross and be current at time of credential filing.

11. Pass the Reading Instruction Competence Assessment (RICA) by the end of your program

Pathway II: Traditional

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

Pathway III: Transfers

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

Students in the Traditional and Transfer Pathways are subject to regular university admissions requirements. Students in these pathways are also encouraged and supported to pursue graduate study at NDNU, although earning a BA degree in Liberal Studies does not guarantee admission into NDNU's teacher preparation programs. Students who seek an elementary teaching credential must apply to Graduate Admissions and, as with all applicants, undergo screening for admission.

Program Learning Outcomes

- Students will develop a philosophy of education using theories of learning and teaching including showing respect for diversity, justice and peace.

- Students will apply the California K-8 content standards, the Common Core Standards and subject matter knowledge in all program coursework.
- Students will communicate effectively in oral and written forms with clarity, correctness and conviction.
- Students will model sensitivity to the historic, cultural, religious, linguistic and diverse learning abilities of all students.
- Students will articulate in oral and written forms understanding of a variety of teaching strategies to effectively teach all learners.

LIBERAL STUDIES BA – PATHWAY I TRADITIONAL DAY BLENDED

COMMON CORE REQUIRED COURSES

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

Each student is required to take courses in the following areas

Language Studies

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

Mathematics

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

Natural Science and Technology

| | | |
|------------|-------------------------------|------|
| BIO 1009 | Introduction to Biology | 3 |
| BIO 1009 L | Introduction to Biology - Lab | 0.50 |
| PHY 2000 C | Science in Action | 4 |

Social Science

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

History

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

Humanities

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

The Arts

| | | |
|----------|------------------------------------|---|
| EDU 2310 | Integrating Arts Across Curriculum | 3 |
|----------|------------------------------------|---|

Plus one of the following courses:

| | | |
|----------|------------------------|---|
| ART 2605 | Art Education Concepts | 3 |
| THE 2151 | Children's Theatre | 3 |

Human Development

| | | |
|----------|----------------------------------|---|
| EDU 2003 | P.E. in the Elementary School | 3 |
| EDU 2006 | Intro to Educ: Practicum in Tchg | 3 |
| EDU 2315 | Emotional Intelligence | 3 |
| PSY 1001 | Introduction to Psychology | 3 |

Common Core Required Units**Subtotal: 61.5****BLENDED PATHWAY I ONLY COURSES****Required Courses**

| | | |
|----------|-------------------------------------|-----|
| EDU 4100 | Psych and Developmental Foundations | 3 |
| EDU 4104 | Sociological/Multicult Foundations | 3 |
| EDU 4107 | Fndns For Tchg English Learners | 3 |
| EDU 4110 | Special Educ for Classroom Teacher | 2 |
| EDU 4113 | Tech Applications in Education | 1 |
| EDU 4116 | Health Education | 1 |
| EDU 4119 | Assessment in the Classroom | 2 |
| EDU 4330 | Elem Reading/Lang Arts:Primry Grade | 3 |
| EDU 4333 | Elem Reading/Lang Arts:Upper Grades | 3 |
| EDU 4336 | Curriculum: Elementary Math | 2 |
| EDU 4339 | Curriculum: Social Studies/Science | 2-3 |
| EDU 4342 | Student/Intern Tchg/Sem I: MS | 4 |
| EDU 4345 | Student/Intern Tchg/Sem II: MS | 4 |

Subtotal: 33

EDU 4119, EDU 4330, EDU 4333, EDU 4336, and EDU 4339: Requires concurrent student teaching and enrollment in EDU 4342 or EDU 4345

Other Degree Requirements* and General Electives

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

Subtotal: 29.5**Total Credit Hours: 124****LIBERAL STUDIES DAY - PATHWAY II TRADITIONAL****COMMON CORE REQUIRED COURSES**

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

Each student is required to take courses in the following areas**Language Studies**

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

Mathematics

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

Natural Science and Technology

| | | |
|------------|-------------------------------|------|
| BIO 1009 | Introduction to Biology | 3 |
| BIO 1009 L | Introduction to Biology - Lab | 0.50 |
| PHY 2000 C | Science in Action | 4 |

Social Science

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

History

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

Humanities

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

The Arts

| | | |
|----------|------------------------------------|---|
| EDU 2310 | Integrating Arts Across Curriculum | 3 |
|----------|------------------------------------|---|

Plus one of the following courses:

| | | |
|----------|------------------------|---|
| ART 2605 | Art Education Concepts | 3 |
| THE 2151 | Children's Theatre | 3 |

Human Development

| | | |
|----------|----------------------------------|---|
| EDU 2003 | P.E. in the Elementary School | 3 |
| EDU 2006 | Intro to Educ: Practicum in Tchg | 3 |
| EDU 2315 | Emotional Intelligence | 3 |
| PSY 1001 | Introduction to Psychology | 3 |

Common Core Required Units**Subtotal: 64.5****TRADITIONAL PATHWAY II ONLY COURSES****Required Courses**

| | | |
|----------|-------------------------------------|---|
| EDU 2080 | Senior Seminar in Liberal Studies | 3 |
| EDU 4100 | Psych and Developmental Foundations | 3 |
| EDU 4104 | Sociological/Multicult Foundations | 3 |
| EDU 4107 | Fndns For Tchg English Learners | 3 |

| | | |
|----------|------------------------------------|---|
| EDU 4110 | Special Educ for Classroom Teacher | 2 |
| EDU 4113 | Tech Applications in Education | 1 |
| EDU 4116 | Health Education | 1 |

Traditional Pathway Additional Units**Subtotal: 16****Total Credit Hours: 124****LIBERAL STUDIES DAY - PATHWAY III JUNIOR TRANSFERS****COMMON CORE REQUIRED COURSES**

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

Each student is required to take courses in the following areas

Language Studies

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

Mathematics

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

Natural Science and Technology

| | | |
|------------|-------------------------------|------|
| BIO 1009 | Introduction to Biology | 3 |
| BIO 1009 L | Introduction to Biology - Lab | 0.50 |
| PHY 2000 C | Science in Action | 4 |

Social Science

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

History

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

Humanities

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

The Arts

| | | |
|----------|------------------------------------|---|
| EDU 2310 | Integrating Arts Across Curriculum | 3 |
|----------|------------------------------------|---|

Plus one of the following courses:

| | | |
|----------|------------------------|---|
| ART 2605 | Art Education Concepts | 3 |
| THE 2151 | Children's Theatre | 3 |

Human Development

| | | |
|----------|----------------------------------|---|
| EDU 2003 | P.E. in the Elementary School | 3 |
| EDU 2006 | Intro to Educ: Practicum in Tchg | 3 |
| EDU 2315 | Emotional Intelligence | 3 |

| | | |
|----------|----------------------------|---|
| PSY 1001 | Introduction to Psychology | 3 |
|----------|----------------------------|---|

Common Core Required Units**Subtotal: 61.5****JUNIOR TRANSFER PATHWAY III****Practicum Course**

| | | |
|----------|-----------------------------------|---|
| EDU 2080 | Senior Seminar in Liberal Studies | 3 |
|----------|-----------------------------------|---|

Subtotal: 3**Other Degree Requirements and General Electives**

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

Subtotal: 59.5**Total Credit Hours: 124****Liberal Studies - Evening**

Dr. Hélène Laroche-Davis
Program Director
(650) 508-3558
hdavis@ndnu.edu

The Liberal Studies: Foundations for Teaching is an Accelerated Evening Degree Program within the Liberal Studies major. The major engages students in a broad liberal arts education that may be applied to a teaching career and prepares students for entry into graduate programs leading to the California Multiple Subject (K-8) teaching credential. The major also serves as a degree completion option for students who want a broad liberal arts background, but who do not necessarily wish to pursue a teaching credential. Our Liberal Studies advisors can tailor a program to fit the particular interests and goals of each student.

Working students can complete a bachelor's degree in the evening and simultaneously satisfy prerequisites in the NDNU graduate education program, the next step in becoming state-certified for teaching kindergarten through eighth grade.

Credential Program

The Liberal Studies degree satisfies the following NDNU Credential Program prerequisites:

- U.S. Constitution
- Early Fieldwork Experience

Students are not guaranteed admission; they must apply to Graduate Admission and undergo screening, as with other applicants.

LIBERAL STUDIES: FOUNDATIONS FOR TEACHING (EVENING)

REQUIREMENTS

Accelerated Liberal Studies: Foundations for Teaching

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

Prerequisites

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

Subtotal: 12

Major Requirements

| | | |
|----------|-----------------------------------|---|
| ART 2605 | Art Education Concepts | 3 |
| EDU 2006 | Intro to Educ: Practicum in Tchg | 3 |
| EDU 2080 | Senior Seminar in Liberal Studies | 3 |
| ENG 2164 | Linguistics | 3 |
| HST 2020 | World History | 3 |
| PSY 2141 | Developmental Psychology | 3 |
| REL 2250 | Religions of the World | 3 |

REL 2250 (p. 259): CDiv

One upper-division writing course

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

One of the following courses

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

Nine elective units from the following or as approved by advisor

| | | |
|----------|--------------------------------|---|
| ENG 2624 | Children's Literature | 3 |
| HST 2350 | California History | 3 |
| MTH 2606 | Math for Elementary Teachers I | 3 |
| PSC 2120 | World Geography | 3 |

Total Major Requirements

Subtotal: 36

Other Degree Requirements* and General Electives

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

Subtotal: 76

Total Credit Hours: 124

Note: Accelerated Liberal Studies students may use PHL 2230 to satisfy the Philosophy General Education Requirement, BUS 2006, ENG 2108, or HSP 2233 to satisfy the Upper-Division Writing General Education Requirement, and REL 2250 toward the Religious Studies General Education Requirement.

Education MA

Dr. Kim Tolley
Program Director
(650) 508-3464
ktolley@ndnu.edu

The Master of Arts in Education Program is designed to serve educators, administrators, and community leaders working with and on behalf of schools. There are two possible areas of concentration in the Master of Arts Education program:

- Curriculum and Instruction
- Disciplinary Studies

Each concentration includes a specific set of three or four courses. Additionally, students can select four education electives based on their particular professional interests and needs.

Students who recently received the preliminary Multiple Subject or Single Subject credential at NDNU may articulate up to 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 EDU4721 and EDU4724 are designed to support students in completing this requirement.

Program-Specific Admission Requirements

In addition to the basic requirements, applicants to the Master of Arts and Credential in Administrative Services must meet the following requirements:

For students applying solely to the Master of Arts in Education Program

- Valid preliminary teaching credential, with cumulative GPA of 3.0 or better in coursework *or*
- significant teaching experience in a public or private school, a cumulative undergraduate GPA of 3.0, and passing scores on the California Basic Education Skills Test (CBEST)
- International students whose first language is not English are required to submit TOEFL scores of 550 or higher or IELTS composite scores of 6.5 or higher

For students applying jointly to the M.A. and Credential Programs

- California Basic Education Skills Test (CBEST), California Subject Examinations for Teachers (CSET), and any other tests required for the Credential Program (must submit passing scores before enrolling in master’s coursework)
- A personal interview with both the Credential and MA Program Directors

EDUCATION MA CURRICULUM AND INSTRUCTION

Curriculum and Instruction Concentration

The goal of this concentration is to build the capacity of educators to promote social justice in the context of their schools and communities through improved teaching practice, curriculum development and assessment, program planning, and action research. The program culminates in a master’s thesis, allowing students the opportunity to investigate a particular area of curriculum and instruction in depth. Students who recently completed the preliminary credential at NDNU can count up to 15 units of credential coursework toward the degree.

Learning Outcomes

- Students will be able to develop, implement, integrate, and assess curriculum
- Students will be able to analyze and evaluate the different categories and uses of assessment
- Students will be able to use a wide range of library and academic online databases and internet resources to research educational problems and apply a range of internet software programs to analyze and report quantitative and qualitative data.
- Students will be able to evaluate practices and systems that support the success of under-represented minority groups

- Students will be able to apply critical thinking skills, analytical reading skills, analytical writing skills, and oral communication skills in the evaluation of educational problems
- Students will be able to plan, conduct, evaluate, publish, and present a thesis research project based on a socially-relevant research question

DEGREE REQUIREMENTS

Required Courses

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

One of the following courses

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

Total Required Coursework

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 | Psych and Developmental Foundations | 3 |
| EDU 4104 | Sociological/Multicult Foundations | 3 |
| EDU 4107 | Fndns For Tchg English Learners | 3 |
| EDU 4110 | Special Educ for Classroom Teacher | 2 |
| EDU 4119 | Assessment in the Classroom | 2 |
| EDU 4330 | Elem Reading/Lang Arts:Primry Grade | 3 |
| EDU 4333 | Elem Reading/Lang Arts:Upper Grades | 3 |
| EDU 4410 | Language/Literacy Content Areas | 3 |

Subtotal: 15

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

Total Credit Hours: 30

EDUCATION MA DISCIPLINARY STUDIES

Disciplinary Studies Concentration

The concentration in Disciplinary Studies allows secondary-school educators to broaden and deepen their knowledge and skill in one subject area. A multiple-subject credential holder may also consider pursuing a degree in this concentration area if he/she is interested in developing subject-matter knowledge for the elementary classroom or preparing for the subject-matter examinations required for the secondary credential. The program culminates in a master's thesis, allowing students the opportunity to investigate a particular area of discipline-based curriculum and instruction in depth.

Learning Outcomes

- Students will be able to broaden and deepen knowledge and understanding of a specific subject area
- Students will be able to develop, implement, integrate, and assess curriculum in a specific subject area
- Students will be able to analyze and evaluate the different categories and uses of assessment in a specific subject area
- Students will be able to use a wide range of library and academic online databases and internet resources to research a question in a specific subject area and apply a range of internet software programs to analyze and report quantitative and qualitative data.
- Students will be able to evaluate practices and systems that support the success of under-represented minority groups in a specific subject area
- Students will be able to apply critical thinking skills, analytical reading skills, analytical writing skills, and oral communication skills in the evaluation of educational problems
- Students will be able to plan, conduct, evaluate, publish, and present a thesis research project based on a socially-relevant research question

Within the specific areas of concentration, students may elect to study 12 semester units of graduate course work from the following programs: Art, Business, English, or Music.

Students who recently completed the preliminary credential at NDNU can count up to 12 units of credential coursework toward the degree.

DEGREE REQUIREMENTS

Required Courses

| | | |
|----------|-------------------------------|-----|
| EDU 4721 | Intro to Educational Research | 3 |
| EDU 4724 | Educational Research | 1-3 |

Subtotal: 6

Discipline-Specific Coursework

Students may elect to study 12 semester units of graduate coursework from the following programs: Art, Business, English, or Music.

Subtotal: 12

Education Electives or Articulated Credential Courses

Twelve semester units of education electives, or 12 semester units articulated with the preliminary credential from the following courses*

| | | |
|----------|-------------------------------------|---|
| EDU 4100 | Psych and Developmental Foundations | 3 |
| EDU 4104 | Sociological/Multicult Foundations | 3 |
| EDU 4107 | Fndns For Tchg English Learners | 3 |
| EDU 4110 | Special Educ for Classroom Teacher | 2 |
| EDU 4119 | Assessment in the Classroom | 2 |
| EDU 4330 | Elem Reading/Lang Arts:Primry Grade | 3 |
| EDU 4333 | Elem Reading/Lang Arts:Upper Grades | 3 |
| EDU 4410 | Language/Literacy Content Areas | 3 |

Subtotal: 12

*Students who recently completed or are co-enrolled in NDNU's credential program may articulate 12 semester units of coursework from this list. Those who obtained a preliminary teaching credential from another institution or who have substantial experience with private-school teaching can enroll in 12 units of education electives, to be selected in collaboration with the Program Director.

Total Credit Hours: 30

PRELIMINARY MULTIPLE SUBJECT CREDENTIAL (ELEMENTARY SCHOOL)

Dr. Robert Ferrera
 Program Director
 (650) 508-3531
 rferrera@ndnu.edu

The Department of Education offers a program of professional preparation for the California Multiple Subject Credential, approved by the California Commission on Teacher Credentialing. This credential authorizes service in self-contained classrooms usually in an elementary school setting. NDNU's Multiple Subject Credential Program is postbaccalaureate and requires a full fifth year, or 33 semester units, of study. The concurrent program at NDNU offers students the opportunity to complete the professional course work and

two student teaching experiences within a calendar year. NDNU students enrolled in its credential programs may articulate up to 15 units toward the Master of Arts in Education with concentration in Curriculum and Instruction and up to 12 units toward the Master of Arts in Education with concentration in Disciplinary Studies. Interested candidates should contact the Program Director of Master of Arts in Education 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 university internship credential through the credentials office which requires an official offer of employment, approval of the Program Director, the completion of specified pre-serve coursework including one semester of student teaching, and the willingness of the employing district to sign and participate in a support and supervision agreement with NDNU. Subject to Program Director approval, students may complete student teaching at a WASC accredited private school.

Transfer students must complete a minimum of 15 semester units of credit at Notre Dame de Namur University, including at least one semester of student

teaching in the teacher preparation program in order to be recommended for a teaching credential.

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

1. *Prerequisite: Verification of 40 hours of pre-acceptance field experience by completing NDNU's course, EDU2006, or by teaching or volunteer experience completed with appropriate age in a school setting. Provide the original form signed by the site supervisor, or provide official letter of verification from the site.
2. Successfully complete student teaching and required courses. 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 Performance Assessment for California Teachers (PACT), including a full Teaching Event in math and three content area tasks in literacy, science, and history/social science (CAT)
4. *Passage of Basic Skills Requirement (e.g., CBEST or for more options, see <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>)
5. *Verification of Subject Matter Competence (e.g., CSET in Multiple Subjects)
6. *Verification of fingerprinting clearance on file with the California Commission on Teacher Credentialing (also called a "Certificate of Clearance"). For more information, see <http://www.ctc.ca.gov/credentials/leaflets/cl271.pdf>.
7. *Copy of negative TB test result from within two years
8. *Signed NDNU Release of Liability Form
9. Verification of meeting the U.S. Constitution requirement by exam, course work, or CSU degree
10. CPR training in infant, child, and adult; training must meet standards of American Heart Association or American Red Cross and be current at time of credential filing.
11. Pass the Reading Instruction Competence Assessment (RICA) by the end of your program.

REQUIREMENTS

Required Courses

| | | |
|----------|-------------------------------------|-----|
| EDU 4100 | Psych and Developmental Foundations | 3 |
| EDU 4104 | Sociological/Multicult Foundations | 3 |
| EDU 4107 | Fndns For Tchg English Learners | 3 |
| EDU 4110 | Special Educ for Classroom Teacher | 2 |
| EDU 4113 | Tech Applications in Education | 1 |
| EDU 4116 | Health Education | 1 |
| EDU 4119 | Assessment in the Classroom | 2 |
| EDU 4330 | Elem Reading/Lang Arts:Primry Grade | 3 |
| EDU 4333 | Elem Reading/Lang Arts:Upper Grades | 3 |
| EDU 4336 | Curriculum: Elementary Math | 2 |
| EDU 4339 | Curriculum: Social Studies/Science | 2-3 |
| EDU 4342 | Student/Intern Tchg/Sem I: MS | 4 |
| EDU 4345 | Student/Intern Tchg/Sem II: MS | 4 |

Note: EDU 4119, EDU 4330, EDU 4333, EDU 4336, and EDU 4339: These courses involve working directly with students in an approved classroom setting. Therefore, concurrent enrollment in either EDU 4342 or EDU 4345 is required.

Total Credit Hours: 33

Articulation with the Master of Arts in Education

NDNU students enrolled in its credential programs may articulate up to 15 units toward the Master of Arts in Education with concentration in Curriculum and Instruction and up to 12 units toward the Master of Arts in Education with concentration in Disciplinary Studies. Interested candidates should contact the Program Director of Master of Arts in Education for more information.

Obtaining the Professional Clear Teaching Credential

Teachers who have taken graduate coursework elsewhere as part of their induction program for the Professional Clear Credential may transfer up to 6 semester units of recent coursework toward the Master of Arts in Education. Consult with the Director of the Master of Arts in Education Program for information regarding approved induction courses.

SINGLE SUBJECT CREDENTIAL (MIDDLE AND HIGH SCHOOL)

Dr. William Barry
Interim Director

(650) 508-3702
wbarry@ndnu.edu

The Department of Education offers a program of professional preparation for the California Single Subject Credential, approved by the California Commission on Teacher Credentialing. This credential authorizes service in departmentalized settings usually in middle schools and high schools. NDNU's Single Subject Credential program is postbaccalaureate and requires a full fifth year, or 31 semester units, of study. The concurrent program at NDNU offers students the opportunity to complete the professional course work and two student teaching experiences within a calendar year. NDNU students enrolled in its credential programs may articulate up to 15 units toward the Master of Arts in Education with concentration in Curriculum and Instruction and up to 12 units toward the Master of Arts in Education with concentration in Disciplinary Studies. Interested candidates should contact the Program Director of Master of Arts in Education 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 university internship credential

through the credentials office which requires: an official offer of employment, approval of the Program Director, the completion of specified pre-service coursework including one semester of student teaching, and the willingness of the employing district to sign and participate in a support and supervision agreement with NDNU. Subject to Program Director approval, students may complete student teaching at a WASC-accredited private school.

Transfer students must complete a minimum of 15 semester units of credit at Notre Dame de Namur University, including at least one semester of student teaching in the teacher preparation program in order to be eligible to be recommended for a teaching credential.

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

1. *Prerequisite: Verification of 40 hours of pre-acceptance field experience by completing NDNU's course, EDU2006, or by teaching or volunteer experience completed with appropriate age in a school setting. Provide the original form signed by the site supervisor, or provide official letter of verification from the site.
2. Successfully complete student teaching and required courses. 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 Performance Assessment for California Teachers (PACT)
4. *Passage of Basic Skills Requirement (e.g., CBEST or for more options, see <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>).
5. *Verification of Subject Matter Competence (e.g., CSET in appropriate teaching area or an approved subject matter waiver from an accredited college or university.)
6. *Verification of fingerprinting clearance on file with the California Commission on Teacher Credentialing (also called a "Certificate of Clearance"). For more information, see <http://www.ctc.ca.gov/credentials/leaflets/cl271.pdf>).
7. *Copy of negative TB test result from within two years.
8. *Signed NDNU Release of Liability Form.

9. Verification meeting the U.S. Constitution requirement by exam, course work, or CSU degree.

10. CPR training in infant, child, and adult; training must meet standards of American Heart Association or American Red Cross and be current at time of credential filing.

REQUIREMENTS

Required Courses

| | | |
|----------|-------------------------------------|-----|
| EDU 4100 | Psych and Developmental Foundations | 3 |
| EDU 4104 | Sociological/Multicult Foundations | 3 |
| EDU 4107 | Fndns For Tchg English Learners | 3 |
| EDU 4110 | Special Educ for Classroom Teacher | 2 |
| EDU 4113 | Tech Applications in Education | 1 |
| EDU 4116 | Health Education | 1 |
| EDU 4119 | Assessment in the Classroom | 2 |
| EDU 4400 | Orientation to Teaching | 1 |
| EDU 4404 | Teaching and Pedagogy | 2-3 |
| EDU 4407 | Secondary Curriculum | 2-3 |
| EDU 4410 | Language/Literacy Content Areas | 3 |
| EDU 4442 | Student/Intern Tchg/Sem I: SS | 4 |
| EDU 4445 | Student/Intern Tchg/Sem II: SS | 4 |

Total Credit Hours: 31

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 with concentration in Curriculum and Instruction and up to 12 units toward the Master of Arts in Education with concentration in Disciplinary Studies. Interested candidates should contact the Program Director of Master of Arts in Education for more information.

Obtaining the Professional Clear Teaching Credential

Teachers who have taken graduate coursework as part of their induction program for the Professional Clear Credential may transfer up to 6 semester units of recent coursework toward the Master of Arts in Education. Consult with the Director of the Program for information regarding approved induction courses.

Special Education

Fred Thompson
Interim Program Director
(650) 508-3701
ftompson@ndnu.edu

PRELIMINARY EDUCATION SPECIALIST CREDENTIAL

NDNU's Education Specialist Credential program prepares students to teach in special education programs in public and private schools. Students choose one of two concentration options: mild/moderate or moderate/severe disabilities.

Credential holders with a mild/moderate authorization will be able to teach students in Resource Specialist Program classes (K-12) and students in special day classes for learning disabilities. Credential holders with a moderate/severe authorization will be able to teach students in grades K-12 whose needs are more severe. A student may elect to complete the requirements for both options. This can be accomplished while in the program with the addition of the appropriate adaptations course (EDU4234 or EDU4237) and an additional semester of fieldwork in an appropriate educational setting. If requirements for both are completed during the program the candidate will be recommended for both authorizations. If one or more semesters elapses between the completion of the credential and the commencement of the coursework/fieldwork for the second authorization OR if the candidate completes the master's requirement before the commencement of the coursework/fieldwork for the second authorization, then enrollment for coursework for the second authorization will be as an "Education Specialist Added Authorization" and may not be eligible for financial aid.

Special Education candidates may discover opportunities to serve as paid interns while earning the credential. Public school districts will require such interns to hold a university internship credential to begin, a recommendation for which requires the successful completion of specific exams, coursework and fieldwork (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 credits in contrast to the 31 units required for those with a prior credential. It is expected that students may be admitted with a variety of previous coursework and experience. A chronological program plan to meet the credential requirements will be discussed when the admitted student meets with the Program Director.

Transfer students must complete a minimum of 15 semester units of credit at Notre Dame de Namur University, including at least one semester of student teaching or internship in the teacher preparation program in order to be recommended for a teaching credential.

Public school districts occasionally offer qualified Education Specialist Credential candidates the opportunity for a paid internship in lieu of unpaid student teaching. This requires intern candidates to secure a university internship credential through the credentials office which requires: an official offer of employment, approval of the Program Director, the completion of specified pre-service coursework including one semester of student teaching, and the willingness of the employing district to sign and participate in a support and supervision agreement with NDNU. Subject to Program Director approval, students may complete student teaching at a WASC-accredited private school.

The following summarizes the requirements for the Preliminary Education Specialist Instruction Credential recommendation through NDNU. Asterisked items are required for student teaching eligibility (internship eligibility has additional course-and fieldwork requirements (see School of Education credential program handbook.)):

1. *Prerequisite: Verification of 40 hours of pre-acceptance field experience by completing NDNU's course, EDU2006, or by teaching or volunteer experience completed with appropriate age in a school setting. Provide the original form signed by the site

supervisor, or provide official letter of verification from the site.

2. Successfully complete student teaching or internship and required courses (includes courses that allow authorization to teach English Learners)
3. *Passage of Basic Skills Requirement (e.g., CBEST or for more options, see <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>).
4. *Verification of Subject Matter Competence (e.g., CSET in Multiple Subjects)
5. *Verification of fingerprinting clearance on file with the California Commission on Teacher Credentialing (also called a "Certificate of Clearance"). For more information, see <http://www.ctc.ca.gov/credentials/leaflets/cl271.pdf>.
6. *Copy of negative TB test result from within two years.
7. *Signed NDNU Release of Liability Form.
8. Verification of meeting the U.S. Constitution requirement by exam, course work, or CSU degree.
9. Pass the Reading Instruction Competence Assessment (RICA) by the end of your program.
10. *Verification of employment as an Education Specialist in a CA public school district, nonpublic school or agency, or county office of education. If you don't have an offer, a Certificate of Eligibility will be applied for instead.

COURSEWORK REQUIRED FOR THOSE WHO ENTER WITHOUT A PRIOR CREDENTIAL:

Required Courses

| | | |
|----------|-------------------------------------|-----|
| EDU 4100 | Psych and Developmental Foundations | 3 |
| EDU 4104 | Sociological/Multicult Foundations | 3 |
| EDU 4107 | Fndns For Tchg English Learners | 3 |
| EDU 4116 | Health Education | 1 |
| EDU 4200 | Special Education Program Mgmt | 3 |
| EDU 4203 | Clinical Assessment | 4 |
| EDU 4207 | Technology - Special Education | 3 |
| EDU 4209 | Counseling - Special Education | 3 |
| EDU 4230 | Student/Intern Teaching Seminar | 4 |
| EDU 4330 | Elem Reading/Lang Arts:Primry Grade | 3 |
| EDU 4333 | Elem Reading/Lang Arts:Upper Grades | 3 |
| EDU 4336 | Curriculum: Elementary Math | 2 |
| EDU 4339 | Curriculum: Social Studies/Science | 2-3 |

EDU4230 (p. 196): This course must be taken for a total of 8 units

One Curriculum and Instruction Adaptations course from the following

| | | |
|----------|------------------------------------|---|
| EDU 4234 | Curriclm/Instruct Adapt:Mild/Mod | 3 |
| EDU 4237 | Curriclm/Instruct Adapt:Mod/Severe | 3 |

Total Required Units

Subtotal: 44

COURSEWORK REQUIRED FOR THOSE WHO ENTER WITH A PRIOR CREDENTIAL:

Required Courses

| | | |
|----------|---------------------------------|---|
| EDU 4107 | Fndns For Tchg English Learners | 3 |
| EDU 4116 | Health Education | 1 |
| EDU 4200 | Special Education Program Mgmt | 3 |
| EDU 4203 | Clinical Assessment | 4 |
| EDU 4207 | Technology - Special Education | 3 |
| EDU 4209 | Counseling - Special Education | 3 |
| EDU 4230 | Student/Intern Teaching Seminar | 4 |

EDU4230: This course must be taken for a total of 8 units

One Curriculum and Instruction Adaptations course from the following

| | | |
|----------|------------------------------------|---|
| EDU 4234 | Curriclm/Instruct Adapt:Mild/Mod | 3 |
| EDU 4237 | Curriclm/Instruct Adapt:Mod/Severe | 3 |

One reading methods course from the following

| | | |
|----------|-------------------------------------|---|
| EDU 4330 | Elem Reading/Lang Arts:Primry Grade | 3 |
| EDU 4333 | Elem Reading/Lang Arts:Upper Grades | 3 |

Total Required Units

Subtotal: 31

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

AUTISM ADD-ON PROGRAM DESIGN AND COURSE WORK SEQUENCE

Notre Dame de Namur's Special Education credential programs are designed to reflect the standards established by the California Commission on Teacher Credentialing (CCTC) and to integrate the mission, framework, and standards of the University. All required components are congruent with the expectations set forth by the CCTC. Specific objectives and learning

opportunities to meet the standards are assigned to particular courses within the program.

NDNU is authorized by the CCTC to recommend for the Autism add-on authorization. The Autism Authorization is not a separate credential; it can be added on to older special education credentials. Current preliminary education specialist credentials issued since 2011 have the autism authorization already embedded.

REQUIREMENTS

Program Layout

| | | |
|----------|-------------------------------------|---|
| EDU 4900 | Intro to Autism Spectrum Disorders | 3 |
| EDU 4901 | Adv Tchg Students with Autism Spect | 3 |
| EDU 4902 | Behavior Management Techniques | 3 |
| EDU 4903 | Autism Mentoring and Capstone Sem | 3 |

Total Credit Hours: 12

SPECIAL EDUCATION MA

Building upon the Education Specialist Credential, this program enables students to complete an additional 3-unit course in order to earn a master's degree. See the Education Specialist Credential for the list of required courses. Students who enter the program with a prior credential can complete their degree with 34 units. Additional course work is required of students without a regular education credential.

In addition to course work, a capstone project in the form of a practitioner researcher portfolio is required to complete the MA program. EDU4880 is designed to support students in completing this requirement.

COURSEWORK REQUIRED FOR THOSE WHO ENTER WITHOUT A PRIOR CREDENTIAL

Required Courses

| | | |
|----------|-------------------------------------|---|
| EDU 4100 | Psych and Developmental Foundations | 3 |
| EDU 4104 | Sociological/Multicult Foundations | 3 |
| EDU 4107 | Fndns For Tchg English Learners | 3 |
| EDU 4116 | Health Education | 1 |
| EDU 4200 | Special Education Program Mgmt | 3 |
| EDU 4203 | Clinical Assessment | 4 |
| EDU 4207 | Technology - Special Education | 3 |
| EDU 4209 | Counseling - Special Education | 3 |
| EDU 4230 | Student/Intern Teaching Seminar | 4 |
| EDU 4330 | Elem Reading/Lang Arts:Primry Grade | 3 |
| EDU 4333 | Elem Reading/Lang Arts:Upper | 3 |

Grades

| | | |
|----------|------------------------------------|-----|
| EDU 4336 | Curriculum: Elementary Math | 2 |
| EDU 4339 | Curriculum: Social Studies/Science | 2-3 |
| EDU 4880 | Educational Research Capstone | 3 |

EDU4230: This course must be taken for a total of 8 units

One Curriculum and Instruction Adaptations course from the following

| | | |
|----------|------------------------------------|---|
| EDU 4234 | Curriclm/Instruct Adapt:Mild/Mod | 3 |
| EDU 4237 | Curriclm/Instruct Adapt:Mod/Severe | 3 |

Total Required Units

Subtotal: 47

COURSEWORK REQUIRED FOR THOSE WHO ENTER WITH A PRIOR CREDENTIAL

Required Courses

| | | |
|----------|---------------------------------|---|
| EDU 4107 | Fndns For Tchg English Learners | 3 |
| EDU 4116 | Health Education | 1 |
| EDU 4200 | Special Education Program Mgmt | 3 |
| EDU 4203 | Clinical Assessment | 4 |
| EDU 4207 | Technology - Special Education | 3 |
| EDU 4209 | Counseling - Special Education | 3 |
| EDU 4230 | Student/Intern Teaching Seminar | 4 |
| EDU 4880 | Educational Research Capstone | 3 |

EDU4230: This course must be taken for a total of 8 units

One Curriculum and Instruction Adaptations course from the following

| | | |
|----------|------------------------------------|---|
| EDU 4234 | Curriclm/Instruct Adapt:Mild/Mod | 3 |
| EDU 4237 | Curriclm/Instruct Adapt:Mod/Severe | 3 |

One reading methods course from the following

| | | |
|----------|-------------------------------------|---|
| EDU 4330 | Elem Reading/Lang Arts:Primry Grade | 3 |
| EDU 4333 | Elem Reading/Lang Arts:Upper Grades | 3 |

Total Required Units

Subtotal: 34

COURSES

Course listings are sorted alphabetically by prefix code. Please refer to the following list of academic departments to find the prefix code for courses offered by each department:

| Department | Prefix Code |
|------------------------------------|-------------|
| Art | ART |
| Art Therapy Psychology Master's | GPY |
| Art Therapy Psychology Ph.D. | DAT |
| Biology | BIO |
| Business | BUS |
| Chemistry | CHE |
| Clinical Psychology | CPY |
| Communication | COM |
| Computer Information Science | CIS |
| Culture and Language | CUL |
| Dance | DAN |
| Education | EDU |
| English for International Students | EIS |
| English | ENG |
| French | FRE |
| Gerontology | GER |
| History | HST |
| Human Services | HSP |
| Interdisciplinary Courses | IDS |
| Italian | ITA |
| Kinesiology | KIN |
| Latin | LAT |
| Mathematics | MTH |
| Music and Vocal Arts | MUS |
| Natural Sciences | NSC |
| Philosophy | PHL |
| Physical Education | PED |
| Physics | PHY |
| Political Science | PSC |

| | |
|-------------------|-----|
| Psychology | PSY |
| Religious Studies | REL |
| Sociology | SOC |
| Spanish | SPA |
| Theatre Arts | THE |

ART - ART

ART 1001 - Drawing I (3)

ART1001 Drawing I (3) Introduces drawing media and techniques used in sketching and rendering: pencil, charcoal, conte, cast drawing, perspective, and chiaroscuro. Students will learn to see and translate their visual experience into drawing. This course will focus on how to draw form and space through gesture, line, and value. Contemporary drawings and drawings from art history will be explored. Fulfills the General Education Visual and Performing Arts Requirement.

ART 1002 - Drawing II (3)

ART1002 Drawing II (3) Prerequisite: ART1001 Students experiment with varied and more personal drawing techniques in black and white and color: ink, pastel, and mixed media. Still life, architecture, and natural forms will also be explored for further developing drawing techniques.

Prerequisite: Prerequisite: ART1001.

ART 1010 - Drawing with Illustrator (3)

ART1010 Drawing with Illustrator (3) This course introduces Adobe Illustrator as a drawing tool both for illustration and Web design. Composition, color, and aesthetics will be discussed. The course teaches the use of lines, shapes, layers, type design, and the Illustrator tool palette. Macintosh technology is used for this course. Fulfills the General Education Visual and Performing Arts Requirement.

ART 1018 - Life Drawing I (3)

ART1018 Life Drawing I (3) Students draw from the model. The class introduces beginning students with important aspects of life drawing. A variety of techniques will be taught using wet and dry media. Students are encouraged to try various approaches to drawing the figure. Experimentation will be encouraged. Formal concerns dealing with line, gesture, value, space, light,

volume, and proportion will be taught. An understanding of the role of life drawing in the visual arts will be explored through contemporary and historical examples. Fulfills the General Education Visual and Performing Arts Requirement.

ART 1019 - Life Drawing II (3)

ART1019 Life Drawing II (3) Prerequisite: ART1018 This is a continuation of Art 1018 using a variety of wet and dry media.

Prerequisite: Prerequisite: ART1018.

ART 1101 - Two-Dimensional Design (3)

ART1101 Two-Dimensional Design (3) This course introduces and demonstrates fundamental principles of visual organization through practical work relevant to both Graphic Design and Fine Art. Flat pattern, balance, symmetry, space, and value are studied through hands-on projects. Fulfills the General Education Visual and Performing Arts Requirement.

ART 1109 - Color Design (3)

ART1109 Color Design (3) This course introduces the exploration of design concepts with emphasis on color as a natural phenomenon and as an expressive vehicle. Hands-on projects help students understand how color relationships are used to create the illusion of reality and the abstract in the context of water-based paint and collage techniques. Fulfills the General Education Visual and Performing Arts Requirement.

ART 1118 - Three-Dimensional Design (3)

ART1118 Three-Dimensional Design (3) This course introduces the use of three-dimensional space as it relates to design and sculpture. Students explore both formal and conceptual issues as well as technique. Varied media, including wood, plaster, clay, and found objects (sustainable materials and reuse), are used for hands-on projects. Fulfills the General Education Visual and Performing Arts Requirement.

ART 1127 - Advanced Design (3)

ART1127 Advanced Design (3) Students apply principles of visual organization and color relationships to problems of pictorial composition. Art movements and techniques in Modern Art are explored and used as the basis for project assignments in order to fully comprehend these styles. Projects also develop illustration techniques. Fulfills the General Education Visual and Performing Arts Requirement.

ART 1201 - Art Through Time: Art Hist Survey (3)

ART1201 Art through Time: An Art History Survey (3) This is a chronological examination of selected monuments of painting, sculpture, and architecture throughout World History. Fulfills the General Education Visual and Performing Arts Requirement.

ART 1401 - Beginning Calligraphy (1)

ART1401 Beginning Calligraphy (1) This one unit class will provide students with an understanding and practice of Western calligraphy. It will give beginning students experience with using pen and nibs with ink for writing a variety of fonts. Students will learn typefaces, type design and aesthetics, the components of type e.g., serif, sans serif and italics and the way letterforms relate to each other on a page through spacing. Historical type styles will be discussed. This course is an excellent foundation for both Graphic Design and Art majors.

ART 1999 - IS: (0.50-3)

ART 2001 - Advanced Life Drawing I (3)

ART2001 Advanced Life Drawing I (3) Prerequisite: ART1019 Focuses on figurative drawing from the model.

Prerequisite: Prerequisite: ART1019.

ART 2002 - Advanced Life Drawing II (3)

ART2002 Advanced Life Drawing II (3) Prerequisite: ART2001 Continues figurative drawing using various media.

Prerequisite: Prerequisite: ART2001.

ART 2201 - Art History:Modern Art (3)

ART2201 Art History: Modern Art (3) This course explores the history of painting, sculpture, and architecture in Europe from 1750 to 1950 through slide lectures and museum field trips. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2205 - Art History:Art of the Americas (3)

ART2205 Art History: Art of the Americas (CDiv) (3) Focuses on painting, sculpture, and architecture of North, Central, and South America from the magnificent Indian civilizations of Pre-Columbian times to the 20th century. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2210 - Art Hist:Art in Business/Industry (3)

ART2210 Art History: Art in Business and Industry (3) Surveys the history of the useful and decorative arts and their economic and social implications. Topics include art

in advertising, communications, and environmental and industrial design. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2215 - Art Hist:Contemp Art Since 1945 (3)

ART2215 Art History: Contemporary Art since 1945 (3) Slide lectures and gallery tours explore recent and current trends in painting and sculpture such as Abstract, Pop, Funk, and Photo-Realism. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2220 - Art Hist:Post-Modern World in Art (3)

ART2220 Postmodern World in Art (3) Focuses on lectures and gallery tours concentrating on contemporary art of the past 20 years such as Conceptual and Community art. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2225 - Art History: Medieval (3)

ART2225 Art History: Medieval (3) Focuses on painting, sculpture, and architecture of the Middle Ages: Early Christian, Byzantine, Romanesque, and Gothic to 1450. May fulfill either the General Education Visual and Performing Arts Requirement or 3 units of the Religious Studies requirement.

ART 2230 - Art Hist:Art/Religion of Far East (3)

ART2230 Art History: Art and Religion of the Far East (CDiv) (3) Focuses on monuments of Far Eastern art and architecture considered in relation to the major religions of the area. May fulfill either the General Education Visual and Performing Arts Requirement or 3 units of the Religious Studies requirement.

ART 2278 - Writing About Art (3)

ART2278 Writing About Art (3) This upper-division course aims to strengthen the writing of students using various aspects of art as a focus. The course will reinforce the skills required to write well-developed essays organized in a specific rhetorical mode, to develop cogent analyses of visual art, and to write practical reports, statements, and letters of the kind that might be used by a professional in the art field. Fulfills the General Education Upper-Division Writing requirement.

ART 2301 - Representational Painting (3)

ART2301 Representational Painting (3) The class introduces students to basic methods and procedures in oil painting. Focuses on painting representational images from various sources such as the figure, still life, and interiors. A variety of approaches to painting will be explored. Formal concerns dealing with color, tone, value,

light, space, and composition will be examined. The role of painting in relation to history and society will be addressed. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2305 - Projects in Painting (3)

ART2305 Projects in Painting (3) The class introduces students to basic methods and procedures in oil painting. Students develop and sustain a four-by-five-foot canvas for the duration of the semester. Process and experimentation will be emphasized. Students will develop their imagination and aesthetic sensitivity and will examine the role of painting in society. A variety of painting techniques will be explored. Formal concerns dealing with color, tone, value, light, space, and composition will be examined. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2310 - Outdoor Painting (3)

ART2310 Outdoor Painting (3) Focuses on painting in the open, on and off of campus, from a wide variety of landscape motifs. The class will introduce students to methods, materials, and approaches to painting the landscape. Emphasis will be placed on direct observation. Formal concerns dealing with color, tone, value, light, space, and composition will be examined. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2315 - Advanced Representational Painting (3)

ART2315 Advanced Representational Painting (3) Prerequisite: ART2301 Students continue techniques and approaches to figurative and still-life painting.

Prerequisite: Prerequisite: ART2301.

ART 2320 - Advanced Projects in Painting (3)

ART2320 Advanced Projects in Painting (3) Prerequisite: ART2305 Students continue large-scale and concept-based painting.

Prerequisite: Prerequisite: ART2305.

ART 2325 - Advanced Outdoor Painting (3)

ART2325 Advanced Outdoor Painting (3) Prerequisite: ART2310 Students continue techniques and approaches to landscape painting.

Prerequisite: Prerequisite: ART2310.

ART 2401 - Media Graphics: Graphic Design (3)

ART2401 Media Graphics: Graphic Design (3) Students use fundamental elements of design, color, and

typography to resolve specific visual communication projects. Cultural awareness through design is discussed. Typical projects include design and inking of letterforms, logos, symbols, pictograms, and banners. This course emphasizes visual concepts, design, and presentation. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2405 - Media Graphics:Layout/Typography (3)

ART2405 Media Graphics: Layout and Typography (3) Students are introduced to the use of type in graphic design through the development of practical projects for print such as ads, fliers, direct mail postcards, and page and book design focusing type. A brief history of World typography and aesthetics in typography are discussed. There is an emphasis on current Macintosh technology for this course. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2410 - Media Graph:Production Techniques (3)

ART2410 Media Graphics: Production Techniques (3) Students design a variety of projects for print publication using the most current Macintosh technology. Projects include ads, CD packages, and catalog design. Portfolio development and presentation are emphasized. Environmentally sustainable printing practices are emphasized. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2413 - Digital Films with Mobile Technolgy (3)

ART2413 Making Digital Films with Mobile Technology (3) This course makes use of inexpensive consumer technologies to introduce students to basic video production. Students will work with mobile devices such as cell phones, iSight cameras, and digital point-and-shoots to record images and soundtracks that will be assembled and edited in iMovie. Students will gain working knowledge of video editing through a hands-on, tools-based approach that will balance structured assignments with creative expression. The focus on consumer electronics overlaps with key contemporary concerns such as mobility, social media, and online distribution, and the class will survey work currently being done by artists in each of those fields.

ART 2415 - Elements of Web Design-Photoshop (3)

ART2415 Elements of Web Design: Photoshop (3) An introduction to design techniques and concepts for the Web. Topics include tools and techniques for preparing images for successful Web presentation, organizing information, specific design issues for various target audiences, illustration and manipulation of visual images,

aesthetics, and legibility. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2416 - Adv Elem Web Design Photoshop (3)

ART2416 Advanced Elements of Web Design: Photoshop (3) Working with Adobe CS5 Software applications (Photoshop, Illustrator, Fireworks, Dreamweaver) as design tools, students in this course will learn to design and construct advanced-level Web images and websites. Composition, color, and aesthetics will be discussed. The course will include development of websites using CSS and HTML codes, working with CS5 Dreamweaver software.

ART 2418 - Elements of Web Design Dreamweaver (3)

ART2418 Elements of Web Design: Dreamweaver (3) Working with Adobe Creative Suite software applications as design tools, students in this course will learn to design and construct Web images and implement them in multiple-page websites. Composition, color, and aesthetics will be discussed. The course will include development of websites using CSS, XHTML, and javascript codes, using Adobe Creative Suite Dreamweaver software.

ART 2420 - Advanced Drawing I (3)

ART2420 Advanced Drawing I (3) Prerequisite: ART1002 Students draw from the complex still life, natural forms, and the imagination.

Prerequisite: Prerequisite: ART1002.

ART 2425 - Advanced Drawing II (3)

ART2425 Advanced Drawing II (3) Prerequisite: ART2420 Students continue ART2420, drawing more complex compositions.

Prerequisite: Prerequisite: ART2420.

ART 2426 - Adv Drawing with Illustrator (3)

ART2426 Advanced Drawing with Illustrator (3) Prerequisite: ART1010 Students in this course learn to use Adobe Illustrator as a drawing tool both for illustration and Web design. Composition, color, and aesthetics will be discussed. The course teaches the use of lines, shapes, layers, type design, and the Illustrator tool palette. The amount of work required for upper-division credit differs in both quantity and quality from that required for lower-division credit.

Prerequisite: Prerequisite: ART1010.

ART 2430 - Med Grph:Adv Layout and Typography (3)

ART2430 Media Graphics: Advanced Layout and Typography (3) Prerequisite: ART2405 Students continue techniques in layout and typography using more complex design projects to complete an advanced portfolio.

Prerequisite: Prerequisite: ART2405.

ART 2435 - Media Graph:Adv Production Techs (3)

ART2435 Media Graphics: Advanced Production Techniques (3) Prerequisite: ART2410 This course is for advanced-level use of QuarkXpress and further design portfolio development.

Prerequisite: Prerequisite: ART2410.

ART 2501 - Printmaking: Etching (3)

ART2501 Printmaking: Etching (3) This course introduces hands-on work in etching techniques, including plate-making methods, aquatint, proofing, and printing editions. The history of intaglio printing will be discussed with slide lectures and actual print examples. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2505 - Printing: Multimedia Workshop (3)

ART2505 Printmaking: Multimedia Workshop (3) This course is an introduction to monotype printing techniques in relation to painting, drawing, and collage. Specific techniques will be demonstrated such as chine collé, color registration with multiple drops, and mixed media with drawing and painting. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2510 - Printmkg:Adv Multimedia Workshop (3)

ART2510 Printmaking: Advanced Multimedia Workshop (3) Prerequisite: ART2505 Students continue to learn more complex approaches to monotype techniques in relation to drawing and printmaking.

Prerequisite: Prerequisite: ART2505.

ART 2601 - Techniques in Water-based Painting (3)

ART2601 Techniques in Water-Based Painting (3) This course explores techniques and materials incidental to water-based painting such as watercolor, acrylic, and egg tempera. Students will learn to make their own paint. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2605 - Art Education Concepts (3)

ART2605 Art Education Concepts (3) This course focuses on history and theory of art education in American

schools with practical projects planned for specific developmental levels. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2615 - Sculpture I (3)

ART2615 Sculpture I (3) This course introduces students to tools and techniques of the sculptor: clay, plaster, wood, and found materials. Also includes casting. Contemporary sculpture as well as sculpture in history is discussed. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2620 - Sculpture II (3)

ART2620 Sculpture II (3) Prerequisite: ART2615 Continuation of ART2615 Sculpture I.

Prerequisite: Prerequisite: ART2615.

ART 2625 - Photography I (3)

ART2625 Photography I (3) This course introduces principles of black and white photography: camera, lighting, exposure, and composition. Course includes studio and field assignments and introduces darkroom techniques. Fulfills the General Education Visual and Performing Arts Requirement.

ART 2630 - Photography II (3)

ART2630 Photography II (3) Prerequisite: ART2625 Continuation of ART2625. Includes development of a major photographic project, advanced darkroom techniques, and familiarization with large format equipment.

Prerequisite: Prerequisite: ART2625.

ART 2635 - Gallery Techniques (1-3)

ART2635 Gallery Techniques (1-3) This course provides practical experience and a theoretical basis in the planning, design, and installation of art exhibitions. Curation, work placement, lighting, and signage will be addressed. Students will work directly with the gallery staff, exhibiting artist and curators at the Wiegand Gallery. Fulfills the General Education Visual and Performing Arts Requirement. May be repeated for credit.

ART 2635 C - Gallery Techniques (1-3)

ART2635C Gallery Techniques (3) (CE) This course provides practical experience and a theoretical basis in the planning, design, and installation of art exhibitions. Curation, work placement, lighting, and signage will be addressed. Students will work directly with the gallery staff, exhibiting artist and curators at the Wiegand Gallery. Fulfills the General Education Visual and Performing Arts

Requirement. Three units must be taken to satisfy the General Education Community Engagement requirement. May be repeated for credit.

ART 2880 - Senior Graphic Design Portfolio (3)

ART2880 Senior Graphic Design Portfolio (3)
Prerequisite: Senior standing Art and Graphic Design majors develop and prepare their senior graphic design portfolio in consultation with an Art faculty advisor for presentation for future employment in the Graphic Design field. This usually includes creating new design samples to include in the portfolio as well as a resume and business card. For majors only.

Prerequisite: Prerequisite: Senior standing.

ART 2881 - Senior Seminar (3)

ART2881 Senior Seminar (3) Prerequisite: Senior standing Art majors prepare their senior portfolio in consultation with an Art faculty advisor of choice. This includes artwork done in several media that is photographed. This portfolio can be used for application for entrance into an MFA program. Art majors only are eligible.

Prerequisite: Prerequisite: Senior standing.

ART 2990 - Graphic Design Internship (2)

ART2990 Graphic Design Internship (2) Prerequisite: ART2401, ART2405, ART2410 Takes place outside the traditional classroom setting as students will be working on site of their internship. Provides the opportunity to experience the design field firsthand in a professional setting. For majors only.

Prerequisite: Prerequisite: ART2401, ART2405, ART2410 .

ART 2994 - Teaching Assistant (0.50-3)

BIO - BIOLOGY

BIO 1004 - Human Biology (3)

BIO1004 Human Biology (3) Prerequisite: High School Biology Three hours lecture. Covers the basic structure and function of the human body. Surveys structure of cells, anatomy, physiology of several organ systems (e.g., reproductive, circulatory, nervous, muscular, immune), human genetics, nutrition, and our relationship with the environment. Scientific method and principles of biology are emphasized. May include laboratory demonstrations and activities. Fulfills General Education Natural and Physical Science requirement.

Prerequisite: Prerequisite: High School Biology.

BIO 1009 - Introduction to Biology (3)

BIO1009 Introduction to Biology (3) Three hours lecture. An introduction course for the biological sciences which covers the domain/kingdoms of living organisms, the basic principles of cell chemistry and metabolism, cell structure and function, Mendelian genetics, and the emerging impact of biotechnology on society. Laboratory introduces basic laboratory techniques and their application to the understanding of general biology concepts. Required for Liberal Studies majors. Fulfills General Education Natural and Physical Science requirement.

BIO 1009 L - Introduction to Biology - Lab (0.50)

BIO1009L Introduction to Biology Lab (0.5) One hour and a half laboratory component of BIO1009.

BIO 1101 - General Biology I (3)

BIO1101 General Biology I (3) Prerequisite: High School Biology Three hours lecture. General Biology is a foundation course dealing with cellular and molecular biology with emphasis on structure and function of cells as the basic unit of life, including cellular metabolism, enzyme energetics, molecular genetics, Mendelian genetics, and concepts of speciation and evolution. Laboratory introduces basic laboratory techniques, light microscopy, enzyme kinetics, calorimetry, and population genetics.

Prerequisite: Prerequisite: High School Biology.

BIO 1101 L - General Biology I Lab (1)

BIO1101L General Biology I Lab (1) Three hours laboratory component of BIO1101.

BIO 1103 - General Biology II (3)

BIO1103 General Biology II (3) Prerequisite: Grade of C or higher in BIO1101 Three hours lecture. Focuses on the study of microorganisms, fungi, higher plants and animals, their diversity and unity, structure, development, physiology, and classification. Laboratory develops observational skills using prokaryotes and eukaryotes.

Prerequisite: Prerequisite: Grade of C or higher in BIO1101.

BIO 1103 L - General Biology II Lab (1)

BIO1103L General Biology II Lab (1) Three hours laboratory component of BIO1103.

BIO 1109 L -**BIO 1465 - Natural Science Seminar (1)**

BIO1465 Natural Science Seminar (1) Offers presentations and discussions of selected topics in natural sciences. Speakers are scientists from other institutions and from the NDNU faculty and student body. May be repeated for credit.

BIO 1886 - Sp Tpcs in Biology (3)

BIO 1886 Special Topics in Biology (3) Courses in Biology that provide elective opportunities for Science majors and minor

BIO 2007 - Geo Info Systems/Public Health (4)

BIO2007 Geographical Information Systems and Public Health (4) Introduces the essentials of GIS and the fundamentals of epidemiology. Lectures and laboratories use GIS software to develop skills in database management, graphical display, and mapping, incorporating epidemiological methods to develop maps exemplifying a range of public health issues, including infectious and vector-borne disease patterns, epidemic investigation, environmental hazards, and health services access.

BIO 2108 - Contemporary Environmental Issues (3)

BIO2108 Contemporary Environmental Issues (3)
Prerequisite: Math Placement Level 2 or permission of instructor Three hours lecture. This course explores the interdependence of humans with the other plant and animal species on the planet. The impact of environmental degradation is explained through a biological and ecological systems approach. A variety of perspectives on environmental issues will be explored, including political, ethical, and social perspectives. The impact of environmental challenges on developing countries will also be analyzed. Fulfills General Education Natural and Physical Science requirement.

Prerequisite: Prerequisite: Math Placement Level 2 or permission of instructor.

BIO 2108 L - Contemporary Environmental Iss Lab (1)

BIO2108L Contemporary Environmental Issues Lab (1) Three hours laboratory component of BIO2108. Local environmental issues are explored through fieldwork and site visits while regional and international issues are explored using technology such as geographic information systems (GIS) as well as case studies.

BIO 2114 - Intro to Diverse World of Plants (3)

BIO2114 An Introduction to the Diverse World of Plants (3) Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L This course is an introduction to plant systematics, including vascular plant classification, diversity, and evolutionary relationships. Discussion entails the structural components of vascular plants and how plant structure relates to function, development, environment, evolution, and human use of plants. The course briefly encompasses the major physiological and metabolic processes of plants with a survey of photosynthesis and plant metabolism, mineral nutrition and ion uptake, water relations, transport processes, and regulation of plant growth and development.

Prerequisite: Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L .

BIO 2114 L - Intro Diverse World of Plants Lab (1)

BIO2114L An Introduction to the Diverse World of Plants Lab (1) Three hours laboratory component of BIO2114.

BIO 2124 - Forensic Science (4)

BIO2124 Forensic Science (4) Three hours lecture, three hours laboratory. Focuses on the mysterious and exciting world of forensic science and forensic psychology with an emphasis on the techniques, skills, tools, and procedures used in the discovery process and their limitations. The nature of physical evidence is studied along with the limitations that technology, knowledge, and human behavior impose. Class discussions cover DNA analyses, fingerprint, hair, fiber, and bullet comparisons, footwear impressions, and crime-scene search and investigation as well as discussion of the psychological domains of eyewitness testimony, the malleability of memory, the fallibility of judgments, and decision-making. Fulfills General Education Natural and Physical Science requirement.

BIO 2132 - General Ecology (3)

BIO2132 General Ecology (3) Prerequisites: Grade of C or better in BIO1103, BIO1103L or BIO1009, BIO1009L, Mathematics Placement Level 2 and grade of C or better in either CHE1202, CHE1202L or CHE1101 or permission of instructor Three hours lecture. This course investigates Earth's physical structure and place in the solar system, global climate patterns, evolution of biomes, energy flow, and biotic and abiotic components of ecosystems. It also investigates cycling of chemical elements in ecosystems and trophic relationships within ecosystems. Presents selected ecosystems exemplifying unifying concepts of

ecology. The impact of human activity on ecosystems is discussed.

Prerequisite: Prerequisites: Grade of C or better in BIO1103, BIO1103L or BIO1009, BIO1009L, Mathematics Placement Level 2 and grade of C or better in either CHE1202, CHE1202L or CHE1101 or permission of instructor .

BIO 2132 L - General Ecology Lab (1)

BIO2132L General Ecology Lab (1) Three hours laboratory component of BIO2132. Laboratory concentrates on field study of concepts presented in lecture.

BIO 2138 - Environmental Toxicology (3)

BIO2138 Environmental Toxicology (3) Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L, CHE1202, CHE1202L and BIO2132, BIO2132L or permission of instructor Three hours lecture. This course focuses on the examination of toxins in the environment due to natural causes and human effects. Sampling and survey techniques, risk assessment, and legal regulations are covered. Fulfills General Education Natural and Physical Science requirement only when taken with BIO2138L.

Prerequisite: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L, CHE1202, CHE1202L and BIO2132, BIO2132L or permission of instructor.

BIO 2138 C - Environmental Toxicology (3)

BIO2138C Environmental Toxicology *(CE) (3)
Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L, CHE1202, CHE1202L and BIO2132, BIO2132L or permission of instructor In this introductory course, students will gain a fundamental understanding of different types of environmental toxins, as well as the regulations and agencies involved in environmental toxicology. We will examine the major types of contaminants, routes of exposure, bioaccumulation, dose-response relationships, and effects of toxins on human and non-toxicology issues are addressed inhuman communities, and reflect this focus in our lab section of class by participating in a community engagement project with the town of Pescadero, CA. This course fulfills General Education requirements for Natural and Physical Science. Fulfills General Education Community Engagement requirement only if taken with the lab component BIO2138L.

Prerequisite: Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L, CHE1202,

CHE1202L and BIO2132, BIO2132L or permission of instructor.

BIO 2138 L - Environmental Toxicology Lab (1)

BIO2138L Environmental Toxicology Lab (1) Three hours laboratory component of BIO2138C.

BIO 2143 - Invertebrate Zoology (3)

BIO2143 Invertebrate Zoology (3) Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L Three hours lecture. This course emphasizes the evolution and diversity of invertebrates. Topics will include the phylogeny of Parazoa and Eumetazoa and the phyla within the derived clades of the Eumetazoa as well as their life histories and functional morphology.

Prerequisite: Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L.

BIO 2143 L - Invertebrate Zoology Lab (1)

BIO2143L Invertebrate Zoology Lab (1) Three hours laboratory component of BIO2143.

BIO 2148 - Vertebrate Zoology (3)

BIO2148 Vertebrate Zoology (3) Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L recommended Three hours lecture. This course emphasizes the unique structural and functional adaptations of vertebrates. There is a focus on the anatomy and physiology of representative vertebrates.

Prerequisite: Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L recommended.

BIO 2148 L - Vertebrate Zoology Lab (1)

BIO2148L Vertebrate Zoology Lab (1) Three hours laboratory component of BIO2148. Includes dissection of lamprey, dogfish shark, and cat as representative vertebrates.

BIO 2200 - Developmental Biology (3)

BIO2200 Developmental Biology (3) Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L Three hours lecture. This course covers development of living organisms from the fertilized egg to establishment of organ systems. Topics include fertilization, gastrulation, neurulation, regulation of development, cell commitment, morphogenesis, induction, and laying down of organ systems.

Prerequisite: Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L.

BIO 2200 L - Developmental Biology Lab (1)

BIO2200L Developmental Biology Lab (1) Three hours laboratory component of BIO2200

BIO 2205 - Human Anatomy (3)

BIO2205 Human Anatomy (3) Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L
Three hours lecture. This course studies the structure, organization, and functional relationships of the systems of the human body.

Prerequisite: Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L.

BIO 2205 L - Human Anatomy Lab (1)

BIO2205L Human Anatomy Lab (1) Three hours laboratory component of BIO2205.

BIO 2210 - Human Physiology (3)

BIO2210 Human Physiology (3) Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L, CHE1202, CHE1202L Three hours lecture. This course focuses on functional aspects of the human organism at the subcellular, cellular, and tissue levels, utilizing a systems approach with an emphasis on neural and endocrine control of physiological processes to maintain homeostasis.

Prerequisite: Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L, CHE1202, CHE1202L.

BIO 2210 L - Human Physiology Lab (2)

BIO2210L Human Physiology Lab (2) Three hours laboratory, one hour seminar component of BIO2210. Includes computerized measurements of cardiac, muscle, and respiratory function as well as biochemical assays. Results are discussed in seminar.

BIO 2215 - Genetics (3)

BIO2215 Genetics (3) Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L and CHE1202, CHE1202L Three hours lecture. Focuses on the physical and chemical basis of heredity. Topics include Mendelian genetics; mapping; structure, organization, and replication of DNA; mutation; transcription, translation, and regulation; and extrachromosomal inheritance and population genetics.

Prerequisite: Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L and CHE1202, CHE1202L.

BIO 2215 L - Genetics Lab (1)

BIO2215L Genetics Lab (1) Three hours laboratory component of BIO2215. It includes Mendelian and population genetics, cytogenetics, DNA analysis, electrophoresis, PCR, and mapping techniques.

BIO 2250 - Health Care Careers (3)

BIO2250 - Health Care Careers 3.0 Students will explore the scope of practice, educational preparation, salary range, certification and licensing standards, and related occupations of the various health and health-related professions they are interested in. The health care system in the United States, including the current model of institutions will be explored to provide a foundation for understanding opportunities within the health care industry. Students will also learn to articulate their strengths through a variety of assessment instruments. This will be applied to the development of a cover letter, resume, and job interviewing skills. Students will learn to research and explore job options to prepare them for finding volunteer and intern opportunities and jobs throughout their work life.

BIO 2252 - Cellular/Molecular Biology (3)

BIO2252 Cellular and Molecular Biology (3) Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L and CHE2203, CHE2203L, CHE2205, CHE2205L and CHE2370, CHE2370L or BIO2215, BIO2215L or permission of instructor Three hours lecture. This course focuses on the structural and biochemical basis of cellular function. Emphasis is placed on cell substructure, cell membranes, cell-surface phenomena, and the storage and transfer of biological information at the biochemical level.

Prerequisite: Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L and CHE2203, CHE2203L, CHE2205, CHE2205L and CHE2370, CHE2370L or BIO2215, BIO2215L or permission of instructor.

BIO 2252 L - Cellular & Molecular Biology Lab (1)

BIO2252L Cellular and Molecular Biology Lab (1) Three hours laboratory component of BIO2252. Methods of Biotechnology are presented.

BIO 2275 - General Microbiology (3)

BIO2275 General Microbiology (3) Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L, CHE1202, CHE1202L Three hours lecture. This course comprises the study of microorganisms and viruses, including the structure, physiology, genetics, systematics, and evolution of bacteria, fungi, protista, and parasitic metazoans. Emphasis is placed on medical, veterinary, and

agricultural microbiology along with microbial ecology and industrial microbiology.

Prerequisite: Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L, CHE1202, CHE1202L.

BIO 2275 L - General Microbiology Lab (2)

BIO2275L General Microbiology Lab (2) Six hours laboratory component of BIO2275. Basic techniques for isolation, culture, and staining of bacteria are introduced in this course. Experiments throughout the course are designed to investigate the nutritional requirements and biochemical activities of microorganisms. Emphasis is placed on both techniques as well as data interpretation.

BIO 2277 - Immunology (3)

BIO2277 Immunology (3) Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L, CHE1202, CHE1202L Three hours lecture. This course covers the fundamentals of innate and cellular immunity. Both the development and effect or functions of B and T cells are explored with special emphasis on how B and T cells interact. Hypersensitivities, allergies, and autoimmune responses are also examined.

Prerequisite: Prerequisites: Grade of C or better in BIO1101, BIO1101L, BIO1103, BIO1103L, CHE1202, CHE1202L.

BIO 2277 L - Immunology Lab (1)

BIO2277L Immunology Lab (1) Three hours laboratory component of BIO2277. Techniques that use immunological tools and are applicable to research or clinical applications are covered, including ELISA, Dot Blot, and Western Blot.

BIO 2354 - Molecular Biology for Comp Scient (3)

BIO2354 Molecular Biology for Computer Scientists (3) Prerequisite: A college-level biology course or permission of the instructor The field of bioinformatics is interdisciplinary, requiring knowledge of biology and computer science. This applied course for Computer Science majors is intended to fill the conceptual gaps that may exist in the areas of protein structure and function, protein synthesis, the genetic code, gene expression, gene sequencing, genetic engineering, and evolutionary biology. Successful completion of this course will allow a computer science major to understand and use gene sequence databases in bioinformatics application.

Prerequisite: Prerequisite: A college-level biology course or permission of the instructor.

BIO 2465 - Natural Science Seminar (1)

BIO2465 Natural Science Seminar (1) Offers presentations and discussions of selected topics in natural sciences. Speakers are scientists from other institutions and from the NDNu faculty and student body. May be repeated for credit.

BIO 2884 - Research (1-3)

BIO2884 Research (1-3) Prerequisites: BIO1101, BIO1101L, BIO1103, BIO1103L Provides practical experience with biological research carried out under close supervision of a faculty member. Includes experimental design, library research, laboratory work, and presentation of results. May be repeated for credit.

Prerequisite: Prerequisites: BIO1101, BIO1101L, BIO1103, BIO1103L.

BIO 2886 - Sp Tpcs in Biology (1-3)

BIO2886 Special Topics (1-3) Courses in Biology that provide elective opportunities for Science majors and minors.

BIO 2994 - Laboratory Assistant (1-3)

BIO2994 Laboratory Assistant (1-3) Prerequisites: BIO1101, BIO1101L and permission of instructor Provides an opportunity for Natural Science majors to earn credit assisting instructors. Three units may be used as upper-division elective units in the major.

Prerequisite: Prerequisites: BIO1101, BIO1101L and permission of instructor.

BIO 2997 - Honors Thesis Research (2-4)

BIO2997 Honors Thesis Research (2-4) Provides a research opportunity for undergraduates who have completed all requirements for the biology major and have demonstrated outstanding promise.

BIO 6009 - Introduction to Biology**BIO 6009 L - Introduction to Biology - Lab****BIO 6101 - General Biology I****BIO 6101 L - General Biology I Lab****BIO 6103 - General Biology II****BIO 6103 L - General Biology II Lab****BIO 6205 - Human Anatomy****BIO 6205 L - Human Anatomy Lab****BIO 6210 - Human Physiology****BIO 6210 L - Human Physiology Lab****BIO 6215 - Genetics****BIO 6215 L - Genetics Lab****BIO 6275 - General Microbiology****BIO 6275 L - General Microbiology Lab****BIO 6884 - Research****BIO 6994 - Laboratory Assistant****BUS - BUSINESS ADMINISTRATION****BUS 1000 - Foundations of Business (3)**

BUS1000 Foundations of Business (3) An introductory business course surveying the business environment and functional areas of business practice.

BUS 1008 - Building Business Values (3)

BUS1008 Building Business Values (3) Students learn the relationship between law and morality, develop individual core values, and study various business decision making models.

BUS 1016 - Management of Human Relations (3)

BUS1016 Human Relations Management (3) The course is based in applied social psychology and is aimed at increasing knowledge of effective individual, group and team practices in management. Through experiential exercises and discussions participants in the course explore group dynamics, as well as personality and relationship theory.

BUS 1100 - Macroeconomics (3)

BUS1100 Macroeconomics (3) Gives an overview of the national economic structure and the relationships among the major aggregates. Topics include national income accounting, monetary vs. fiscal policy, the banking system,

and approaches to economic analysis. Fulfills the General Education Social and Behavioral Science requirement.

BUS 1108 - Microeconomics (3)

BUS1108 Microeconomics (3) Gives a detailed examination of a specific component of the national economic system (industry, firm, household) as each impacts the aggregate. Topics include implications of the pricing process and contemporary issues. Fulfills the General Education Social and Behavioral Science requirement.

BUS 1200 - Personal Financial Planning (3)

BUS1200 Personal Financial Planning (3) Gives an overview of the fundamental concepts and practices of financial management and planning for the individual. Specific topics include budgeting, goal-setting with controls, asset management, tax planning, and portfolios. Fulfills the General Education Social and Behavioral Science requirement.

BUS 1208 - Prep for Financial Accounting (1)

BUS1208 Preparation for Financial Accounting (1) The workshop will address basic accounting fundamentals and principles including business transactions, double-entry accounting, and financial statements such as the balance sheet, income statement, and statement of cash flows. A self-paced text is expected to be reviewed prior to attendance.

BUS 1220 - Intro to Financial Accounting (3)

BUS1220 Introduction to Financial Accounting (3) This introduction to financial accounting will address the recording, classification, and reporting of business transactions, emphasizing double entry accounting systems consistent with Generally Accepted Accounting Principles. Detailed discussion will surround revenue recognition, cash, inventories, current liabilities, fixed assets and depreciation methods, bonds, and equity.

BUS 1224 - Financial Accounting (3)

BUS1224 Financial Accounting (3) Emphasizes internal control as well as recording, reporting, and analysis of specific transactions for short-term and long-term assets and liabilities, and stockholders' equity. Some consideration is given to accounting for proprietorships and partnerships. Particular attention is paid to the statement of cash flows.

BUS 1232 - Managerial Accounting (3)

BUS1232 Managerial Accounting (3) Prerequisite: BUS1220 Introduces methods to utilize financial

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

Prerequisite: Prerequisite: BUS1220.

BUS 1300 - Cmty-Based Resch/Statistical Analy (3)

BUS1300 Community-Based Research and Statistical Analysis (CE) (3) Prerequisite: MTH1225 This course offers hands-on application of basic and intermediate statistical concepts to business models and community-based projects. Analysis techniques include descriptive statistics, probability theory and distributions, sampling, survey design, hypothesis testing, nonparametric tests, analysis of variance, and correlation/regression. Students will conduct statistical analysis using SPSS and Excel software.

Prerequisite: Prerequisite: MTH1225.

BUS 1300 C - Cmty-Based Resch/Statistical Analy (3)

BUS1300C Community-Based Research and Statistical Analysis (CE) (3) Prerequisite: MTH1225 This course offers hands-on application of basic and intermediate statistical concepts to business models and community-based projects. Analysis techniques include descriptive statistics, probability theory and distributions, sampling, survey design, hypothesis testing, nonparametric tests, analysis of variance, and correlation/regression. Students will conduct statistical analysis using SPSS and Excel software.

Prerequisite: Prerequisite: MTH1225.

BUS 1999 - IS: (1-3)

BUS 2000 - Mgmt Principles/Organiz Behavior (3)

BUS2000 Management Principles and Organizational Behavior (3) Prerequisite: BUS1000 Studies contemporary organizations and management principles and practices and the application of behavioral and social sciences in the areas of socialization, motivation, group dynamics, leadership, concepts of organizational design, and management functions.

Prerequisite: Prerequisite: BUS1000.

BUS 2006 - Contemporary Professional Writing (3)

BUS2006 Contemporary Professional Writing (3) Students will develop analytical skills and practice in writing and

editing various documents common in contemporary organizations: letters, e-mails, reports, business plans, presentations, and websites. Social media applications and e-portfolios are explored. While attention is given to diction and syntax, students are expected to have mastered basic writing skills. Fulfills General Education Upper-Division Writing Requirement.

BUS 2008 - Legal Environment of Business (3)

BUS2008 Legal Environment of Business (3) Explores how the law is used to resolve potential and actual conflicts of interest in society, including those between and among business, government, individuals, and private institutions. The course evaluates the effectiveness of specific laws, including securities, consumer, employment, and environmental.

BUS 2010 - Professnl Ethics/Soc Responsibility (3)

BUS2010 Professional Ethics and Social Responsibility (3) Students learn the relationship between law and morality, develop individual core values, and study various business decision-making models. This course examines major ethical theories and explores the application of those theories to current organizational, economic and social issues. Case studies and critical thinking are used to enable the student to apply concepts learned to moral issues raised by contemporary professional practices.

BUS 2012 - Business Leadership (3)

BUS2012 Business Leadership (3) Surveys the major concepts, examples, practices, and theories of organizational leadership with a special emphasis on analyzing and developing one's own personal leadership skills in a business context.

BUS 2016 - Change/Conflict Mgt:Theory/Practice (3)

BUS2016 Change and Conflict Management: Theory and Practice (3) (CDiv) Prerequisite: BUS2000 Surveys the major theories, research, and resources on the origins, significance, and methods of managing and resolving change and conflict in the organization.

Prerequisite: Prerequisite: BUS2000.

BUS 2024 - Comparative International Managemt (3)

BUS2024 Comparative International Management (3) (CDiv) Prerequisite: BUS2000 Examines the impact of cultural influences within the contexts of multinational and transnational organizations through the use of student presentations and project development. The course examines factors that influence perceptions,

communication, behavior, and decision-making in various geographical spheres of international business.

Prerequisite: Prerequisite: BUS2000.

BUS 2032 - Mgmt Planning and Decision-Making (3)

BUS2032 Management Planning and Decision-Making (3)
Prerequisite: BUS2000 Studies planning and decision-making as rational processes. The course examines the nature and kinds of organizational decisions, behavioral and organizational barriers to effective decisions, and models, tools, and techniques to improve decision-making performance.

Prerequisite: Prerequisite: BUS2000.

BUS 2040 - Women in Management (3)

BUS2040 Women in Management (CDiv)(3) Studies contemporary issues and problems facing women in roles as organizational leaders and managers. The course uses recent research and cases to explore personal and organizational barriers and success factors. Appropriate for both women and men.

BUS 2048 - Human Resource Management (3)

BUS2048 Human Resource Management (3) Prerequisite: BUS2000 Focuses on staffing functions of job analysis, recruitment, selection, compensation, performance appraisal, training and development, bargaining, negotiation, and equity issues relevant to effective human resource planning.

Prerequisite: Prerequisite: BUS2000.

BUS 2056 - Management of Human Relations (3)

BUS2056 Management of Human Relations (3)
Prerequisite: BUS 2000 The course is based in applied social psychology and is aimed at increasing knowledge of effective individual, group, and team practices in management. Through experiential exercises and discussions, participants in the course explore group dynamics as well as personality and relationship theory. The work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

Prerequisite: Prerequisite: BUS 2000.

BUS 2078 - Facilitation Skills (0.50)

BUS2078 Facilitation: Skills for Successful Meeting Management (.5) This course will cover the basic tenets of skillful facilitation and meeting management strategies. Students will learn and understand the role, purpose, qualities, and characteristics of a successful facilitator in

workplace meetings. Key tools and techniques, consensus building, and group process strategies will be introduced.

BUS 2079 - Workplace Coaching (0.50)

BUS2079 Workplace Coaching Skills (.5) This course will teach key coaching skills applicable to a wide range of roles and workplace settings. Students will learn and understand qualities and characteristics of a successful coach and the distinction between coaching, mentoring, and counseling. Key coaching tools and techniques will be explored.

BUS 2104 - Environmental Economics (3)

BUS2104 Environmental Economics (3) Prerequisite: BUS1108 This introductory course in environmental economics emphasizes the use of basic tools of economics to study and analyze the sources of environmental problems and the implications of environmental policies. Topics include implications of the resource pricing process, sustainable development, and contemporary issues.

Prerequisite: Prerequisite: BUS1108.

BUS 2108 - Comparative Capitalist Systems (3)

BUS2108 Comparative Capitalist Systems (3) Gives an overview of the development, major theorists, and principles underlying the various economic systems. Includes capitalism, mercantilism, socialism, and communism.

BUS 2116 - Econ Dev of Less-Developd Countries (3)

BUS2116 Economic Development of Less Developed Countries (CDiv) (3) Introduces the concept and measurement of development and some theories devised to explain it. The course examines the culture and institutions of various less developed countries, their policies, strategies, and values.

BUS 2116 W - Econ Dev Less-Dev Countries (3)

BUS2116W Economic Development of Less Developed Countries (CDiv) (3) This course introduces the concept of measurement of development and some theories devised to explain it. The course examines the culture and institutions of various less developed countries, their policies, strategies, and values. Students will write a country paper on any developing country emphasizing various aspects of its economic development process including agricultural, international, financial, population, health, labor, and environmental issues. Fulfills one unit of General Education Upper-Division writing requirement.

BUS 2124 - International Economics (3)

BUS2124 International Economics (3) Prerequisite: BUS1100 A study of international trade and capital flows. The impact of international economic policies on domestic and world welfare is examined. Topics include theory of Comparative Advantage, gains and losses from trade, trade policies, balance of payments, determination of exchange rates, and the international monetary system.

Prerequisite: Prerequisite: BUS1100.

BUS 2200 - Business Cycle Accounting Concepts (3)

BUS2200 Business Cycle Accounting Concepts (3) Prerequisites: BUS1232, MTH1114 Utilizing accounting software, implementing internal control within a firm, creating an audit trail that conforms with Generally Accepted Accounting Principles (GAAP), raising money for a firm utilizing debt and equity, and financial planning and budgeting for the firm.

Prerequisite: Prerequisites: BUS1232, MTH1114.

BUS 2201 - Commercial Law (3)

BUS2201 Commercial Law (3) This course focuses on the legal theory and mechanisms designed to facilitate commercial transactions within our society. Areas covered in the course include those dealing with integral aspects of business transactions, business organizations, contract and sales law, commercial paper, and secured transactions.

BUS 2202 - Intermediate Accounting I (3)

BUS2202 Intermediate Accounting I (3) Prerequisite: BUS1220 Study of the development of accounting principles, concepts, theories, and professional practices. Topics include processing and reporting financial transactions and information relating to the content and structure of financial statements; revenue and expense recognition; time value of money and its application in an accounting framework; current assets and current liabilities.

Prerequisite: Prerequisite: BUS1220.

BUS 2204 - Intermediate Accounting II (3)

BUS2204 Intermediate Accounting II (3) Prerequisite: BUS2202 Continuation of Intermediate Accounting I. Topics include acquisition and disposal of plant assets, intangible assets, long-term liabilities, stockholders' equity, compensation, deferred income taxes, pension, and leases.

Prerequisite: Prerequisite: BUS2202.

BUS 2206 - Intermediate Accounting III (3)

BUS2206 Intermediate Accounting III (3) Prerequisite: BUS2204 This course is the third in a series of three intermediate financial accounting courses. Topics studied will include: long-term liabilities, investments, stockholders' equity, earnings per share, derivatives, income taxes, pension and post-retirement benefits, and share-based compensation.

Prerequisite: Prerequisite: BUS2204.

BUS 2208 - Accounting for Managers (3)

BUS2208 Accounting for Managers (3) Prerequisite: BUS1224 This course teaches students, as users of financial information, both financial and management accounting topics. It concentrates on financial statements interpretation and analysis, planning and control, cost-volume profit relationships, and investment decisions. Assists the student in understanding accounting's role in organizational governance, marketing, budgeting, and operating decisions.

Prerequisite: Prerequisite: BUS1224.

BUS 2210 - Federal Income Taxation I (3)

BUS2210 Federal Income Taxation I (3) Prerequisite: BUS1220 Introduces fundamentals of federal taxation as they apply to tax entities, including individuals, corporations, and partnerships. Primary emphasis of the course is on taxation of individuals. Topics include inclusion and exclusion from gross income, itemized deduction, business deduction, gains and losses, depreciation and cost recovery, and tax computation. Both tax planning and tax preparation are stressed.

Prerequisite: Prerequisite: BUS1220.

BUS 2211 - Federal Income Taxation II (3)

BUS2211 Federal Income Taxation II (3) Prerequisite: BUS2210 This is the second federal income tax course. This course enables students to acquire additional knowledge beyond the introductory course. Primary emphasis is on federal income tax treatment of business corporations and partnerships. Tax policy issues and planning implications for businesses and their owners are examined.

Prerequisite: Prerequisite: BUS2210.

BUS 2212 - Cost Accounting (3)

BUS2212 Cost Accounting (3) Prerequisite: BUS1232 A study of the principles and procedures of cost analysis and control and its use as a tool of management. Topics

include budgeting, standard cost, variance analysis, performance evaluation, process costing, cost allocation, joint-product costing, by-product costs, and cost behavior pattern. The role of cost accounting in decision making and planning is examined.

Prerequisite: Prerequisite: BUS1232.

BUS 2214 - Advanced Accounting (3)

BUS2214 Advanced Accounting (3) Prerequisite: BUS2204
A continuing in depth study of accounting concepts, theories, and practices relative to external financial reporting. Topics include preparation of consolidated financial statements, accounting in the international environment, accounting formation and liquidation of the partnership, and corporate form of business.

Prerequisite: Prerequisite: BUS2204.

BUS 2216 - Business Analysis Using Spreadsheet (3)

BUS2216 Business Analysis Using Spreadsheets (3)
Prerequisites: MTH1225 or MTH2502 Addresses critical business problems via quantitative routines and electronic spreadsheets. Students will learn market survey techniques and the use of spreadsheets to analyze results.

Prerequisite: Prerequisites: MTH1225 or MTH2502.

BUS 2218 - Auditing (3)

BUS2218 Auditing (3) Prerequisite: BUS2204 Study of the principles and techniques of auditing. Topics include Generally Accepted Auditing Standards (GAAS), ethics, legal environment, internal control, fraud and evidence gathering, and statistical sampling.

Prerequisite: Prerequisite: BUS2204.

BUS 2222 - International Accounting (3)

BUS2222 International Accounting (3) Prerequisite: BUS2204 This course provides students with a basic understanding of International Financial Reporting Standards (IFRS) and its similarities and differences with U.S. GAAP. International accounting harmonization, transfer pricing, and foreign currency translation are covered.

Prerequisite: Prerequisite: BUS2204.

BUS 2224 - Corporate Finance I (3)

BUS2224 Corporate Finance (3) Prerequisites: BUS1100, MTH1225 or MTH2502, BUS1220 Introduction to the field of finance, including principles, techniques, and uses of finance as a business function. Study of financial information and analysis, valuation of future cash flows,

valuing stocks and bonds, and capital budgeting. Focuses are on financial decision-making process and applications of NPV, IRR, and other investment rules. A financial calculator is required for this class.

Prerequisite: Prerequisites: BUS1100, MTH1225 or MTH2502, BUS1220.

BUS 2228 - Financial Analysis and Modeling (3)

BUS2228 Financial Analysis/Modeling (3) Prerequisite: BUS2224 A continuation of study in the field of finance, covering risk and return analysis, long term financing strategies, and short term working capital management. Spreadsheet modeling techniques will be utilized.

Prerequisite: Prerequisite: BUS2224.

BUS 2240 - Money, Markets, Financial Inst (3)

BUS2240 Money, Markets, and Financial Institutions (3)
Gives an introduction to the principles of money, banking, and financial markets. The course considers the processes and instruments by which transaction costs are minimized as financial institutions and markets create value by transferring funds from savers to users.

BUS 2244 - Corporate Governance (3)

BUS2244 Corporate Governance (3) Considers the issues encountered by the public corporation that result from the separation of ownership and control, which may lead to management's failure to perform for the benefit of stockholders, creditors, and society. Surveys the provisions of the federal Sarbanes-Oxley Act of 2002. Examines the role of the corporation, methods to monitor managers' performance, and incentives to align their interests with stakeholders.

BUS 2248 - International Finance (3)

BUS2248 International Finance (3) Prerequisites: BUS2224 Examines international financial issues and operations, including balance of payments analysis, impact of tax policies, theories of trade, tariffs, quotas, bills of exchange, and short- and long-term international financing.

Prerequisite: Prerequisites: BUS2224.

BUS 2250 - Personal Financial Planning (3)

BUS2250 Personal Financial Planning (3) Gives an overview of the fundamental concepts and practices of financial management and planning for the individual. Specific topics include budgeting, goal-setting with controls, asset management, tax planning, and portfolios. The amount of work required for upper-division credit will

differ in both quantity and quality from that required for lower-division credit.

BUS 2286 - Sp Tpcs in Acctg: (1-3)

BUS2286 Special Topics in Accounting (1-3) This course is devoted to current issues in Accounting.

- \$name

BUS 2300 - Marketing Principles (3)

BUS2300 Marketing Principles (3) Surveys the activities involved in transferring goods and services from producers to consumers. Strategic decisions concerning product, pricing policies, promotion, and channels of distribution are studied.

BUS 2304 - Market Analysis & Research (3)

BUS2304 Market Analysis Research (3) Prerequisites: BUS2300 Surveys methods for obtaining, analyzing, and interpreting results of research designed to help organizations make critical marketing decisions. The course covers the use of both primary and secondary sources of marketing information as well as current methods in research design, measurement, data collection and analysis.

Prerequisite: Prerequisites: BUS2300.

BUS 2316 - Consumer Behavior (3)

BUS2316 Consumer Behavior (3) Prerequisites: BUS2300 Covers in depth the culture, psychology, motivation, and decision process of the consumer.

Prerequisite: Prerequisites: BUS2300.

BUS 2324 - Channel Marketing (3)

BUS2324 Channel Marketing (3) Prerequisites: BUS2300 Addresses issues in designing and managing marketing channels, including direct marketing. Explores channel conflict, slotting allowances, privacy of personal data, and new developments in retailing.

Prerequisite: Prerequisites: BUS2300.

BUS 2328 - Service Marketing (3)

BUS2328 Service Marketing (3) Prerequisites: BUS2300 This course teaches students how to effectively build and manage a market-driven service brand. Topics covered will include unique characteristics of service offerings, relationship building; and the pricing, branding and communication of service offerings.

Prerequisite: Prerequisites: BUS2300.

BUS 2332 - International Marketing (3)

BUS2332 International Marketing (CDiv) (3) Prerequisite: BUS2300 Studies strategic issues in marketing products and services across national borders. Examines cultural, legal, ethical, and economic constraints.

Prerequisite: Prerequisite: BUS2300.

BUS 2335 - International Business (3)

BUS2335 International Business (CDiv) (3) Prerequisite: BUS1108 Offers an overview of International Business. In this course, international finance and management, international trade, and international investments are considered within the framework of international economics and institutions.

Prerequisite: Prerequisite: BUS1108.

BUS 2335 W - International Business (3)

BUS2335W - International Business (CDiv) (3) Prerequisite: BUS1108 Offers an overview of International Business. In this course, international finance and management, international trade, and international investments are considered within the framework of international economics and institutions. This course satisfies one unit of NDNUs upper-division writing requirement.

Prerequisite: Prerequisite: BUS1108.

BUS 2336 - Market Mapping Management (3)

BUS2336 Market Mapping Management (3) Prerequisite: BUS2000 Course focuses on planning and decision-making for potential markets, expansion of existing markets, products, and services using multiple sources of geographic, demographic, and economic data available through the use of the GIS (Geographic Information System).

Prerequisite: Prerequisite: BUS2000.

BUS 2340 - Entrepreneurial Management/Marketing (3)

BUS2340 Entrepreneurial Management and Marketing (3) Prerequisites: BUS2000, BUS2300 Focuses on policy formulation and implementation in smaller firms. Topics include theories of entrepreneurship, startup and acquisition analysis, and financial, personnel, and marketing issues relevant to effective small business management.

Prerequisite: Prerequisites: BUS2000, BUS2300.

BUS 2348 - Finance/Mktg:New Business Venture (3)

BUS2348 Finance and Marketing for a New Business Venture (3) Prerequisites: BUS2224, BUS2300 Utilizes a business plan perspective to understand how to analyze the profit potential, to identify sources of capital, and to determine the sales, marketing, and distribution channels needed for success of a new business venture.

Prerequisite: Prerequisites: BUS2224, BUS2300.

BUS 2356 - Sales and Sales Management (3)

BUS2356 Sales and Sales Management (3) Prerequisites: BUS2300 Addresses selling as a basic human behavior and studies techniques and methodologies to support this concept. Analyzes selling and customer buying cycles, relevant motivational factors, and management of the sales force.

Prerequisite: Prerequisites: BUS2300.

BUS 2364 - Advertising (3)

BUS2364 Advertising (3) Prerequisite: BUS2300 Examines the role of advertising in strategic promotional mix. Topics include consumer, business-to-business, not-for-profit, and global advertising issues.

Prerequisite: Prerequisite: BUS2300.

BUS 2372 - Bus to Bus Advert in Tech Environ (3)

BUS2372 Business to Business Advertising in a Technology Environment (3) Prerequisites: BUS2300 Examines the role of the advertising of goods and services to business and institutions, using electronic tools to conduct research, identify objectives, and design strategy with a focus on the high technology environment in our community.

Prerequisite: Prerequisites: BUS2300.

BUS 2600 - Operations/Info Technology Systems (3)

BUS2600 Operations and Information Technology Systems (3) Provides an overview of business information systems and a survey of technical components within systems with a focus on the implications for business professionals.

BUS 2608 - Telecommunications Management (3)

BUS2608 Telecommunications Management (3) Prerequisites: BUS2000 Surveys contemporary communications technology and the impact on the organization, including advances in integrated systems, regulatory challenges, networks, and the role of the manager in a telecommunications environment.

Prerequisite: Prerequisites: BUS2000.

BUS 2616 - Project Management (3)

BUS2616 Project Management (3) Prerequisites: BUS2000 Focuses on planning, organizing, and implementing complex projects: project initiation, planning, organizing, staffing, scheduling, monitoring and control, conflict management, cost effectiveness, quality, software tools for project management, team processes, and leadership styles.

Prerequisite: Prerequisites: BUS2000.

BUS 2980 - Business Policy (3)

BUS2980 Business Policy (BS Capstone) (3) Prerequisites: completion of all major core coursework This capstone course integrates skills and knowledge attained through previous business courses in a case-method seminar that requires students to evaluate a firm's condition, formulate policy, and determine strategy to be pursued.

Prerequisite: Prerequisites: completion of all major core coursework.

BUS 2980 W - Business Policies/Strategies (3)

BUS2980W Business Policy (BS Capstone) (3) Prerequisite: Completion of all major core course work Writing-intensive version of BUS2980 in which 1 of the 3 units may be applied to the upper-division writing requirement.

Prerequisite: Prerequisite: Completion of all major core course work.

BUS 2986 - Sp Tpcs in Business (0.50-3)

BUS2986 Special Topics (1-3) A course to be utilized for seminars and special lectures in topics which are not offered on a regular basis. The course will address a specific need, or current interest and/or a trend in the field pertaining to the program's curriculum. Consult syllabus as content will vary from semester to semester depending on the research interests of the Faculty member teaching the course.

BUS 2990 C - Business Internship (3)

BUS2990C Business Internship (CE) (3) Prerequisite: Senior status or by permission of Program Director Provides students with the opportunity to work in an industry to gain career-related experience. The internship will require 120 to 150 hours during which students will acquire further industry knowledge and develop skills necessary for professional advancement. May be repeated up to a maximum total of 6 units of credit.

Prerequisite: Prerequisite: Senior status or by permission of Program Director.

BUS 2994 - Teaching Assistant (1-3)

BUS2994 Teaching Assistant (1-3) Prerequisites: Consent of instructor and junior or senior status Provides an opportunity for advanced students to earn credit for assisting instructors.

Prerequisite: Prerequisites: Consent of instructor and junior or senior status.

BUS 4000 - Organizational/Management Theory (3)

BUS4000 Organizational and Management Theory (3) A systematic and experimental approach to the analysis of structural components of organizations as well as the behavior of people in them from private to public and nonprofit organizations. The purpose of the course will be to provide the student with a thorough understanding of management theories, contemporary management application issues, and organizational models as they relate to organizational culture and structure.

BUS 4008 - Entrepreneurship (3)

BUS4008 Entrepreneurship (3) Prerequisites: BUS4108, BUS4400 Evaluates new venture ideas and their conversion into operating entities. Examines the various stages of development of a new firm from concept to establishment. Explores innovation and the use of entrepreneurship within the established, larger organization. Integrates the disciplines of marketing, finance, operations, and organizational behavior to achieve a focused businesses strategy and plan. Provides a structured approach to understanding the same value of new ventures.

Prerequisite: Prerequisites: BUS4108, BUS4400.

BUS 4010 - Intro to Public Administration (3)

BUS4010 Introduction to Public Administration (3) Provides a conceptual foundation in public administration with an examination of the nature, scope, structures, functions, and challenges facing today's public sector administrative professionals.

BUS 4016 - Contemp Issues in Public Admin (3)

BUS4016 Contemporary Issues in Public Administration (3) This course investigates contemporary issues in public administration with a focus on evaluating the effectiveness of governmental policies, processes, and policy management techniques. Includes an examination of the role of society in shaping public institutions and how these institutions influence and structure public policy-making and administration.

BUS 4020 - Community-Based Research/Analysis (3)

BUS4020 Community-Based Research and Analysis (3) Students gain applied research skills to engage in research for the purpose of benefiting a community organization or addressing a public issue. Topics will survey various scientific methods of inquiry, methodology, and procedures for analyzing and interpreting data and presenting results to address a policy or community-specified need.

BUS 4040 - Legal and Ethical Dimensions of Bus (3)

BUS4040 Legal and Ethical Dimensions of Business (3) Studies the legal, ethical, and value dimensions of the business enterprise. Attention is given to such legal concerns as the court system, regulatory agencies, and specific topics affecting decision-making in commerce. The concept of ethics is viewed from a business perspective while focusing on issues of modern-day legal relevance.

BUS 4048 - Administrative Law (3)

BUS4048 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)

BUS4100 Management Accounting (3) Prerequisites: BUS1224 Introduces methods to utilize financial information for internal line management use. This course extends the study of accounting in the preparation of and the evaluation of management reports to facilitate planning, control, and decision making. Selected areas of focus include job-order and process costing systems, cost behavior and cost-volume-profit analysis, budgeting, activity-based and standard costing systems.

Prerequisite: Prerequisites: BUS1224.

BUS 4108 - Corporate Financial Management (3)

BUS4108 Corporate Financial Management (3) Prerequisites: BUS4100 Considers the valuation of assets and general problems of asset acquisition, financing, and evaluation of corporate financial performance. Provides application of theory to financial decisions involving cash flow management, capital structure planning, capital costs, and risks involved in short-term and long-term financial decisions.

Prerequisite: Prerequisites: BUS4100.

BUS 4124 - Government Budget/Finance (3)

BUS4124 Government Budget and Finance (3) This course focuses on concepts of financial management in the public and private sectors and relates performance in public financial management to notions of public value. Both practical and theoretical dimensions of public sector budgeting, finances, and reporting will be explored.

BUS 4132 - Investments (3)

BUS4132 Investments (3) Prerequisites: BUS4108 Offers a theoretical approach to investment principles, financial market analysis, and products. Topics include efficient market theory, risk and return analysis, various theories of risk with emphasis on modern portfolio theory, equities (stocks), fixed income (bonds), and derivative (futures and options) securities. Students participate in a simulated stock market investment game; online research and trading skills are emphasized.

Prerequisite: Prerequisites: BUS4108.

BUS 4140 - Derivatives/Risk Management (3)

BUS4140 Derivatives and Risk Management (3) Prerequisites: BUS4108 Studies theoretical and practical applications in derivatives. Topics include: forwards, futures, swaps, options, hedging strategies, the random walk (Brownian motion) model of stock prices, the Black-Scholes analytical model, and binomial models. Concepts of real options are introduced to demonstrate how it can be used in corporate finance. Financial risk management techniques are emphasized throughout.

Prerequisite: Prerequisites: BUS4108.

BUS 4148 - International Finance (3)

BUS4148 International Finance (3) Prerequisite: BUS4108 Considers the international monetary systems and the development of international financial transactions, including international payments, balance of payments, international liquidity, international portfolios, direct investments, and international financial institutions.

Prerequisite: Prerequisite: BUS4108.

BUS 4158 - Behavioral Finance (3)

BUS4158 - Behavioral Finance (3) Prerequisite: BUS4108 Behavioral Finance introduces the theories developed by research into cognitive biases, individual emotions and other psychological effects of decision-making. It explores the applications of these theories in finance, investment, and management and suggests approaches through which the models can be put to effective use. Traditional (or standard) finance builds its theories on the presumption

that everyone is rational. However, it's clear that in real life, many are not. An accumulating body of research challenges this fundamental presumption, suggesting instead that decisions are motivated by a complex array of non-rational psychological factors. This course will explore decision-making in the real world.

Prerequisite: Prerequisite: BUS4108.

BUS 4200 - Enterprise Info Management Systems (3)

BUS4200 Enterprise Information Management Systems (3) Prerequisite: BUS4000 Focuses on how the enterprise uses systems and technology to manage the strategic and operational decision-making for organizations in the private and public sectors. Topics include the role of management information systems in finance, research and development, marketing, production, sales, and the customer support value chain. Knowledge management principles and practices for enabling the strategic alignment and for promoting collaborative problem-solving between virtual enterprise stakeholders are emphasized.

Prerequisite: Prerequisite: BUS4000.

BUS 4208 - Global Operations Management (3)

BUS4208 Global Operations Management (3) Prerequisite: BUS4200 Focuses on how the global enterprise manages the goods and services value transformation process in a manner that is aligned with corporate goals and business strategy. A value-based management approach emphasizes the relationships between activities for product/process design, sourcing, production, delivery, and support using an integrated strategic planning and performance measurement framework.

Prerequisite: Prerequisite: BUS4200.

BUS 4216 - Enterprise Performance Management (3)

BUS4216 Enterprise Performance Management (3) Focuses on managing corporate operational performance in a real-time enterprise, using holistic practices aligned with business goals and strategy. Adaptive enterprise system process management and decision-making is emphasized. Course work includes business case analysis with a Balanced Scorecard performance measurement system.

BUS 4240 - Project Management (3)

BUS4240 Project Management (3) Focuses on how to plan, organize, and implement complex projects. Project initiation, planning, organizing, staffing, scheduling,

monitoring and control, conflict management, cost effectiveness, quality, software tools for project management, team processes, and leadership styles are emphasized. Students implement a team project.

BUS 4248 - Global Management of Virtual Teams (3)

BUS4248 Global Management of Virtual Teams (3) Focuses on how to organize and lead working groups separated by time, distance, or organizational affiliation. Evaluation of collaboration tools, content management applications, and business process management solutions provide a technology framework. Development of collaborative processes with enabling technologies to support departmental and cross-functional teams for intra-company scenarios, as well as intercompany teams in a value chain that forms a virtual enterprise is emphasized.

BUS 4256 - Technology and Innovation (3)

BUS4256 Technology and Innovation (3) Innovation models, and the conceptualization, design and application of new technologies from an end-consumer and business consumer perspective are studied with an eye towards providing a strategic business framework for innovative products, processes, and outcomes. Organizational and environmental conditions for optimal innovation are studied as well.

BUS 4300 - Systems Management (3)

BUS4300 Systems Management (3) Prerequisites: BUS4000 Focuses on how to identify important system elements of a project, including how to clarify boundaries, relations, and dynamics of organization systems. Operations research, systems thinking, the learning organization, strategic planning, organizational structure, systems dynamics, and sociotechnical designs are considered.

Prerequisite: Prerequisites: BUS4000.

BUS 4308 - Business System Modeling (3)

BUS4308 Business Systems Modeling (3) Prerequisites: BUS4000 Focuses on how to design, model, and simulate systems to forecast behavior based on business and organizational strategies, policies, and procedures. Develops insight into the relationship of system structures such as queues, inventories, goal-seeking, and feedback process loops. Students practice techniques for working with client teams and create simulations of real systems.

Prerequisite: Prerequisites: BUS4000.

BUS 4316 - Sustainability: Local/Global Mgmt (3)

BUS4316 Sustainability: Local and Global Management (3) Prerequisite: BUS4000 Examines organizational conceptions of sustainability, strategic approaches to value creation, and the challenges toward economic performance, social justice, and environmental quality. Sustainable development involves leading change; dealing with the environmental consequences of products, processes, and operations from cradle to grave; and improving every facet of the enterprise.

Prerequisite: Prerequisite: BUS4000.

BUS 4324 - Distribution and Supply Chain Mgmt (3)

BUS4324 Distribution and Supply Chain Management (3) Prerequisites: BUS4000 This course introduces the principles, concepts, and analytical tools of distribution and supply chain management. It is designed to address the key operations and logistical issues in manufacturing and service organizations as well as analysis of inventory control, distribution management, and multi-plant coordination.

Prerequisite: Prerequisites: BUS4000.

BUS 4332 - Dec Support:Forecast/Optimization (3)

BUS4332 Decision Support: Forecasting and Optimization (3) Prerequisite: BUS4000 Focuses on how to enrich project decision-making through project forecasting and quantitative analysis. Operations research topics, including forecasting, decision trees, linear programming solutions for network, schedules, and resource optimization, are studied.

Prerequisite: Prerequisite: BUS4000.

BUS 4400 - Marketing Planning and Analysis (3)

BUS4400 Market Planning and Analysis (3) Studies the application of marketing as an integrative process. Topics include analysis of markets, planning and product strategies, and developing a balance in marketing decisions that considers prices, channels of distribution, promotional concerns, competition, and other factors.

BUS 4404 - Consumer Behavior (3)

BUS4404 Consumer Behavior (3) Prerequisite: BUS4400 Explores the culture, psychology, motivation, and decision processes of consumers.

Prerequisite: Prerequisite: BUS4400.

BUS 4408 - Marketing Research (3)

BUS4408 Marketing Research (3) Prerequisite: BUS4400
Focuses on the management of the marketing research process. This course provides an in-depth understanding of the methods and procedures involved in marketing research and its role in the decision support system. Emphasis is placed on market research projects, student discussions, and research team presentations.

Prerequisite: Prerequisite: BUS4400.

BUS 4420 - Digital Marketing (3)

BUS4420 Digital Marketing (3) Prerequisite: BUS4400
Social network applications are being used today to integrate and coordinate marketing communications, including advertising, PR personal selling, direct marketing, market research, and sales promotion. An exploration of this interplay will constitute the foundation of the class. We will explore the effect of social media on traditional marketing disciplines and how they work together.

Prerequisite: Prerequisite: BUS4400.

BUS 4424 - Advertising and Promotion (3)

BUS4424 Advertising and Promotion (3) Prerequisite: BUS4400
Gives an in-depth analysis of advertising strategy and execution processes. The psychology of advertising, project planning strategies, effectiveness measurement, and promotional tactics are considered in detail. The course emphasizes the creation of a multi-media advertising campaign for client and agency roles.

Prerequisite: Prerequisite: BUS4400.

BUS 4432 - International Marketing (3)

BUS4432 International Marketing (3) Prerequisite: BUS4400
Concentrates on the development and application of the knowledge and skills required to manage the marketing process effectively in various cultural environments. Among the topics covered are sources of competitive advantage in the international arena and international market structure analysis.

Prerequisite: Prerequisite: BUS4400.

BUS 4440 - Spatial Analysis (3)

BUS4440 Spatial Analysis (3) Prerequisites: BUS4000
For future leaders who need spatial technology to inform business and public sector decision-making. Course work involves geographic information systems (GIS) applications to practical problems of retail service, public works management, public safety planning and reporting,

land-use planning, and economic development. The course also reviews issues of how GIS can be used by organizations to support management analysis.

Prerequisite: Prerequisites: BUS4000.

BUS 4448 - Copywriting (3)

BUS4448 Copywriting (3) Prerequisite: BUS4400
Students learn to write effective advertising and promotional copy in a various modern-day media, including print, broadcast, and online/Web/social media. Media-relevant copywriting skills, messaging, and execution strategies are covered.

Prerequisite: Prerequisite: BUS4400.

BUS 4456 - Public Relations (3)

BUS4456 Public Relations (3) Students learn how organizations establish and maintain mutually beneficial relationships with the various publics it depends on to achieve its goals and mission. Professional practices, ethical responsibilities, communication theories, program planning, execution and evaluation as well as an in-depth study of the structure and function of various publics are examined.

BUS 4500 - Leadership Concepts (3)

BUS4500 Leadership Concepts (3) Gives an historical and philosophical approach to leadership, identification of personal goals and leadership behaviors in administration, and understanding group dynamics and group leadership. The course is organized as a laboratory for self-study of the individual as a leader and for development of leadership strategies.

BUS 4508 - Human Resource Management (3)

BUS4508 Human Resource Management (3)
Prerequisites: BUS4000 Offers an overview of the personnel function, emphasizing professional responsibilities for employment, compensation, employee and labor relations, benefits administration, legal compliance matters, and human resources planning.

Prerequisite: Prerequisites: BUS4000.

BUS 4516 - Managing Diversity (3)

BUS4516 Managing Diversity (3) Prerequisites: BUS4000
Considers the specific issues concerned with managing a diverse workforce and clientele; ethnicity, class, religious beliefs, age, gender, sexual orientation, and learning or physical disabilities will be considered.

Prerequisite: Prerequisites: BUS4000.

BUS 4524 - Labor/Management Relations (3)

BUS4524 Labor/Management Relations (3) Prerequisite: BUS4000 The managerial perspective on Labor law, union organizing, campaigns, and negotiations are studied with a view to the development of labor policies. The case method and lecture/discussions are used.

Prerequisite: Prerequisite: BUS4000.

BUS 4532 - Conflict Management (3)

BUS4532 Conflict Management (3) Focuses on theoretical and practical analysis of principles and processes for the management of conflict in employment relationships. Provides a framework for understanding and developing skills and techniques for the identification, prevention, and resolution of conflict in workplace relationships; explores the design of effective conflict management systems.

BUS 4540 - Recruitment, Training, Development (3)

BUS4540 Recruitment, Training, and Development (3) Prerequisites: BUS4000 Focuses on staffing needs and how to meet them, interview techniques, assessment of candidate potential and placement, assessment of training needs and means of developing effective training programs, and career planning and management.

Prerequisite: Prerequisites: BUS4000.

BUS 4548 - Public Finance and Grant Writing (3)

BUS4548 Public Finance and Grant Writing (3) Prerequisite: BUS4124 Students learn about public finance alternatives, the fundraising process, and how to write effective grant proposals for funding social ventures. The grant-writing process, nonprofit governance, issues of fiduciary responsibility, and reporting are covered.

Prerequisite: Prerequisite: BUS4124.

BUS 4900 - Game Theory (3)

BUS 4900 Game Theory (3) The course draws upon techniques developed in the disciplines of mathematical game theory, behavioral economics, and negotiation theory. The course develops these techniques as part of an integrated framework for strategic decision-making. In so doing, the course illuminates and repairs some of the flaws of current negotiation theory, explains why individuals and groups consistently fail to make intelligent decisions, and offers a systematic approach to overcoming barriers to efficient and rational decision-making.

BUS 4980 - Business Policy (3)

BUS4980 Business Policy (MBA Capstone) (3) Prerequisites: Completion of all major core course work This course is used to integrate and apply the knowledge gained from previous courses with an emphasis on strategic planning, strategy formulation and implementation, analysis of industry and competitive firms, assessment of internal strengths and weaknesses, and the formulation of alternative strategies.

Prerequisite: Prerequisites: Completion of all major core course work.

BUS 4981 - Public Policy (3)

BUS4981 Public Policy (MPA Capstone) (3) Prerequisites: Completion of all major core course work This course is used to integrate and apply the knowledge gained from previous courses with an emphasis on public administration environments, management strategies, ethical decision-making in public agencies, and public policy-making strategies.

Prerequisite: Prerequisites: Completion of all major core course work.

BUS 4982 - Project Systems Analysis (3)

BUS4982 Project Systems Analysis (MSM Capstone) (3) Prerequisite: Completion of all major core course work This course is used to integrate and apply the knowledge gained from previous courses with an emphasis on how to analyze and plan a project and how to select and use systems management methods and tools on a professional project. Project planning, analysis, and design; organization, project, and individual goals; processes and performance data/information flow and system structure; and measurement of project quality and success are emphasized.

Prerequisite: Prerequisite: Completion of all major core course work.

BUS 4986 - Sp Tpcs in Business (3)

BUS4986 Special Topics (1-3) Prerequisites: Consent of advisor A course to be utilized for seminars and special lectures in topics which are not offered on a regular basis. The course will address a specific need, or current interest and/or a trend in the field pertaining to the program's curriculum. Consult syllabus as content will vary from semester to semester depending on the research interests of the faculty member teaching the course.

Prerequisite: Prerequisites: Consent of advisor.

BUS 4990 - Internship (3)

BUS4990 Internship (3) Prerequisite: Acceptable academic progress and permission of the Dean and/or Program Director This course provides students with the opportunity to work in an industry to gain career-related experience. The internship will require 120 to 150 hours during which students will acquire further industry knowledge and develop skills necessary for professional advancement.

Prerequisite: Prerequisite: Acceptable academic progress and permission of the Dean and/or Program Director.

CHE - CHEMISTRY**CHE 1101 - Introductory Chemistry (3)**

CHE1101 Introductory Chemistry (3) Prerequisite: Math Placement Level 2 Three hours lecture. Gives an introduction to the principles of chemistry. Topics include elements, molecules, chemical reactions, stoichiometry, acids and bases, and energy. Stresses mathematical skills required for General Chemistry.

Prerequisite: Prerequisite: Math Placement Level 2.

CHE 1202 - General Chemistry I (3)

CHE1202 General Chemistry I (3) Prerequisites: Math Placement Level 2, High School Chemistry, or CHE1101 and satisfactory score on Chemistry Placement exam Three hours lecture. This is the first course in a two-semester sequence on fundamentals of chemistry. Subjects include nomenclature, atomic and molecular theory, chemical reactions, bonding, solutions, stoichiometric calculations, and kinetic theory. Fulfills General Education Natural and Physical Science requirement.

Prerequisite: Prerequisites: Math Placement Level 2, High School Chemistry, or CHE1101 and satisfactory score on Chemistry Placement exam.

CHE 1202 L - General Chemistry I Lab (1)

CHE1202L General Chemistry I Lab (1) Three hours laboratory component of CHE1202.

CHE 1204 - General Chemistry II (3)

CHE1204 General Chemistry II (3) Prerequisites: Math Placement Level 2, Grade of C or better in CHE1202. Three hours lecture. This is the second course in a two-semester sequence on fundamentals of chemistry including qualitative analysis. Subjects include acids and bases, oxidation and reduction, chemical equilibrium, and thermodynamics.

Prerequisite: Prerequisites: Math Placement Level 2, Grade of C or better in CHE1202.

CHE 1204 L - General Chemistry II Lab (1)

CHE1204L General Chemistry II Lab (1) Three hours laboratory component of CHE1204.

CHE 1210 - Summer Reading Program (1)

CHE1210 Summer Reading Program (1) Students read from books, journals, and reprints selected in consultation with Program Advisor. May be repeated for credit.

CHE 1886 - Sp Tpcs in Chemistry (3)

CHE1886 Special Topics (3) Courses in Chemistry or Biochemistry that provide elective opportunities for Science majors and minors.

CHE 1886 L - Sp Tpcs Lab: (1)

CHE1886 L Special Topics Lab (1) Lab component of CHE1886.

CHE 2203 - Organic Chemistry I (3)

CHE2203 Organic Chemistry I (3) Prerequisites: Grade of C or better in CHE1202 and CHE1204 Three hours lecture. This is the first course of a two-semester sequence. It focuses on the study of organic compounds and their reactions: acyclic and cyclic aliphatic hydrocarbons, alkenes, alkynes, and alkyl halides. An emphasis is placed on hybridization, isomers, conformational analysis, stereochemistry, optical activity, reaction mechanisms, and structure determination using IR and NMR spectroscopy.

Prerequisite: Prerequisites: Grade of C or better in CHE1202 and CHE1204.

CHE 2203 L - Organic Chemistry I Lab (1)

CHE2203L Organic Chemistry I Lab (1) Three hours laboratory component of CHE2203. It includes techniques in isolation (extraction, recrystallization, distillation), separation (TLC, column chromatography), and synthesis using microscale techniques.

CHE 2205 - Organic Chemistry II (3)

CHE2205 Organic Chemistry II (3) Prerequisite: Grade of C or better in CHE2203 and CHE2203L Three hours lecture. This is the second in a two-semester sequence studying compounds and their reactions: aromatic hydrocarbons, alcohols, ethers, aldehydes, ketones, amines, and carboxylic acids and their derivatives with an emphasis on biological applications to carbohydrates, lipids, proteins, and DNA. Additional methods of structure determination

including ultraviolet and mass spectroscopy are introduced.

Prerequisite: Prerequisite: Grade of C or better in CHE2203 and CHE2203L.

CHE 2205 L - Organic Chemistry II Lab (1)

CHE2205L Organic Chemistry II Lab (1) Three hours laboratory component of CHE2205. It includes further techniques in isolation and synthesis as well as compound analysis by IR, UV-Visible, and GC techniques.

CHE 2210 - Chem Analysis/Instrumental Methods (3)

CHE2210 Chemical Analysis and Instrumental Methods (3) Prerequisites: Grade of C or better in CHE1202, CHE1204, CHE2203 and CHE2203L (MTH2502 recommended) Three hours lecture. Introduces the study of methods of quantitative analysis, instrumental design, and applications. Topics include gravimetric, volumetric, chromatographic (HPLC and GC), spectroscopic, and potentiometric methods.

Prerequisite: Prerequisites: Grade of C or better in CHE1202, CHE1204, CHE2203 and CHE2203L.

CHE 2210 L - Chem Analy/Instrumntl Methods Lab (2)

CHE2210L Chemical Analysis and Instrumental Methods Lab (2) Six hours laboratory component of CHE2210. The techniques emphasized include titrimetry, gravimetry, IR and UV-Vis Spectrophotometry, GC, and HPLC.

CHE 2270 L -

CHE 2275 L -

CHE 2312 - Physical Chemistry for Life Science (3)

CHE2312 Physical Chemistry for Life Sciences (3) Prerequisites: Grade of C or better in CHE1202 and CHE1204 and in MTH1320 or MTH1322 or permission of instructor (PHY1304 and PHY1304L recommended) Three hours lecture. This course introduces elements of physical chemistry most useful for students of life sciences: thermodynamics, heterogeneous equilibria, chemical kinetics, macromolecular solutions, and electrolytes.

Prerequisite: Prerequisites: Grade of C or better in CHE1202 and CHE1204 and in MTH1320 or MTH1322 or permission of instructor.

CHE 2312 L - Physical Chemistry for Life Sci-Lab (1)

CHE2312L Physical Chemistry for Life Sciences Lab (1) Three hours laboratory component of CHE2312. It

includes centrifugation, electrophoresis, viscosity measurement, and spectroscopy.

CHE 2370 - Biochemistry I (3)

CHE2370 Biochemistry I (3) Prerequisites: Grade of C or better in BIO1101, BIO1103, CHE2203/2203L, CHE2205/2205L Three hours lecture. Students in this course examine the structure of proteins, lipids and carbohydrates. They study the relationship of these structures to cellular function through an exploration of enzymes (kinetics, thermodynamics, regulation and mechanisms), membrane structure, membrane channels and pumps, and signal transduction pathways. The integration of this knowledge through a study of the metabolism of carbohydrates (glycolysis, gluconeogenesis, citric acid cycle and oxidative phosphorylation) is emphasized.

Prerequisite: Prerequisites: Grade of C or better in BIO1101, BIO1103, CHE2203/2203L, CHE2205/2205L.

CHE 2370 L - Biochemistry I Lab (1)

CHE2370L Biochemistry I Lab (1) Three and a half hours laboratory component of CHE2370. It includes buffer preparation, protein purification and analysis, enzyme assays, UV/Visible spectrometry, liquid column chromatography, centrifugation, gel electrophoresis, and Western blotting.

CHE 2375 - Biochemistry II (3)

CHE2375 Biochemistry II (3) Prerequisites: Grade of C or higher in CHE2370 Three hours lecture. Students in this course study enzymes, chemical reactions and regulatory strategies involved in the biosynthesis, degradation and oxidation of lipids, proteins and amino acids. They explore the interrelationships between the metabolic pathways studied this year. DNA replication and repair, RNA synthesis and splicing, protein synthesis, and the control of gene expression, with emphasis on enzyme catalytic mechanisms, the structure of and interactions between molecules involved are studied in detail.

Prerequisite: Prerequisites: Grade of C or higher in CHE2370.

CHE 2375 L - Biochemistry II Lab (1)

CHE2375L Biochemistry II Lab (1) Three and a half hours laboratory. Lab component of CHE2375. It includes protein purification and analysis, enzyme assays, UV/Visible spectrometry, centrifugation, gel electrophoresis, and Western blotting.

CHE 2884 - Research (1-3)

CHE2884 Research (1-3) Prerequisites: CHE2203and CHE2203L Provides practical experience with biochemical research carried out under close supervision of a faculty member. Includes experimental design, library research, laboratory work, and presentation of results. May be repeated for credit.

Prerequisite: Prerequisites: CHE2203and CHE2203L.

CHE 2886 - Sp Tpcs in Chemistry (3-4)

CHE2886 Special Topics (3-4) Courses in Chemistry or Biochemistry that provide elective opportunities for Science majors and minors.

CHE 2894 - Teaching Assistant (1-3)**CHE 2994 - Laboratory Assistant (1-3)**

CHE2994 Laboratory Assistant (1-3) Prerequisites: CHE1202 and permission of instructor. Provides an opportunity for Natural Science majors to earn credit assisting instructors. Recommended as an upper-division elective in the Biochemistry major.

Prerequisite: Prerequisites: CHE1202 and permission of instructor.

CHE 6101 - Introductory Chemistry**CHE 6202 - General Chemistry****CHE 6202 L - General Chemistry I Lab****CHE 6203 - Organic Chemistry****CHE 6203 L - Organic Chemistry I Lab****CHE 6204 - General Chemistry II****CHE 6204 L - General Chemistry II Lab****CHE 6370 - Biochemistry I****CHE 6370 L - Biochemistry I Lab****CHE 6884 - Research****CHE 6994 - Laboratory Assistant****CIS - COMPUTER SCIENCE****CIS 1130 - Foundations of Computer Science (4)**

CIS1130 Foundations of Computer Science (4) Prerequisite: Math Placement Level 4, or concurrent enrollment in MTH1320 or permission of instructor This course covers structured problem-solving with Java (steps in building software applications: problem analysis, structures, flowchart, pseudocode, algorithm design, and

modularity), number systems and data representation, and an overview of computer organization. Topics include data types, Boolean expressions and operators, applications and applets, conditional and repetitive structures, methods, arrays, strings and characters, graphical user interface, files, and streams. Emphasis is placed on modular approach to programming methodology. Credit may be applied toward General Education Computational Sciences.

Prerequisite: Prerequisite: Math Placement Level 4, or concurrent enrollment in MTH1320 or permission of instructor.

CIS 1130 L - Programming Lab (1)

CIS1130L Programming Laboratory (1) Prerequisite: Permission of instructor This course is highly recommended to be taken concurrently with CIS 1130 and CIS1140. May also be taken by students in other Computer Science courses. Students are introduced to general Unix commands and interface facilities and receive individualized assistance with programming assignments. Consultation and feedback concerning a student's approach to design and implementation of computer programs are offered. May be repeated for credit. Does not satisfy any General Education requirement.

Prerequisite: Prerequisite: Permission of instructor.

CIS 1140 - Data Structure/Abstraction (4)

CIS1140 Data Structure and Abstraction (4) Prerequisites: MTH1321, and MTH2419 or permission of instructor Focuses on object-oriented approach with Java to a variety of abstract data types and their associated algorithms. Topics include algorithm analysis, recursion, stacks, queues, lists, trees, binary trees, AVL trees, recursive techniques for implementing generic data structures, sorting algorithms, divide and conquer, complexity analysis for some search and sort algorithms, and hashing.

Prerequisite: Prerequisites: MTH1321, and MTH2419 or permission of instructor.

CIS 1150 - Computer Organization (4)

CIS1150 Computer Organization (4) Prerequisites: CIS1140, MTH1321, and MTH2419 or permission of instructor Introduces digital design and computer architecture. Topics include Boolean algebra, digital and logic circuits, arithmetic-logic unit design, microarchitecture, implementation, management and interrelationship of processors, memory systems, and I/O

subsystems. Instruction sets, registers, addressing modes, and assembly language programming are included.

Prerequisite: Prerequisites: CIS1140, MTH1321, and MTH2419 or permission of instructor.

CIS 2211 - Algorithms & Complexity (4)

CIS2211 Algorithms and Complexity (4) Prerequisites: CIS1140, MTH1321, and MTH2419 or permission of instructor (MTH1330 and MTH2522 recommended) Covers algorithm and analysis/complexity, divide and conquer algorithms, searching and sorting algorithms, dynamic programming, Greedy approach, backtracking, complexity analysis for searching and sorting algorithms, P and NP classes of algorithms, and parallel algorithms.

Prerequisite: Prerequisites: CIS1140, MTH1321, and MTH2419 or permission of instructor (MTH1330 and MTH2522 recommended).

CIS 2221 - Programming Languages/Compiler (4)

CIS2221 Programming Languages and Compiler (4) Prerequisites: CIS1140, CIS1150, MTH2419 or permission of instructor Basic elements of programming language design, organization, and implementation are studied. Topics include: comparison of imperative, functional, and object-oriented programming, plus an overview of methods for parsing, compiling, interpretation, and optimization, as well as language design, BNF notation, and grammars. Elements of programming languages such as data types, expressions, assignment, control structures, subprograms, parameter passing, ADT, OOP, exception handling, functional languages, and LISP programming are covered. The student project for this course is to design and implement an interpreter/simple language.

Prerequisite: Prerequisites: CIS1140, CIS1150, MTH2419 or permission of instructor.

CIS 2233 - Database Management Systems (3)

CIS2233 Database Management Systems (3) Prerequisites: CIS1140 and MTH2419 or permission of instructor Focuses on file organization and storage management, access methods, logical versus physical organization, and relational, network, and hierarchical models. Topics include database architecture, schemas and query facilities, transaction processing, recovery, concurrency, distributed systems, and issues of performance, integrity, and reliability. The student project is to design and implement an Oracle DBMS application.

Prerequisite: Prerequisites: CIS1140 and MTH2419 or permission of instructor.

CIS 2235 - Comp Oper Sys and Unix Utilities (4)

CIS2235 Computer Operating Systems and Unix Utilities (4) Prerequisites: CIS1140, CIS1150, and MTH2419 or permission of instructor (MTH2522 is recommended) Focuses on operating systems design and implementation. Topics include process scheduling, management and protection, concurrency, deadlock control, synchronization, communication plus memory and virtual memory management, I/O processing, disk management, file system, protection, security and performance issues, distributed systems, projects, and applications. UNIX commands, UNIX processes, file system, vi editor, mail and communication, shell environments, regular expressions, shell scripts, UNIX utilities (grep, awk, sed, find), intro to system calls, and security and administration are also covered.

Prerequisite: Prerequisites: CIS1140, CIS1150, and MTH2419 or permission of instructor (MTH2522 is recommended).

CIS 2243 - Computer Netwrks/Netwrk Programming (4)

CIS2243 Computer Network and Network Programming (4) Prerequisites: CIS1140 or permission of instructor (CIS1150 is recommended) Focuses on methodologies for interconnecting computers and design, implementation of network-based applications, and interaction with a variety of common servers. Topics include network architectures, topologies, and protocols and their associated algorithms plus local and wide area networks, hardware and software aspects of the layered approach to computer networks, and LAN technology. Processes, pipes, signals, multithreading, synchronization, socket programming, TCP Protocol, use of common modules to perform file transfer (FTP), getting e-mail (POP), sending e-mail (SMTP), Telnet connection, Web clients, forking servers and daemons, performance, data integrity, and security are also covered.

Prerequisite: Prerequisites: CIS1140 or permission of instructor (CIS1150 is recommended).

CIS 2245 - Software Engineering (3)

CIS2245 Software Engineering (3) Prerequisites: Junior or senior standing in Computer Science or other CS related program or permission of instructor Focuses on software development phases: analysis, specification, modularization of a problem, module implementation and testing, interface implementation, integration and testing, documentation, reviews, and post-distribution support plus object-oriented methods. Software metrics and computer-aided software engineering tools are studied. A

team approach to developing and implementing software projects using the SE phases and methods is emphasized.

Prerequisite: Prerequisites: Junior or senior standing in Computer Science or other CS related program or permission of instructor.

CIS 2255 - Computer Graphics (3)

CIS2255 Computer Graphics (3) Prerequisites: CIS1140, MTH1330, and MTH2419 or permission of instructor (MTH2522 and MTH2450 are recommended) Focuses on graphics hardware, fundamental graphical algorithms, two- and three- dimensional representation, transformations, viewing parameters, hidden line/surface removal, shading, intensity and color, animation techniques, splines, and surface creation.

Prerequisite: Prerequisites: CIS1140, MTH1330, and MTH2419 or permission of instructor (MTH2522 and MTH2450 are recommended).

CIS 2261 - Object-Oriented Design/Programming (3)

CIS2261 Object-Oriented Design and Programming (3) Prerequisites: CIS1140 is recommended Focuses on major principles of object-oriented design and analysis including data abstraction, encapsulation, inheritance, and polymorphism. Concepts are illustrated in the context of C++ programming. Topics include: classes, data abstraction, templates, function and operator overloading, friends, derived classes, virtual functions, C++ I/O and Standard Template Library, and object-oriented design with UML.

Prerequisite: Prerequisites: CIS1140 is recommended.

CIS 2277 - Web Programming I: Client Side (3)

CIS2277 Web Programming I - Client Side (3) Prerequisites: CIS1130 or permission of instructor (CIS1140 is recommended) Focuses on design and implementation of real-world client-side Web applications. Topics include: HTML, creating images, web design software to create web pages, scripting language (JavaScript) to enhance the functionality and appearance of web pages, Dynamic HTML (CSS - Cascading Style Sheet, object model and collections, event model), multimedia (audio, video) Macromedia Flash, XML form processing, Perl, and CGI.

Prerequisite: Prerequisites: CIS1130 or permission of instructor (CIS1140 is recommended).

CIS 2278 - Web Programming II: Server Side (3)

CIS2278 Web Programming II - Server Side (3) Prerequisites: CIS2277 or permission of instructor

(CIS1140 is recommended) Focuses on design and implementation of real-world server-side applications using JSP/Servlets/JDBC and Oracle or MySQL. Topics include: JavaBeans, tag libraries, tracking sessions, servlets, creating databases with Java, querying databases with Java and Database Connectivity (JDBC), handling e-mail, Struts framework, and security.

Prerequisite: Prerequisites: CIS2277 or permission of instructor (CIS1140 is recommended).

CIS 2341 - Quality Assurance and Testing (3)

CIS2341 Quality Assurance and Testing (3) Describes the role of testing in quality engineering and identifies the common objectives, principles, and purposes of testing. Introduces structured, preplanned testing processes, techniques, and tools. Explains the characteristics, differences, and reasons for specification-based (black box), structure-based (white box), and experience-based tests. Students write test cases using equivalence partitioning, boundary value analysis, decision tables, and state transition diagrams, understanding the main purpose of each technique and what sufficiency of coverage is for each technique.

CIS 2355 - Mobile Device Programming (3)

CIS2355 Mobile Device Programming (3) Introduction to programming the iPhone or iPod Touch. Review of object-oriented programming concepts. Introduction to Objective-C syntax, CocoaTouch Framework, XCode IDE, Interface Builder, and the iPhone Software Development Kit to write original programs for the iPhone or iPod Touch using the available tools.

CIS 2885 - Senior Project (3)

CIS2885 Senior Project (3) Prerequisites: Senior standing in Computer Science or other CS related program and permission of instructor This is the senior capstone course and project. The course emphasizes methodology and implementation of a team approach to management, analysis, design, development, implementation, and testing of a software application. The project will follow the software engineering specific phases. Modular approach, coordination techniques, object-oriented and/or other software development methods are included. May be repeated for credit. Credit may be applied toward General Education Computational Sciences.

Prerequisite: Prerequisites: Senior standing in Computer Science or other CS related program and permission of instructor.

CIS 2886 - Sp Tpcs in Computer Science (3)

CIS2886 Special Topics in Computer Science (3)
Prerequisite: Permission of instructor Designed to address evolving areas in computer science. May be repeated for credit.

Prerequisite: Prerequisite: Permission of instructor.

CIS 2894 - Laboratory/Teaching Assistant (1-3)

CIS2894 Laboratory/Teaching Assistant (1-3)
Prerequisite: Permission of instructor Provides an opportunity for Computer Science majors to gain practical experience and earn credit by assisting instructors or by participating in systems management activities or in Computer Science Program/Lab project.

Prerequisite: Prerequisite: Permission of instructor.

CIS 4210 - Computatn and Optimizatn Algorithms (3)

CIS4210 Computation and Optimization Algorithms (3)
This course focuses on new tools for software engineering that inform the systematic, disciplined, and quantifiable processes of developing, operating, and maintaining software. Students will study foundations for the successful integration of evolutionary computation into software engineering techniques ranging from genetic algorithms to swarm optimization theory to ant colony optimization, demonstrating their uses and capabilities. These techniques are applied to aspects of software engineering such as software testing, quality assessment, reliability assessment, and fault prediction models, among others, to provide researchers, scholars, and students with the knowledge needed to expand this burgeoning application.

CIS 4233 - DBase Dsgn, Implmntn, Optimzn, Perf (3)

CIS4233 Database Design, Implementation, Optimization, and Performance (3) This course covers basic database theory, including models, representations, views, relational calculus, SQL, normalizations, and indexing/ transactions/ concurrency/recovery. The students will be introduced to the most recent advances in database technologies and concepts such as NoSQL, Hadoop, Object-oriented database, etc.

CIS 4240 - Software Analysis and Requirements (3)

CIS4240 Software Analysis and Requirements (3) Defining the requirements is the first, and most critical, step in software system development. Requirements engineering is one of the least understood and hardest phases in the development of software products, especially because requirements are often unclear in the minds of many or

most stakeholders. This course deals with the identification of stakeholders, the elicitation and verification of requirements from them, and translation into detailed requirements for a new or to-be-extended software product. It deals further with the analysis and modeling of requirements, the first steps in the direction of software design. Also formal and innovative methods for requirements specification, including iterative and several Agile methodologies, are discussed

CIS 4245 - Software Design and Architecture (3)

CIS4245 Software Design and Architecture (3) The purpose of this course is to provide students with a solid foundation in most modern concepts and best practices in creating a software product. It is expected that students will learn how to analyze and design large-scale software applications and apply different architecture styles and patterns to software design. Case studies and projects are assigned as a practical component of the course.

CIS 4261 - Advanced Object-Oriented Technology (3)

CIS4261 Advanced Object-oriented Technology (3)
Students explore the concepts, fundamental syntax, and the thought processes behind true object-oriented technology. The concepts of architectural patterns and their application to software are practiced.

CIS 4275 - XML Web Services and SOAP (3)

CIS4275 XML Web Services and SOAP (3) Web services revolutionize the way businesses interact by enabling interoperability between applications on different hardware and software platforms. The Java APIs for XML Web Services (JAX-WS) deliver a set of powerful tools to develop a Service-Oriented Architecture (SOA). This hands-on course provides students with the skills to design and build Web services using Java. Students develop services and clients using the latest standards-based technologies and deploy secure Web services that integrate proven security strategies.

CIS 4278 - Web Application Development (3)

CIS4278 Web Application Development (3) Prerequisite: CIS4350 or equivalent This course is a team-based, project-oriented overview of the development of Web-based applications. Topics include object-relational mapping, transactions, model view controller architectures, Web services, integration, sending e-mail, security, deployment, and Web presentation layer technologies. Students study the programming languages Groovy, Grails, HTML, CSS, JavaScript, and jQuery among others as well as agile development practices such as unit testing.

Prerequisite: Prerequisite: CIS4350 or equivalent.

CIS 4341 - Quality Assurance and Testing (3)

CIS4341 Quality Assurance and Testing (3) This course covers the theory and application of the capability maturity model, including process assessment, modeling, and improvement techniques. Lifecycle issues related to development and maintenance, quality, safety, and security assurance, project management, and automated support environments are also reviewed. Students participate in group projects and case studies.

CIS 4350 - Client-side in Web Application Dev (3)

CIS4350 Client-side in Web Application Development (3) This course introduces students to client-side web programming (presentation layer) in a team-based, project-oriented environment. Emphasis is placed on HTML5, AJAX, JASON, JavaScript, JSP, and CSS; as well as quality development best practices such as unit testing in order to solve different levels of Web application development complexities. Students have the opportunity to gain hands-on experience creating low-fidelity visual representation of website's layout design (Prototype) through variety of Wireframing technics.

CIS 4355 - Mobile Device Programming (3)

CIS4355 Mobile Device Programming (3) Students explore the effects of mobile computing on software design and development. The course uses current research projects in the field of mobile computing to highlight the key aspects that complicate software engineering. Emphasis is on these concerns in the context of application development.

CIS 4365 - Secure Software Engineering (3)

CIS4365 Secure Software Engineering (3) This course covers best practices for designing secure systems with particular emphasis on software engineering. Various criteria for designing secure systems are reviewed and then applied to real systems. Students study techniques for analyzing system properties and for verifying program correctness and application for examining existing protocols. Other topics include the limits of techniques for software protection such as code obfuscation, tamper-proofing and water-marking, analysis of software-based attacks (and defenses), timing attacks and leakage of information, type safety, and capability systems.

CIS 4375 - Software Engineering for Cloud Comp (3)

CIS4375 Software Engineering for Cloud Computing (3) Students study the architecture, implementation and evolution methodologies for Cloud Computing. Topics

covered include infrastructure-as-a-service (IaaS) such as Amazon Web Services, or AWS; platform-as-a-service (PaaS), including Google App Engine or Azure; software-as-a-service (SaaS) (e.g., salesforce.com); or in frameworks that enable the above like Apache Hadoop or Microsoft's Dryad.

CIS 4385 - Software Project Management (3)

CIS4385 Software Project Management (3) Students learn how to plan and control the development activities and tasks of a project, including schedule and cost estimation, development of a master program plan, defining task interrelationships, and tracking and measuring the progress of a project.

CIS 4388 - Prof, Ethical, Legal Iss Soft Engin (3)

CIS4388 Professional, Ethical and Legal Issues for Software Engineers (3) Students explore professional, legal, and ethical issues pertaining to software engineering, including a professional codes of ethics, social justice issues and their impact, intellectual property laws, computer privacy, and human-computer interaction. The course also includes a review of relevant regulatory documents and their applications in analyzing case studies.

CIS 4880 - Capstone Software Project I (3)

CIS4880 Capstone Software Project I (3) In this two-term project sequence, students explore and use specific software engineering phases, software management and development tools, and quality assurance procedures in order to develop a complex software project.

CIS 4881 - Capstone Software Project II (3)

CIS4881 Capstone Software Project II (3) In this two-term project sequence, students explore and use specific software engineering phases, software management and development tools, and quality assurance procedures in order to develop a complex software project.

CIS 4999 - IS: (0.50-3)

COM - COMMUNICATION

COM 1000 - Introduction to Communication (3)

COM1000 Introduction to Communication (3) A survey of media including broadcast, print, radio, film, and Internet. Students learn critical approaches to media messages and media ethics.

COM 1001 - Public Relations Principles (3)

COM1001 Public Relations Principles (3) Study of public relations as a profession and as a management function. Focuses on principles and methods of creating public relations programs using both traditional and new media with applications in business, nonprofit organizations, education, and public policy.

COM 1008 - Oral Communication (3)

COM1008 Oral Communication (3) Students develop their skills to become confident and effective speakers and learn how to gather organized researched information from a variety of sources for making informative and persuasive arguments. Course methodology includes group discussions and extemporaneous presentations of prepared speeches. Students advance critical thinking skills by conducting extensive analyses of outside speeches.

COM 1456 L - Media Production Lab (1-3)

COM1456L Media Production Lab (1-3) Produces the campus newspaper, The Argonaut, and its website, www.theargonaut.net, which provide hands-on instruction in all aspects of news production including news, editorial and feature writing, editing, headline writing, layout, design, photography and advertising design and sales. May be repeated for credit.

COM 1999 - IS:Communication (1-3)**COM 2001 - Public Relations Principles (3)**

COM2001 Public Relations Principles (3) Study of public relations as a profession and as a management function. Focuses on principles and methods of creating public relations programs using both traditional and new media with applications in business, nonprofit organizations, education, and public policy. The work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

COM 2408 - Media, Politics, and Society (3)

COM2408 Media, Politics, and Society (3) Focuses on effects of mass media on society and the conflicts that arise in the political, social, legal, cultural, and economic arenas. How the media presents political leaders and national issues that shape society are examined. Emerging new media are critically analyzed for persuasive content.

COM 2416 - The Holocaust (3)

COM2416 The Holocaust (CDiv) (3) Provides a history of anti-Semitism, racist ideology of National Socialism, the death camp experience, propaganda analysis, and media

usage of the Third Reich and psychological strategies of survivors, perpetrators, and bystanders. Responses of Christians, Jews, and the student's individual response are compared. Guest speakers include survivors and Jewish and Christian clergy. Applications are made to contemporary genocide. Fulfills General Education Upper-Division Religious Studies requirement.

COM 2428 - Desktop Publishing (3)

COM2428 Desktop Publishing (3) Students learn desktop publishing skills using software, such as InDesign and Photoshop, for document design for internships, personal and classroom use, and on the job. Special attention is paid to the mechanics and psychologies of design in print and Web publications.

COM 2440 - Writing for the Media (3)

COM2440 Writing for the Media (3) This course covers the mechanics of effective writing for various media, including broadcast, public relations, and marketing as well as traditional media, as they meld onto the Internet. Fulfills General Education Upper-Division Writing requirement.

COM 2445 - Social Media (3)

COM2445 Social Media (3) Focuses on learning the craft of working with social media and will include experience with some or all of the following: twitter, Wordpress/blogging, social media websites, e-mail, newsletters. Also covers ethics, law, and etiquette.

COM 2449 - Digital Communication I (3)

COM2449 Digital Communication I (3) Students learn audio, script production, podcasting, and interviewing using digital media. Also covers ethics and law.

COM 2450 - Digital Communication II (3)

COM2450 Digital Communication II (3) Students learn photography, video shooting, and pairing images with sound, advanced interviewing, and digital editing. Also covers ethics and law.

COM 2456 L - Media Production Lab (1-3)

COM2456L Media Production Lab (1-3) Produces the campus newspaper, The Argonaut, and its website, www.theargonaut.net, which provides hands-on instruction in all aspects of news production including news, editorial and feature writing, editing, headline writing, layout, design, photography and advertising design and sales. The work required for upper-division credit will differ in both quantity and quality from that required for lower division credit. May be repeated for

credit. Three units fulfills General Education Upper-Division Writing requirement.

COM 2502 - Public Relations Writing (3)

COM2502 Public Relations Writing (3) Focuses on writing as a tool for developing effective messages tailored to multiple audiences through news releases, media kits, opinion pieces, public service announcements, newsletters, flyers, and others.

COM 2510 - Public Relations Cases and Campaign (3)

COM2510 Public Relations Cases and Campaigns (3) Prerequisite: COM1001/2001 or permission of the instructor Analyses and application of public relations strategy in recent cases and campaigns drawn from business and nonprofit sectors, including public issues campaigns and crisis communications. Students form teams to plan a public campaign.

Prerequisite: Prerequisite: COM1001/2001 or permission of the instructor.

COM 2981 - Communication Seminar (3)

COM2981 Communication Seminar (BA Capstone) (3) Prerequisite: Completion of all major core course work This capstone course helps students integrate and build on prior learning in communication for future application either in graduate school or in the workforce.

Prerequisite: Prerequisite: Completion of all major core course work.

COM 2986 - Sp Tpcs in Communication (3)

COM2986 Special Topics (3) A course to be utilized for seminars and special lectures in topics that are not offered on a regular basis. This course will address a specific need or current interest and/or trend in the field pertaining to the program's curriculum. Consult syllabus as content will vary from semester to semester depending on the research interests of the Faculty teaching the course.

COM 2990 - Internship (3)

COM2990 Internship (CE) (3) Prerequisite: senior status or by permission of program director Provides students with the opportunity to work in a nonprofit or for-profit industry to gain career-related experience. The internship will require 100 hours during which the student will acquire further industry knowledge and develop skills necessary for professional advancement. (Course may be repeated up to a maximum total of 9 units of credit).

Prerequisite: Prerequisite: senior status or by permission of program director.

COM 2990 C - Internship (3)

COM2990C Internship (CE) (3) Prerequisite: senior status or by permission of program director Provides students with the opportunity to work in a nonprofit or for-profit industry to gain career-related experience. The internship will require 100 hours during which the student will acquire further industry knowledge and develop skills necessary for professional advancement. (Course may be repeated up to a maximum total of 9 units of credit).

Prerequisite: Prerequisite: senior status or by permission of program director.

COM 2994 - Teaching Assistant (1-3)

COM 2999 - IS: (1-3)

CPY - CLINICAL PSYCHOLOGY

CPY 4200 - Group Psychotherapy (1-1)

CPY4200 Group Psychotherapy (1) (MSCP/MFT) Explores the composition, development, and process of the group as a vehicle for individual and social change, including a cursory survey of current group methodologies. The development of effective group membership and leadership skills is emphasized. BBS 4980.40 (2)

CPY 4203 - Group Psychotherapy Theories, Techs (2)

CPY4203 Group Counseling Theories and Techniques (2) (MSCP/MFT/LPCC) (tag course) This course includes principles of group dynamics, group process components, group developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group psychotherapy methods, and evaluation of effectiveness. This 2-unit course augments the 1-unit CPY 4200 course and combined with that course meets the new LPCC dual licensure MFT/LPCC requirements of SB33 and BBS4999.33

CPY 4205 - Neurophysiology; Psychopharmacology I (2)

CPY4205 Neurophysiology and Psychopharmacology I (2) (MSCP/MFT) This course introduces the basic components of the brain and the central nervous system, focusing upon the role of sensation, perception, learning, mood, and memory in mental health. A review of the range of psychotropic medications used in the management of psychological health is included. Emphasizes understanding of how to collaborate and communicate effectively with health care providers and family

members, including evidence-based and best practices to work with consumers with co-occurring disorders. BBS 4980.81

CPY 4207 - Neurophysiology; Psychopharmacology II (1)

CPY 4207 Neurophysiology and Psychopharmacology II (1) (MSCP/MFT/LPCC) This course augments the 2-unit course in the MFT degree program, providing the additional 1 unit of training required for the SB33 and BBS 4999.33 dual licensure requirements toward MFT and LPCC. Additional research and interventions regarding the neurophysiology of the brain and the impact of psychopharmacological substances as well as other substances are discussed. Special emphasis will be placed on the new requirements regarding basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medical evaluations and so that the side effects of those medications can be identified.

CPY 4210 - Psychopathology I (3)

CPY4210 Psychopathology I (3) This two-semester course focuses upon the diagnostic system of psychological disorders outlined in the latest edition of the Diagnostic and Statistical Manual of Mental Disorders. The major paradigms of mental distress are thoroughly reviewed, and students are trained in the use of Mental Status Exams, multi-axial diagnostic criteria, and differential diagnoses. Recovery-oriented care, evidence-based practices, and how to work with peer counselors and health care providers to improve the social, scholastic, and occupational functioning of the consumer will be emphasized. Co-occurring disorders and the appropriate treatment will be reviewed. BBS 4980.37 (a-1)

CPY 4215 - Psychopathology II (3)

CPY4215 Psychopathology II (3) Prerequisite: CPY4210 This two-semester course focuses upon the diagnostic system of psychological disorders outlined in the latest Diagnostic and Statistical Manual of Mental Disorders. The major paradigms of mental distress are thoroughly reviewed and students are trained in the use of Mental Status Exams, multi-axial diagnostic criteria, and differential diagnoses. Working with the severely mentally ill from a diverse culture and population, collaborative treatment, recovery-oriented care, and case management will be emphasized. BBS 4980.37 (a-1)

Prerequisite: CPY4210.

CPY 4216 - Psychopathology (3)

CPY4216 - 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 will be examined and discussed. Symptom formation and character disorders will be 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 will discuss the importance of developing an integrative approach to treatment by taking into account the treatment context, the socio-cultural context, and the nature of the evidence on which assertions about effectiveness of treatment are based. Students will also become acquainted with current classification systems (e.g. The Diagnostic and Statistical Manual of Mental Disorders, 5th Edition). BBS 4980.37 (a-1)

CPY 4217 - Child/Adol Psychopathology/Psychther (3)

CPY4217 - Child and Adolescent Psychopathology and Psychotherapy (3) This course explores forms of psychopathology, mental disorder, and normal and abnormal development in children and adolescents and their treatment. It incorporates the perspective of developmental psychopathology for understanding etiology, assessment, 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. Forms of psychotherapy that address psychopathology in children and adolescents will be surveyed.

CPY 4220 - Cross-Cultural Issues (2)

CPY4220 Cross-cultural Issues (2) Explores the effects of ethnicity on the therapeutic counseling process with attention to the unique cultural traits of various minority groups, focusing upon culturally appropriate interventions and an awareness of multicultural dynamics in a larger society. BBS 4980.37 (a-7)

CPY 4221 - Cross-Cultural Issues (3)

CPY4221 Cross-Cultural Issues (3) This course is designed to help students acquire theoretical and empirical literature about the role of culture in human behavior;

assist students in gaining knowledge about cross-cultural transitions, as well as attend to and reflect on their encounters in a cultural context that is different from their native culture; and facilitate students' integration of personal experiences and knowledge of psychological literature into practical implications of working with diverse individuals and in different helping roles. The course emphasizes the students' understanding and integration of theory and research findings about the relationships between culture and psychology, development of skills to apply the knowledge about the impact of culture on psychology to themselves and helping others, and continuous reflection on their multi-dimensional cross-cultural experiences. Provides an overview of the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice models. Attention is given to the intersection of multiple cultural influences, as well as power differences that occur between groups. BBS 4980.37 (a-7)

CPY 4222 - Family Sys/Relational Psychotherapy (3)

CPY4222 - Family Systems and Relational Psychotherapy (3) This course examines the application of a variety of systemic and relational theories and models of intervention to interpersonal and relational problems with a strong emphasis on contemporary systems, interpersonal, attachment, humanistic, and relational theories. Reviews principles of mental health recovery-oriented care and methods of service delivery as appropriate within systems. This course emphasizes systemic therapy approaches for resolving individual, interpersonal, couple, and family problems. Developmental and intervention considerations of non-traditional and diverse couples and families are examined. BBS 4980.37 (a-3), 4980.40 (1,2)

CPY 4225 - Principles of MFT (3)

CPY4225 Principles of MFT (3) In-depth study of Marriage and Family Therapy, focusing on salient theories, problems, and critical issues from all major psychotherapeutic orientations, including family systems therapy and behavioral-cognitive therapy. Emphasizes understanding the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in marital, couple, and family therapy. BBS 4980.37 (a-3), 4980.40 (1,2)

CPY 4230 - Lifespan Development (3)

CPY4230 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. An overview of the individual differences and biological, cultural, socioeconomic, and environmental factors that influence growth and development across the lifespan will be provided. BBS 4980.40 (3)

CPY 4235 - Human Sexuality (1)

CPY4235 Human Sexuality (1) This course offers a study of the psychological, social, and physiological dimensions of human sexual behavior. Emphasis is placed on the diversity of human sexual development and current research. Reflection of individual attitudes about sexuality and the sources that have affected the development of those attitudes is encouraged. Deviations, dysfunctions, and controversies in sexuality are presented. BBS 4980.81 (c)

CPY 4240 - Psychodynamic Psychotherapy (3)

CPY4240 Psychodynamic Psychotherapy (3) Provides a clinical survey of theoretical and empirical psychodynamic psychotherapy approaches and topics, including evidence-based practice. Approaches include Freudian, Jungian, Ego Psychology, Object Relations, Humanistic, Self-Psychology, Developmental, and Relational perspectives. Specific topics surveyed may include the psychotherapeutic relationship; development of student/clinician qualities; developmental issues, relationships, and transitions and their impact on health; trauma and its treatment; and clinical practice issues for individuals with a range of diagnoses (including severe mental illness) such as assessment, diagnosis, treatment planning, interventions, and collaborative treatment practices. BBS 4980.37 (a-5)

CPY 4245 - Professional Ethics and Law (3)

CPY4245 Professional Ethics and Law (3) This course examines ethical and legal standards, codes, and issues within the mental health professions and their relevant professional, clinical, and personal dimensions and implications. While covering legal and ethical issues requisite for licensure, it also emphasizes personal and professional development, the development of student qualities, and the impact of personal values as an integral part of cultivating an ethical attitude within the field of

psychology. The course emphasizes the relationship between the development of personal qualities, sense of self, values, professional behavior, ethics, and clinical practice. Specific topics include child and elder abuse assessment and reporting; scope of practice; legal patterns and trends; privilege/confidentiality; treatment of minors; professional writing; evidence-based practice; collaborative treatment; case management; and community resources. BBS 4980.81 (a, 1-5)

CPY 4252 - Clin Adult and Child Assess Treatmt (3)

CPY4252 Clinical Assessment and Treatment (3) This course introduces the basic appraisal concepts, various instruments, procedures, methods, and interview techniques used for developmental, behavioral, cognitive, affective, learning, and personality assessment. Emphasis is placed on understanding, criticizing, and using the assessment report to assist in the development of an approach to treatment. Appropriate treatment planning and collaborative treatment with health care providers and family members will be reviewed. BBS 4980.40 (4), 4980.81 (B, F);BBS 4999.33

CPY 4260 - Abuse in Family Systems (2)

CPY4260 Abuse in Family Systems (2) This course meets the legal requirements of the Board of Behavioral Sciences for seven class hours devoted to the diagnosis and treatment of child abuse and 15 class hours devoted to the study of the diagnosis and treatment of domestic violence and covers elder abuse, as mandated by BBS.

CPY 4265 - Diagnosis, Treatmt Addict I (1)

CPY4265 Diagnosis and Treatment of Addictions I (1) (MSCP/MFT) Identifies and defines the addiction syndrome, examines the physiological, psychological, and social variables considered in making a diagnosis and discusses the legal, ethical, and financial constraints involved in making a referral. BBS 4980.81 (d)

CPY 4267 - Diagnosis, Treatmt Addictions II (2)

CPY4267 Diagnosis and Treatment of Addictions II (2) (MSCP/MFT/LPCC) This 2-unit course augments the 1-unit course in the MFT degree program to include additional theories and psychotherapeutic interventions regarding substance abuse and co-occurring disorders. It meets the SB33 mandate and BBS 4999.33 requirements for dual licensure for MFT and LPCC. The course includes substance abuse; co-occurring disorders and addiction; major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction; legal and medical aspects of substance abuse; populations at

risk; the role of the support systems; and community resources.

CPY 4270 - Psychother Techs of Brief Therapy (2)

CPY4270 Psychotherapeutic Techniques of Brief Therapy (2) Describes a non-normative model of behavior focusing on the presenting problem of the client. Discusses strategic therapy: problem-and-solution-focused approaches to behavior change derived from communications theory and family systems theory. Demonstrates techniques to achieve significant change swiftly through use of a one-way mirror lab. BBS 4980.40 (1)

CPY 4275 - Couples Psychotherapy (3)

CPY4275 Couples 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. 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. BBS 4980.81 (e), 4980.40 (2) (3)

CPY 4280 - Survey of Child/Adult Psychotherapy (2)

CPY4280 - 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. Other survey topics include treating trauma and abuse, dysfunctions, healthy functioning, health promotion, illness prevention, working with families, professional writing, including documentation of services, treatment plans, and progress notes; and connecting people with resources.

CPY 4286 - Specialized Clinical Topics (1)

CPY4286 - 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 in accordance with evolving BBS recommendations and standards. BBS 4980.37 (2)

CPY 4310 - Cognitive Behavioral Therapy (2)

CPY4310 Cognitive Behavioral Therapy (2) Reviews the most commonly used approaches to psychotherapy, focusing upon the quality of mental representations held by the individual and how these representations initiate and control both behavior and affect. Students explore the specific range of cognitive-behavioral and dialectic behavioral interventions that have proven most successful in alleviating distress. BBS 4980.40 (1)

CPY 4311 - Cognitive Behavioral Therapy (3)

CPY4311 Cognitive Behavioral Therapy (3) This course introduces students to Cognitive-Behavioral Theory and Technique as well as developments within Cognitive-Behavioral Therapy including Dialectical Behavior Therapy (DBT) and Acceptance and Commitment Therapy (ACT). Students will 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 will learn to apply CBT; DBT; and ACT, and will learn to address a variety of clinical topics, as recommended by the BBS, through this treatment modality. BBS 4980.40 (1)

CPY 4420 - Clinical Practicum I (3)

CPY4420 Clinical Practicum I (3) This two-semester sequence of supervised practicum in the field provides an average of 20 hours weekly (250 hours per semester) of supervised training and face-to-face psychotherapeutic experience with children, adolescents, adults, couples, and families in community agencies, schools, and hospitals throughout the Bay Area. A practicum packet must be completed and signed by all parties to ensure that the site, student, and faculty are in agreement of the BBS and departmental requirements. This clinical field placement meets the requirements of the Board of Behavioral Sciences for ongoing experience in the use of applied psychotherapeutic techniques, assessment, diagnosis, crisis intervention, and the treatment of individuals in need. Integrated strength-based recovery model, evidence-based and best practices, case management, working with co-occurring disorders, and collaborative treatment will be emphasized. Understanding of the impact of socioeconomic position and culture will also be emphasized. BBS 4980.40 (b,1,2, B, f, g), 4980.42 4980.43 Please note timeline restrictions (earliest start date is August 15 for training at field site).

CPY 4422 - Clinical Practicum II (3)

CPY4422 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, detention centers, and hospitals throughout the Bay Area. A practicum packet must be completed and signed by all parties to ensure that the site, student, and faculty are in agreement of the BBS and departmental requirements. This clinical field placement meets the requirements of the Board of Behavioral Sciences for ongoing experience in the use of applied psychotherapeutic techniques, assessment, diagnosis, crisis intervention, and the treatment of individuals in need. Integrated strength-based recovery 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. BBS 4980.40 (b,1,2, B, f, g), 4980.42 4980.43

CPY 4430 - Clinical Case Seminar I (3)

CPY4430 Clinical Case Seminar I (3) Corequisite: CPY4420 This two-semester sequence accompanies CPY4420 and provides an intensive small-group seminar setting within which students may discuss their field placement experiences and their cases. Students focus on the personal issues involved in transference and counter-transference in their cases; develop a better sense of the relationship between the development of personal qualities, their sense of self, values, professional behavior, and ethics; learn to integrate theory with evidence-based practice; benefit from feedback from their colleagues and instructor; learn how to construct and present case analyses; develop professional writing skills; become acquainted with community resources and methods of collaborative treatment; develop psychotherapy, intervention, assessment, and case management skills, including methods for specialized issues; and explore this opportunity for profound professional growth. It will address many questions that beginning therapists face, including: how to conduct a first hour, make an initial assessment, set up a therapeutic frame, establish a therapeutic alliance, develop a treatment plan, listen to the patient's communications, use one's self in the treatment process, be alert to danger signals, work with cultural issues, handle crises, decide on which type of intervention to use, develop 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 CPY4420. BBS 4980.42, 4980.43, 4980.40, 4980.37 (a,1-7,b), 4980.81 (a-5)

Corequisite: Corequisite: CPY4420.

CPY 4432 - Clinical Case Seminar II (3)

CPY4432 Clinical Case Seminar II (3) Corequisite: CPY4422 This two-semester sequence accompanies CPY4422 and provides an intensive small-group seminar setting within which students may discuss their field placement experiences and their cases. Students focus on the personal issues involved in transference and counter-transference in their cases; develop a better sense of the relationship between the development of personal qualities, their sense of self, values, professional behavior, and ethics; learn to integrate theory with evidence-based practice; benefit from feedback from their colleagues and instructor; learn how to construct and present case analyses and develop professional writing skills; become acquainted with community resources and methods of collaborative treatment; develop psychotherapy, intervention, assessment, and case management skills, including methods for specialized issues; and explore this opportunity for profound professional growth. It will address many questions that beginning therapists face, including: how to conduct a first hour, make an initial assessment, set up a therapeutic frame, establish a therapeutic alliance, develop a treatment plan, listen to the patient's communications, use one's self in the treatment process, be alert to danger signals, work with cultural issues, handle crises, decide on which type of intervention to use, develop 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 CPY4422. BBS 4980.42, 4980.43, 4980.40, 4980.37 (a,1-7,b), 4980.81 (a-5)

Corequisite: Corequisite: CPY4422.

CPY 4550 - Crisis, Trauma and Recovery (2)

CPY4550 Crisis, Trauma and Recovery I (2) (MSCP/MFT) This course meets the BBS mandate: "crisis or trauma counseling, including crisis theory; multidisciplinary responses to crises, emergencies, or disasters; cognitive, affective, behavioral, and neurological effects associated with trauma; brief, intermediate and long-term approaches; and assessment strategies for clients in crisis and principles of intervention for individuals with mental or emotional disorders during times of crisis, emergency, or disaster." This course focuses on evidence-based

practice and community-based methods of learning and emphasizes relational and complex trauma. It enables students to meet with consumers of mental health services and learn about patient advocacy, collaborative care, referrals, and community resources. It promotes mental health wellness and recovery-oriented care that utilizes a strength-based approach. Meets SB33; BBS4999.33.

CPY 4555 - Crisis, Trauma, Recovery II (1)

CPY4555 Crisis, Trauma, and Recovery II (1 unit) (MSCP/MFT/LPCC) This 1-unit course augments the 2-unit MFT course in Crisis, Trauma, and Recovery, enabling returning students who are exploring the LPCC option the opportunity to meet the 3-unit requirement by SB33 and BBS for LPCC licensure. The course augments the 2-unit course focus on evidence-based and community-based methods of learning, patient advocacy, collaborative care, community resources, and recovery-oriented care. Additional theory on crisis care and management, trauma assessment, and treatment are also incorporated into this 1-unit course. Meets SB33; BBS4999.32.

CPY 4882 - Research Project: Capstone Completn (3)

CPY4882 - Research Project: Capstone Completion (3) This course enables the student to build upon their Capstone proposal; conduct and complete their research capstone. BBS 4980.37 (2,6), 4980.81 (a-2)

CPY 4884 - Research Methodology (3)

CPY4884 Research: Methodology (3) Provides an overview of research design and methodology. Special emphasis is placed on helping the student conceptually understand the principles of psychological research. Topics include Observation and Measurement, Study Design and Implementation, and Descriptive and Inferential Statistics. Course grades are determined by midterm and final exams and assignments as well as a first draft of a research proposal. BBS 4980.37 (2,6), 4980.81 (a-2) Note that all three thesis courses must be completed in residence at NDNU.

CPY 4888 - Research Project:Capstone Extension (3)

CPY4888 Research Project: Capstone Extension (3) This course is offered for exceptional situations as an alternative to students who do not complete their capstone in the previous two courses.

CPY 4896 - Research Methods/Proposal (3)

CPY4896 - Research Methods and Proposal (3) This course provides an overview of research design and methodology culminating in developing a complete Master's Thesis or

Capstone research proposal. Special emphasis is placed on helping the student conceptually understand the principles of psychological research, which informs evidence-based practice. Topics include observation and measurement, study design and implementation, descriptive and inferential statistics and the range of research projects including theses, needs assessments, grants, and program evaluations. This course culminates with the completion of a formal project proposal. BBS 4980.37 (2,6), 4980.81 (a-2)

CPY 4897 - Research Project:Thesis Completion (3)

CPY4897 - Research Project: Thesis Completion (3) This course enables the student to build upon their Thesis proposal; conduct and complete their thesis. BBS 4980.37 (2,6), 4980.81 (a-2)

CPY 4898 - Research Project: Thesis Extension (3)

CPY4898 Research Project: Thesis Extension (3) This course is offered for exceptional situations as an alternative to students who do not complete their thesis in the previous two courses.

CPY 4996 - Research Proposal (3)

CPY4996 Research: Proposal (3) Prerequisite: CPY4884 This course is designed as a workshop to help students develop and implement their Master's Thesis research projects. The course involves a more pragmatic application of the material presented in CPY4884. Writing assignments facilitate students' completion of their proposals in a timely fashion. Permission from NDNU's Institutional Review Board (IRB) must first be obtained via written application. Students also incorporate a second reader in collaboration with the Thesis Advisor. Students are expected to finish their research proposals by the end of the semester, inclusive of comprehensive literature review, methodology, pilot data, analyses, and discussion. Note that all three thesis courses must be completed in residence at NDNU.

Prerequisite: CPY4884.

CPY 4997 - Research: Completion (3)

CPY4997 Research: Completion (3) Prerequisite: CPY4884, CPY4996 This course enables the student to complete the final data collection, analyses, discussion, and conclusion sections of the thesis in reference to the hypothesis, complete the entire thesis, and present at the Graduate Research Conference of NDNU. Note that all three thesis courses must be completed in residence at NDNU.

Prerequisite: CPY4884, CPY4996.

CPY 4999 - IS: (3)

CPY 5200 - Group Psychotherapy (3)

CPY5200 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 will be addressed. Emphasis will be placed on group developmental stage theories, group leadership styles and approaches, pertinent research and literature, group psychotherapy methods, and evaluation of effectiveness. An experiential laboratory group is included. BBS 4980.40 (2); BBS4999.33

CPY 5205 - Neurophysiology; Psychopharmacology (3)

CPY5205 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. 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 will be placed on the new requirements regarding basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medical evaluations and so that the side effects of those medications can be identified. BBS 4980.81

CPY 5240 - Psychodynamic Psychotherapy (2)

CPY5240 Psychodynamic Psychotherapy (2) (MSCP/MFT/LPCC) This 2-unit course incorporates the current recommendations of SB33 and BBS 4999.33 BBS mandates for dual licensure in MFT and LPCC. Includes clinical overview of theoretical and empirical psychodynamic psychotherapy approaches and topics, including evidence-based practices. Approaches include Freudian, Jungian, Ego Psychology, Object Relations, Self Psychology, Developmental, and Relational perspectives. Specific topics surveyed may include the psychotherapeutic relationship; development of student/clinician qualities; developmental issues, relationships, and transitions and their impact on health; trauma and its treatment; and clinical practice issues for individuals with a range of diagnoses (including severe mental illness) such as assessment, diagnosis, treatment

planning, interventions, and collaborative treatment practices. BBS 4980.37(a-5).

CPY 5265 - Diagnosis, Treatment Addictions (3)

CPY5265 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. BBS 4980.81 (d)

CPY 5275 - Couples Psychotherapy (2)

CPY5275 Couples Psychotherapy (2) (MSCP/MFT/LPCC) Offers an introduction to psychotherapy with couples. Reviews effective couples therapy techniques, including object relations theory. Predictors of successful relationships, developmental aspects of couples relationships, cross-cultural issues, and the concerns of nontraditional couples are explored. Identifying domestic violence and spousal abuse and exploring techniques for preventing violence in the home as well as necessary interventions to ensure domestic safety are discussed. This 2-unit course reflects the current BBS recommendations and changes for the combined MFT and LPCC licensure process. BBS 4980.81 (e), 4980.40 (2) (3); meets SB33, BBS4999.33 mandates.

CPY 5550 - Crisis, Trauma, Recovery (3)

CPY5550 Crisis, Trauma, and Recovery (3) This course integrates a community-based approach to crisis theory, multidisciplinary responses to crises, emergencies, or disasters; cognitive, affective, behavioral, and neurological effects associated with trauma; brief, intermediate, and long-term approaches; assessment strategies for clients in crisis; principles of intervention for individuals with mental or emotional disorders during times of crisis or emergency; or other clinical topics. Trauma-specific theories and approaches are integrated along with patient advocacy, collaborative care and referrals, and community resources with emphasis on strength-based and evidence-based approaches. SB33; BBS4999.33.

CPY 5560 - Career Dev Theories; Techniques (3)

CPY5560 Career Development Theories and Techniques (3) Career development theories and techniques are surveyed, including career development decision-making models and interrelationships among and between work,

family, and other life roles and factors, as well as the role of multicultural issues in career development.

CPY 6992 - Supervised Field Experience (1-3)

CPY6992 Supervised Field Experience (3) Offers supervised practicum hours that are not part of the degree or certificate program but that provide the opportunity for the collection of extra MFT field placement hours after the completion of 12 graduate units. Students meet with their University Field Supervisor by appointment after obtaining an approved field placement. A practicum packet must be completed and signed by all parties to ensure that the site, student, and faculty are in agreement of the BBS and departmental requirements. BBS 4980.40 (b-g), 4980.42, 4980.43

CUL-CULTURE-LANGUAGE

CUL 2100 - Intro to French Literature in Film (3)

CUL2100 Introduction to French Literature in Film (CL) (3) Introduces French literature and society through the study of French literary texts and their film adaptation, comparing the two artistic forms. Research on the periods, the authors, and their social environment, as well as the film directors and their cinematic techniques are studied. Taught in English with a French component. Satisfies a French Studies Minor requirement.

CUL 2108 - French Cinema, Culture, Language (3)

CUL2108 French Cinema, Culture, and Language (CL) (3) Explores French cinema from origins (Melies) to the present and major movements (New Wave) and directors (Truffaut, Godard, Jeunet). Films are viewed and discussed. Taught in English with a French component. Satisfies a French Studies Minor requirement.

CUL 2124 - Modern France: Culture and Language (3)

CUL2124 Modern France: Culture and Language (CL) (3) Studies modern French culture, society, and life through texts and films. Taught in English with a French component. Satisfies a French Studies Minor requirement.

CUL 2135 - Business Culture of France vs US (3)

CUL2135 Business Culture of France vs. USA (CL) (3) Studies French Business culture and how the French way in business compares to the American way. Course includes visits to companies in the area for field experience and prospective internships, preparation for job search, planning work experience in a French or French-American company, and meeting with French CEO's in the Bay Area. This course leads to an Internship in the area or abroad. Taught in English with a French

component. Satisfies a Business Elective requirement and a French Studies Minor requirement.

CUL 2140 - Business French II (3)

CUL2140 Business French II (CDiv) (CL) (3) Focuses on the study of business culture and economy of French-speaking countries overseas: Guadeloupe, Martinique, Polynesia, North Africa and Sub-Saharan Africa. All are ex-colonies of France and struggle for their identity and autonomy. This course also studies the impact of immigrants from these countries on French economy and society.

CUL 2200 - Mexico:Politics, Culture, Language (3)

CUL2200 Mexico: Politics, Culture, and Language (CDiv) (CL) (3) Focuses on the social, political, and cultural characteristics of Mexico, a nation largely misunderstood by most Americans despite sharing a 2,000-mile border with the U.S. and being our southern neighbor and partner in trade. Covers the Pre-Columbian indigenous cultures, the effects of the Spanish Conquest, and issues of NAFTA, immigration, and underdevelopment. Includes an introduction to the Spanish language. Satisfies a Spanish Studies Minor requirement.

CUL 2208 - Central Amer:Politics/Culture/Lang (3)

CUL2208 Central America: Politics, Culture, and Language (CDiv) (CL) (3) Offers an in-depth view of the Maya civilization, the legacies of the Spanish Conquest, and the contemporary dilemmas of land reform, liberation theology, and political unrest. Includes an introduction to the Spanish language.

CUL 2216 - Andean Nations:Politics/Cult/Lang (3)

CUL2216 Andean Nations: Politics, Culture, and Language (CDiv) (CL) (3) The Inca civilization, the effects of the Spanish colonization, the dilemma of modernization, and the resulting cultural identity of the Andean Nations are studied and analyzed. Includes an introduction to the Spanish language.

CUL 2224 - Indigenous Cultures of Latin Amer (3)

CUL2224 Indigenous Cultures of Latin America (CDiv) (CL) (3) Studies the cultures of the Maya, Inca, and Aztecs: their art, architecture, cultural and religious beliefs. Explores modern Latin American indigenous groups in southern Mexico, Peru, Bolivia, and the Amazon and their place in the globalized world.

CUL 2232 - Latino/Hispanic Experience in USA (3)

CUL2232 Latino/Hispanic Experience in the USA (CDiv) (CL) (3) Examines the experience of Mexican-Americans in the United States from 1930-present. In particular, our

examination focuses on significant historical/political events where Mexican-Americans played a central role. This course also examines the intersection of identity construction with the socio-political climate and discusses the history of ethnic labels used to describe the Latino population in general and the current socio-political status of the Latino population in the United States. Includes an introduction to the fundamentals of Spanish. Satisfies a Spanish Studies Minor requirement.

CUL 2240 - Mexican-American Lit/Language/Film (3)

CUL2240 Mexican American Literature, Language, and Film (CL) (3) Explores the recent flowering of Mexican-American fiction, poetry, dramas, and film. Includes an introduction to the fundamentals of Spanish. Satisfies a Spanish Studies Minor requirement.

CUL 2248 - Cult/Lang of Latin Amer Thru Film (3)

CUL2248 Culture and Language of Latin America through Film (CL) (3) Viewing films with English subtitles, students investigate social, historical, and political issues of Latin America. Spanish language is introduced through the films. Satisfies a Spanish Minor requirement.

CUL 2250 - Literature of Latin America (3)

CUL2250 Literature of Latin America (CL) (3) Introduces the major works of recent Latin American literature by writers such as Borges, Neruda, Garcia Marquez, Vargas Llosa, Fuentes, Allende, and Restrepo, among others. Satisfies a Spanish Studies Minor requirement.

CUL 2308 - Intercultural Cinema (3)

CUL2308 Intercultural Cinema (CL) (3) Focuses on the study of the art of cinema in Europe and Asia, exploring how it reveals various European cultures. Students study films by major European directors: Bergman, Fassbinder, Fellini, Saura, Truffaut, Wajda, Kurosawa, and Zhang Yimou.

CUL 2316 - Cultural Heritage/Language of China (3)

CUL2316 Cultural Heritage and Language of China (CL) (3) Gives an introduction to the history, culture, and language of China with presentations on cultural practices by guest speakers.

CUL 2400 - African Cinema, Culture, Language (3)

CUL2400 African Cinema, Culture, and Language (CDiv) (CL) (3) Studies African culture as well as culture of the French West Indies (Martinique) through their films. The course includes films of Cameroon, Senegal, Mali, Burkina Faso, and Congo as well as Martinique. Students are introduced to elementary communication skills in French.

The course is taught in English with a French component. Satisfies a French Studies Minor requirement and a Film Studies Minor requirement.

CUL 2500 - Svc Lrng:Spanish Community Svc Proj (1-3)

CUL2500 Service Learning: Spanish Community Service Project (CDiv) (CL) (1-3) Prerequisites: SPA1001 and SPA1008 or equivalent. This course provides a unique opportunity for students to gain practical work experience in various community based settings. Projects assigned involve volunteer work at various agencies within San Mateo County which serve the needs of the local Chicano/Latino population. Written work consists of a final portfolio: working translations, curriculum ideas, and workbook assignments.

Prerequisite: Prerequisites: SPA1001 and SPA1008 or equivalent.

CUL 2886 - Sp Tpcs in Culture and Language (3)

CUL2886 Special Topics (3) Offered as needed to satisfy the General Education requirement in Culture and Language.

DAN - DANCE

DAN 1010 - Choreography/Performance (1-2)

DAN1010 Choreography and Performance (1-2)
Prerequisite: Completion of DAN 1050 or instructor approval Presents the key elements of dance and choreography for successful stage performance in both dance productions and musical theatre. This experiential course focuses on understanding movement dynamics on a deeper level through exposure to improvisation, choreographic composition, and theatrical concepts in order to gain a knowledge and refinement of performance style design for dance and theatre. Class discussions also include the nature of dance choreography in theatre and social psychology. Choreography and Performance students design and assist with choreographic developments for the annual NDNU Maves dance productions. Students are required to have a basic technical foundation in the main genres of dance (ballet, jazz, contemporary/modern) and be able to implement their technical knowledge into choreographic design. May be repeated for credit.

Prerequisite: Prerequisite: Completion of DAN 1050 or instructor approval.

DAN 1030 - Stylistic Forms of Dance for Stage (1-3)

DAN1030 Stylistic Forms Of Dance For The Stage (1-3)
Focuses on the exploration of dance and movement styles

necessary for theatre performance. May be repeated for credit.

DAN 1045 - Dance Technique I (1)

DAN1045 Dance Technique I (1) This class introduces the fundamentals of ballet, jazz, hip-hop, and contemporary/modern dance styles. Dance Technique I emphasizes the development of body isolations, rhythmic awareness, and movement coordination through a series of technical sequences and dance combinations. Focus is placed on understanding and developing technical form, and includes movement approaches that increase flexibility, balance, control, muscle tone, and memory. A foundation of technical skill is developed in all four genres and is required for advancement into Dance Technique II. May be repeated for credit.

DAN 1050 - Dance Technique II (1)

DAN1050 Dance Technique II (1) Prerequisite: DAN1045 This class is a continuation of Dance Technique I with emphasis on discipline, coordination, and the development of practical performing skills in ballet, jazz, hip-hop, and contemporary/modern dance technique. Continued study in Dance Technique II emphasizes expressive range and performance acuity. Focus is placed on technical and performing proficiency, and includes barre, center floor, across the floor exercises and extended dance combinations. Students in Dance Technique II are eligible to audition and perform in the annual NDNU Maves productions and enroll in Dance Choreography and Performance class. May be repeated for credit.

Prerequisite: Prerequisite: DAN1045.

DAN 1055 - Dance Technique III (1-2)

DAN1055 Dance Technique III (1-2) Prerequisite: DAN1050 Dance Technique III is a continuation of Dance II and designed for refined technical and performance skills in the art of dance. Special focus is placed on intermediate and advanced axial and locomotor movements of ballet, jazz, and contemporary/modern genres. Preprofessional training is emphasized along with an expanded understanding of the expressive components of dance, cultural influences in dance, and the principles of group/solo choreography. Students in Dance III partake in the annual NDNU Maves Spring dance productions. This course may be repeated for credit.

Prerequisite: Prerequisite: DAN1050.

DAN 1065 - Rehearsal and Performance: Dance (1-2)

DAN1065 Rehearsal and Performance: Dance (1-2)
Provides credit for participation as a performer in departmental productions. May be repeated for credit.

DAN 2010 - Choreography/Performance (1-2)

DAN2010 Choreography and Performance (1-2)
Prerequisite: Completion of DAN2050 or instructor approval
Presents the key elements of dance and choreography for successful stage performance in both dance productions and musical theatre. This experiential course focuses on understanding movement dynamics on a deeper level through exposure to improvisation, choreographic composition, and theatrical concepts in order to gain a knowledge and refinement of performance style and design for dance and theatre. Class discussions also include the nature of dance choreography in theatre and social psychology. Choreography and Performance students design and assist with choreographic developments for the annual NDNU Muses dance productions. Students are required to have a basic technical foundation in the main genres of dance (ballet, jazz, contemporary/modern) and be able to implement their technical knowledge into choreographic design. May be repeated for credit.

Prerequisite: Prerequisite: Completion of DAN2050 or instructor approval.

DAN 2015 - Tap (1)

DAN2015 Tap (1) This course is designed for all levels of tap dancers. No prior dance experience is necessary although it is welcomed. Dancers of all levels learn basic tap technique and steps and are able to implement this information in combinations of various styles. This course aims to create a knowledge of and enthusiasm for tap dance as a popular art form. In addition to improving body awareness and rhythmic sensibility, students develop a working vocabulary for various tap steps as well as dance technique. Each student is encouraged to explore both historical and popular culture examples of tap to aid in creating their own artistic style. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

DAN 2030 - Stylistic Forms of Dance for Stage (1-3)

DAN2030 Stylistic Forms of Dance for the Stage (1-3)
Focuses on the exploration of dance and movement styles necessary for theatre performance. The amount of work required for upper-division credit will differ in both

quantity and quality from that required for lower-division credit. May be repeated for credit.

DAN 2045 - Dance Technique I (1)

DAN2045 Dance Technique I (1) Prerequisite: DAN1045
This class introduces the fundamentals of ballet, jazz, hip-hop, and contemporary/modern dance styles. Dance Technique I emphasizes the development of body isolations, rhythmic awareness, and movement coordination through a series of technical sequences and dance combinations. Focus is placed on understanding and developing technical form and includes movement approaches that increase flexibility, balance, control, muscle tone, and memory. A foundation of technical skill is developed in all four genres and is required for advancement into Dance Technique II. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. May be repeated for credit.

Prerequisite: Prerequisite: DAN1045.

DAN 2050 - Dance Technique II (1)

DAN2050 Dance Technique II (1) Prerequisite: DAN1050
This class is a continuation of Dance Technique I with emphasis on discipline, coordination, and the development of practical performing skills in ballet, jazz, hip-hop, and contemporary/modern dance technique. Continued study in Dance Technique II emphasizes expressive range and performance acuity. Focus is placed on technical and performing proficiency and includes barre, center floor, across the floor exercises, and extended dance combinations. Students in Dance Technique II are eligible to audition and perform in the annual NDNU Muses productions and enroll in Dance Choreography and Performance class. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. May be repeated for credit.

Prerequisite: Prerequisite: DAN1050.

DAN 2055 - Dance Technique III (1-2)

DAN2055 Dance Technique III (1-2) Prerequisite: DAN2050
Dance Technique III is a continuation of Dance II and designed for refined technical and performance skills in the art of dance. Special focus is placed on intermediate and advanced axial and locomotor movements of ballet, jazz, and contemporary/modern genres. Preprofessional training is emphasized along with an expanded understanding of the expressive components of dance, cultural influences in dance, and the principles of group/solo choreography. Students in Dance III partake in

the annual NDNU Muves Spring dance productions. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. This course may be repeated for credit.

Prerequisite: Prerequisite: DAN2050.

DAN 2065 - Rehearsal and Performance: Dance (1-2)

DAN2065 Rehearsal and Performance: Dance (1-2)
Prerequisite: DAN1065 Provides credit for participation as a performer in departmental productions. May be repeated for credit. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

Prerequisite: Prerequisite: DAN1065.

DAN 2994 - Teaching Assistant (1-3)

DAN 3010 - Choreography/Performance (1-2)

DAN 3030 - Dance for Theatre (1-3)

DAN 3045 - Dance Technique I (1-2)

DAN 3050 - Dance Technique II (1-2)

DAN 3055 - Dance Technique III (1-2)

DAN 3065 - Rehearsal and Performance (1-2)

DAN 3994 - Teaching Assistant (1-3)

DAT - ART THERAPY - PhD

DAT 8210 - Art as a Way of Knowing I (2)

Overview of the concept and practice of art as a way of knowing: Theory and experiential approaches in using art as a way of knowing self and others; art-based assessment procedures, pedagogical practices for reviewing literature and research, and engaging in experiential approaches to working with art as a means of understanding and communicating.

DAT 8220 - Art as a Way of Knowing II (2)

Theory and practice of art as a way of knowing self through art-based assessments: Create art as a way of knowing; attend to reflections on experiences in the creation of art and in the relationship with the completed art; work in self-directed and faculty-directed approaches.

DAT 8230 - Art as a Way of Knowing III (2)

Developing and designing experiential approaches introduced in using art as a way of knowing others: theory, practice, reflection, documentation, and focus on art-based assessments; create art as a way of knowing;

attend to reflections on experiences in the creation of art, and in the relationship with the completed art; work in self-directed and faculty-directed approaches.

DAT 8240 - Art as a Way of Knowing IV (1)

Art as a way of knowing community and culture: theory, practice, reflection, and documentation; create art as a way of knowing; attend to reflections on experiences in the creation of art, and in the relationship with the completed art; work in self-directed and faculty-directed approaches.

DAT 8250 - Art as a Way of Knowing V (1)

Development of a cumulative creative project which addresses art as a way of knowing self and others: development of a digital documentation of the learning experience related to art as a way of knowing.

DAT 8310 - Philosophical Foundations (2)

Exploration of historical and anthropological practices in the use of art as a therapeutic process: includes the development of the professional field, current status, and strategic plan for future.

DAT 8320 - Theoretical Approaches (2)

Theoretical integration of art therapy practices with traditional therapeutic practices and integration of creative art therapy approaches: compare and contrast theoretical approaches to the use of art in therapy; research, reflection, and dialogue on the process/product balance of emphasis, the role of interpretation, and other-directed and client-directed approaches; interface of art therapy and major verbal therapy approaches and creative art therapy approaches.

DAT 8330 - Art Therapy Practices I (2)

Theoretical exploration with emphasis on practice implications: overview of art therapy practices and emphasis on specific practices; on-line journal documenting and communicating art therapy best practices.

DAT 8340 - Art Therapy Practices II (3)

Theoretical integration of art therapy practices with traditional therapeutic practices: art therapy practices with different populations and needs and future development in art therapy practices; multi-cultural variables and practices.

DAT 8350 - Art Therapy Practices III (3)

Art Therapy practices with special populations, current trends in art therapy practices and development and

innovation in art therapy practices: experiencing, understanding, documenting, and communicating art therapy practices; plans for development of a cohort edition of on-line journal including use of digital media.

DAT 8360 - Art Therapy Practices IV (3)

Current trends in art therapy practices and the development and innovation in art therapy practices: plans for development of a cohort edition of on-line journal including use of digital media will be outlined and a strategy implemented.

DAT 8410 - Practicum I (2)

Developing and Designing Community Engagement Proposal: research, development, and design of an art therapy community engagement proposal. The community engagement proposal will include identification of specific goals, implementation strategies and effectiveness measurements. Develop understanding and practice of establishing community with emphasis on the role of the arts in this process. Research conducted on potential community partners and a plan developed that is inclusive of community partner mission, NDNDU mission, and the goals and objectives of the proposed intervention.

DAT 8420 - Practicum II (2)

Defense of Community Engagement Proposal: Implementation of Community Engagement Proposal; defending and implementing community engagement proposal. Proposed plan will include objectives as well as a plan for measuring effectiveness of the intervention and recommendations for future development.

DAT 8430 - Practicum III (2)

Implementation of Community Engagement Proposal: Completion of Community Engagement Project, the project evaluation, and development of the proposal report.

DAT 8440 - Practicum IV (2)

Development of individual Practicum Program: each student develops emphasis for their practicum work. Student works with faculty advisors in developing practicum proposal, including individualized learning objectives and service objectives, as well as plans for measuring effectiveness in the following areas: clinical skills, community service, international service, and teaching.

DAT 8450 - Practicum V (3)

Defense of Practicum Program: Implementation of Practicum Program. Each student defends, and upon successful completion, implements Practicum Program.

DAT 8460 - Practicum VI (3)

Implementation of Practicum Program. Students complete implementation of practicum program and defense of completed practicum.

DAT 8490 - Practicum Extension (1-3)

DAT8490 Practicum Extension 1-3 units (if needed)
Prerequisite: DAT8460 Students must be registered each semester for this class until they complete their practicum.

Prerequisite: Prerequisite: DAT8460.

DAT 8510 - Research I (2)

Methodological approaches meta-analysis of literature: review of current research in the field of art therapy; trends in research in the field and contrast/compare of research results; focus on trends in methodological procedures used in art therapy studies, evaluating patterns in literature emphasis as well as areas that need additional research and theoretical study.

DAT 8520 - Research II (1.50)

Quantitative methodology and analysis: quantitative methods of identifying, organizing, and communicating information in research in art therapy and related fields; strengths and weaknesses of the use of quantifying strategies in understanding art therapy and its relationship to the human experience; relationship between quantitative means of organizing and communicating information and qualitative means of gathering information.

DAT 8530 - Research III (2)

Qualitative methodology and analysis: qualitative methods of identifying, organizing, and communicating information in research in art therapy and related fields; course will address strengths and weaknesses of the use of quantifying strategies in understanding art therapy and its relationship to the human experience.

DAT 8540 - Research IV (3)

Dissertation Proposal Development: writing the dissertation proposal; design and development of the research question and claims and evidence that serve as the basis of the proposed methodology for inquiry.

DAT 8550 - Research V (1.50)

Dissertation Proposal Defense: continuation of writing dissertation proposal, culminating in the defense of the dissertation proposal.

DAT 8560 - Research VI (2)

Dissertation Research Implementation: conducting the dissertation research.

DAT 8570 - Research VII (3)

Dissertation Completion: final completion and defense of the dissertation research.

DAT 8590 - Dissertation Extension (1-3)

DAT8590 Dissertation Extension 1-3 units (if needed)
Prerequisite: DAT8570 Students must be registered each semester for this class until they complete their dissertation.

Prerequisite: Prerequisite: DAT8570.

EDU - EDUCATION**EDU 1003 - Learning Strategies/Applications (2)**

EDU1003 Learning Strategies and Applications (2) This course will equip students with the tools that will enable them to become efficient and independent learners. Through readings, discussions, and activities, students are introduced to various study skills and strategies that they can immediately apply to the courses they take. Topics include goal-setting, memory principles, time management, note-taking, test-taking, reading, writing, utilizing learning support services, stress management, etc. Units apply toward graduation.

EDU 2003 - P.E. in the Elementary School (3)

EDU2003 Physical Education in the Elementary School (3) Focuses on acquiring knowledge and skills necessary to teach physical education activities to elementary age children and understanding the elementary school physical education curriculum, including movement, fitness and health, growth and development, games, dance, administrative considerations, and evaluation techniques. Also, new concepts of teaching physical education, including adaptive P.E. are covered.

EDU 2006 - Intro to Educ: Practicum in Tchg (3)

EDU2006 Introduction to Education: Practicum in Teaching (3) Assists students in examining the role of the teacher at the preschool through grade 12 level. Students are placed as classroom teacher aides at the grade level of their choice for three hours per week and attend an on-

campus seminar. Permission of the instructor is required. Course is required for admission to credential programs.

EDU 2009 - Foundations of Leadership/Teamwork (1)

EDU2009 Foundations of Leadership and Teamwork (1) Focuses on the social change model of leadership development. The class begins with conceptual frameworks that contextualize the complexity of leadership in today's society, followed by an examination of each value of the social change model. Students complete the course with a leadership project focused on social change and collaboration. Multimedia presentations, interactive exercises, and extra-credit opportunities are also incorporated to promote self-reflection and experiential learning.

EDU 2012 - Resident Assistantship (1)

EDU2012 Resident Assistantship (1) This course is designed with an academic dimension as an extension of training and development for RAs. It is a sequenced course and provides the ongoing skills, training, and leadership development need to assist students in their positions and to grow as individuals. It provides in depth discussion and training on topics concerning residential communities, including communication skills, confrontation, working with diverse groups of students, critical issues, programming, and the importance of their roles as peer leaders. All RAs must take this course and receive a C or higher to retain their RA position.

EDU 2018 - Technology Applications in Educ (2)

EDU2018 Technology Application in Education (2) California has adopted Technology Standards that define computer-based technology use in classrooms. This course ensures that all teacher candidates understand and are able to use appropriate computer-based technology to facilitate the teaching and learning process. In addition to the California Level I Standards, the course covers issues surrounding technology use by society in general and education in particular. Also, several Teacher Performance Expectations (TPEs) from the California Standards of Quality Effectiveness for Professional Teacher Preparation Programs are addressed in this course.

EDU 2080 - Senior Seminar in Liberal Studies (3)

EDU2080 Senior Seminar in Liberal Studies (3) This capstone course for Liberal Studies major integrates skills and knowledge from previous course work with the career perspective of the elementary classroom teacher. The value of liberal education is considered. Students develop portfolios that sample their best work and show the relevance of that work to teaching. Students also develop

a resource unit or other project in collaboration with concentration advisor. Senior standing required.

EDU 2300 - Ways of Speaking (3)

EDU2300 Ways of Speaking (3) In its targeted goal of addressing the need for potential teachers to be aware of their pivotal role as a decisive element, this course will serve to ensure that students examine how people express themselves (verbally and non-verbally); how learning identities are created, performed and changed; how people listen to others; and how symbols relate to human communication behaviors. In this course, the student will study teacher communication in various contexts and acknowledge, appreciate, and integrate human diversity in its various forms. Communication in culturally and socially diverse contexts will be studied. A variety of methods and technologies will be used to discover and share knowledge about communication and to analyze, interpret, and perform discourse. Areas of study include: language and social interaction, group processes, organizational communication, interpersonal and intercultural communication, and public speaking.

EDU 2305 - Philosophy of Education (3)

EDU2305 Philosophy of Education (3) Can virtue be taught? What is the role of education in society? Can schools teach children to learn, or do they only teach children to fail? This course addresses such questions by analyzing classic and contemporary texts in the philosophy of education, from Plato to John Dewey to Paolo Freire and modern-day advocates of home schooling. Through class discussions and debates, students will critically analyze historical shifts in philosophical perspectives about the nature and importance of education. In a series of short-essay blogs, students will evaluate cultural, historical, political, and economic influences on philosophical thinking, particularly in the context of changing views about the role of education in maintaining or alleviating social inequality.

EDU 2310 - Integrating Arts Across Curriculum (3)

EDU2310 Integrating the Arts across the Curriculum (3) This course will serve as a foundation for integrating arts across K-12 Curriculum. Students will be introduced to various media, lesson planning, and ways of integrating the arts into planning academic curricula. Students will explore principles, methods, and materials for infusing the arts into school-wide curricula, specifically language arts, mathematics, the sciences, and history/social studies. Students will experience music, movement, visual and creative arts, and drama through process-oriented

experiences to support teaching and learning in the content areas.

EDU 2315 - Emotional Intelligence (3)

EDU2315 Emotional Intelligence (3) Prerequisite: PSY1001 Emotional intelligence is a subdivision of psychology that involves current neuroscience and explains the relationship/integration between the cognitive intelligence aspects and the emotional intelligence aspects of the development of the human brain. Topics to be investigated will include the history, research reported and research being conducted, brain data, and programs incorporated into schools and districts (both private and public). An emphasis will be placed upon developing a consistent theory/philosophy (personal) based upon the preponderance of current research including, but not limited to such fields as brain-based learning, multiculturalism, gender, and socioeconomic status.

Prerequisite: Prerequisite: PSY1001.

EDU 2320 - Math for Elementary Tchrs II CCS (3)

EDU2320 Math for Elementary Teachers II CCS (3) Prerequisites: MTH2606 This is the second of two courses designed for future elementary teachers. Students review mathematical topics, deepen their knowledge of the connections between topics, and reflect on how these topics are best taught in the elementary classroom and on how the topics relate to the strands of the Common Core State Standards in Mathematics (<http://www.corestandards.org/Math>). Topics addressed in this course include statistics and probability concepts, geometrical figures, measurement, and motions in geometry.

Prerequisite: Prerequisites: MTH2606.

EDU 2886 - Sp Tpcs in Education (0.50-3)

EDU2886 Special Topics (0.5 - 3) Workshops offered periodically on contemporary issues of special interest in Education.

EDU 2994 - Teaching Assistant (1-4)

EDU2994 Teaching Assistant (1-4) This is an opportunity for advanced student to earn credit by special arrangement with the Department Chair. The required work will vary.

EDU 4000 - Adv Admin Leadership Concepts/AppI (3)

EDU4000 Advanced Administrative Leadership Concepts (3) This first-semester course in the NDN Clear Administrative Services Credential Program (Level II) addresses the initial component of the Level II candidate's

program, engaging the candidate in a focused self-assessment of competencies, interests, and current job responsibilities and concluding with provisions for the development of specific learning outcomes. The candidate will identify areas of need in support and mentoring while continuing to grow as an administrator. Identified individual candidate needs are aligned with the California Professional Standards for Educational Leaders during this course. Specifically developed objectives and support, mentoring, and evaluative activities are developed, and implementation and formative evaluation are ongoing throughout the program.

EDU 4001 - Clinical Field Activities (3)

EDU4001 Clinical Field Leadership Activities and Applications (3) During this field-based course, the candidate will implement, reflect upon, and evaluate the activities described in the candidate's self-assessment and the Professional Credential Mentoring Plan (PCMP). These activities are closely aligned with an initial set of three of the six conceptual themes leading to administrative competencies, as identified in the California Professional Standards for Educational Leaders (CPSEL). The candidate has the support of an employer representative and an NDNU mentor in developing and implementing activities identified in the PCMP for the semester. The NDNU mentor provides an evaluation statement regarding the success of the activities in relation to the conceptual themes identified from the CPSELS. The district representative then validates and signs off on completed activities.

EDU 4002 - Adv Admin Leadership Concepts/Appl (3)

EDU4002 Balanced School/District Leadership in Instruction and Management (3) This second-semester course engages the Level II candidate in pursuit of the "next steps" outlined in the individual mentoring and support plan developed in EDU4000. A personal formative assessment of the candidate's progress occurs three times during the semester with the focused input of the employer representative and the NDNU mentor. This will include an evaluation of the candidate's success in addressing the California Professional Standards for Educational Leaders, which will be shared with the candidate. Additionally, the candidate will complete a professional portfolio, which will include activities, accomplishments, and accompanying artifacts and will be shared with cohort colleagues and the University community.

EDU 4003 - Clinical Field Activities (3)

EDU4003 Clinical Field Applications to Ensure Student Success (3) During this field-based course, the candidate will continue to implement, reflect upon, and evaluate a new set of activities described in the candidate's self-assessment and the Professional Credential Mentoring Plan (PCMP). These activities are closely aligned with a second set of conceptual themes identified in the California Professional Standards for Educational Leaders (CPSEL). The candidate has the support of an employer representative and an NDNU mentor in developing and implementing activities identified in the PCMP. The NDNU mentor provides an evaluation statement regarding the success of the activities in relation to the conceptual themes identified from the CPSELS. The district representative then validates and signs off on completed activities.

EDU 4100 - Psych and Developmental Foundations (3)

EDU4100 Psychological and Developmental Foundations (3) Investigates and critically appraises insights derived from psychology, especially as they pertain to the teaching-learning process for diverse classrooms of today. Explores theories from behavioral, humanistic, developmental, and cognitive psychology that are relevant for education. Considers effects on student learning, teacher expectations, classroom climate (affective and cognitive), classroom management, planning, diversity factors, learning styles, individual differences, motivation, and evaluation.

EDU 4104 - Sociological/Multicult Foundations (3)

EDU4104 Sociological and Multicultural Foundations (3) Analyzes major influences on American education, including social, cultural, historical, political and economic influences. Explores contemporary issues in education, such as the nature of culture, the purposes of public schooling, the profession of teaching, the social structure and education, equality of opportunity, and multicultural education.

EDU 4107 - Fndns For Tchg English Learners (3)

EDU4107 Foundations for Teaching English Learners (3) Examines theories of second language acquisition and historical perspectives of bilingual education. Explores factors affecting first and second language acquisition and bilingual education with an emphasis on instructional strategies. Includes class participation demonstrating knowledge of the content and field observations whenever possible. Covers Specially Designed Academic Instruction in English (SDAIE) competencies.

EDU 4110 - Special Educ for Classroom Teacher (2)

EDU4110 Special Education for the Classroom Teacher (2) This course is designed to provide information, resources, and materials related to the education of students with disabilities in the general education classroom. It includes a description of the categories of disabilities as defined by the Federal law, current regulations, and the IEP/ITP process. Emphasis is placed on the strategies for modifications and accommodations necessary to provide an appropriate learning environment. Attention focuses on the support system available at the school site level.

EDU 4113 - Tech Applications in Education (1)

EDU4113 Technology Applications in Education (1) California has adopted Technology Standards that define computer-based technology use in classrooms. This course ensures that all teacher candidates understand and are able to use appropriate computer based technology to facilitate the teaching and learning process. In addition to the California Level I Standards, the course covers issues surrounding technology use by society in general and education in particular. Also, several Teacher Performance Expectations (TPEs) from the California Standards of Quality and Effectiveness for Professional Teacher Preparation Programs are addressed in this course.

EDU 4116 - Health Education (1)

EDU4116 Health Education (1) This course provides an introduction to health promotion through school health education. Current literature, health education resources, and teaching strategies are introduced and discussed. This course fulfills the California State Credential requirements. CPR and First Aid are NOT included in this course.

EDU 4119 - Assessment in the Classroom (2)

EDU4119 Assessment in the Classroom (2) Introduces measurement concepts needed by teachers in order to meet their instructional objectives. Students learn how to create and use assessments that guide instruction and measure results. They also learn how to communicate with students, families, and other audiences about student progress.

EDU 4200 - Special Education Program Mgmt (3)

EDU4200 Special Education Program Management (3) This course is designed as a seminar focusing on the coordination procedures and implementation of laws, regulations, and other requirements related to special education. The focus is on ethics, policies, and related issues for teachers of students and adults with disabilities.

Topics also include training and supervision of instructional aides, staff development/in-service functions, coordination and scheduling of IEP and ITP meetings, monitoring the referral process, inclusion of special education students in the regular education classroom, record keeping, and familiarity with student and parent rights.

EDU 4203 - Clinical Assessment (4)

EDU4203 Clinical Assessment (4) This course is designed as a survey course of diagnostic assessment tools used by special education teachers. Competencies and understanding of the historical perspective, terminology, administration procedures and interpretation, cognitive assessments-academic achievement assessments, current research in learning styles, and adaptation to Individualized Educational Programs are addressed. Students are expected to administer and interpret various assessment instruments.

EDU 4207 - Technology - Special Education (3)

EDU4207 Technology - Special Education (3) Introduces developmental and methodological foundations for the use of current technologies and practical application to the special education classroom. The use of low-tech to high-tech devices as assistive technology in meeting IEP needs of students are emphasized. Emphasis is also placed on learning the tools to enhance communication, information access, use of adaptive devices, use of current software/hardware, and problem-solving for the special education and regular education classroom.

EDU 4209 - Counseling - Special Education (3)

EDU4209 Counseling – Special Education (3) This course surveys the various support systems that can be used with special education children and families. An understanding of in-district and community agencies are examined. Effective communication techniques for counseling students and families with special needs are emphasized. Current research and publications that deal with assisting students' families are explored. Developing behavior plans for classrooms and individuals and the use of questionnaires, health histories, and other related information are also explored.

EDU 4230 - Student/Intern Teaching Seminar (4)

EDU4230 Student/Intern Teaching Seminar (Special Education) (4) Corequisite: EDU4203 This course has the same focus as EDU4342, but in a special education setting. Heavy emphasis is placed on exploring and examining solutions for day-to-day problems encountered in teaching students in special education classes, including

issues such as planning, instructional problems, and evaluation.

Corequisite: Corequisite: EDU4203.

EDU 4234 - Curriclm/Instruct Adapt:Mild/Mod (3)

EDU4234 Curriculum and Instruction Adaptations (Mild/Moderate Section) (3) Involves adaptations and methods of curriculum and instruction to meet the needs of students with identified mild/moderate disabilities. This course explores services to support students with special needs in and out of the regular classroom and how additional support services, such as speech, nurse, and adaptive physical education can be utilized. The role of the special education teacher as a support for children with 504 Plans are also discussed.

EDU 4237 - Curriclm/Instruct Adapt:Mod/Severe (3)

EDU4237 Curriculum and Instruction Adaptations (Moderate/Severe Section) (3) Studies adaptations and methods of curriculum and instruction to meet the needs of students with identified moderate/severe disabilities. This course explores current issues and research in special education instructional methods. Topics include the role of the special day class teacher in a school setting, the coordination of services to support students with special needs in and out of the classroom, and how additional support services such as speech therapist, nurse, school psychologist, and adaptive physical education teacher can be utilized. The role of the teacher in referring to outside agencies, working with parents, and developing IEP and ITP are also discussed.

EDU 4240 - Emerging Research/Practice in Sp Ed (4)

EDU4240 Emerging Research Practices in Special Education (4) Prerequisite: Admission to the Education Specialist Program or consent of Program Director and instructor This course, which is taught as a seminar, covers advanced topics in special education required for the Level II Education Specialist Credential (Mild/Moderate or Moderate Severe). The course has two main components: the seminar and assignment of a mentor. In the seminar, the student identifies an area of expertise and does the research regarding best practices in that area. In the mentoring component, the student is provided assistance to implement that research in his/her classroom and identify other staff development activities to further his/her expertise in the selected area of specialization.

Prerequisite: Prerequisite: Admission to the Education Specialist Program or consent of Program Director and instructor.

EDU 4243 - Adv Methods in Sp Ed:Mild/Moderate (3)

EDU4243 Advanced Methods in Special Education: Mild/Moderate (3) Prerequisite: Admission to the Education Specialist Program or consent of Program Director and instructor This course covers advanced concepts required for the Level II Education Specialist Mild/Moderate Credential. Topics include: data-based decision-making; advanced behavioral, emotional and environmental supports; best practices in transition and transition planning; and advanced concepts in curriculum, instruction, collaboration, and consultation.

Prerequisite: Prerequisite: Admission to the Education Specialist Program or consent of Program Director and instructor.

EDU 4246 - Adv Methods in Sp Ed Mod/Severe (3)

EDU4246 Advanced Methods in Special Education: Moderate/Severe (3) Prerequisite: Admission to the Education Specialist Program or consent of Program Director and instructor. This course covers advanced concepts required for the Level II Education Specialist Credential: Moderate/Severe. Topics include: theoretical approaches in the education of students with complex emotional and behavioral needs; data-based decision-making; advanced behavioral, emotional and environmental supports; best practices in transition and transition planning; advanced concepts in curriculum and instruction; and collaboration and consultation.

Prerequisite: Prerequisite: Admission to the Education Specialist Program or consent of Program Director and instructor.

EDU 4330 - Elem Reading/Lang Arts:Primry Grade (3)

EDU4330 Elementary Reading/Language Arts: Primary Grades (3) Surveys the teaching of beginning reading and language arts in diverse elementary classrooms. Introduces current research, principles, issues, strategies, and materials/resources for developmental processes of learning to read and write for all students. Presents theories concerning language acquisition and language development for first- and second-language learners. Constructs a literacy model with a multicultural/multilingual perspective. Concurrent coursework and field placement are required to ensure application and reflective practice.

EDU 4333 - Elem Reading/Lang Arts:Upper Grades (3)

EDU4333 Elementary Reading/Language Arts: Upper Grades (3) Prerequisite: EDU4330 Continues examination of current research, principles, issues, strategies, and

materials/resources, focusing on upper elementary students of diverse backgrounds. Explores language acquisition issues in upper elementary grades. Facilitates connections among students, literature, and response in a multicultural perspective. Introduces literacy in content areas and SDAIE techniques for understanding literature. Concurrent coursework and field placement are required to ensure continued reflection/application.

Prerequisite: Prerequisite: EDU4330.

EDU 4336 - Curriculum: Elementary Math (2)

EDU4336 Curriculum – Elementary Math (2) Emphasizes content and method of teaching elementary math concepts. This course includes all eight strands of the state mathematics framework. Students learn hands-on methods designed for prospective teachers.

EDU 4339 - Curriculum: Social Studies/Science (2-3)

EDU4339 Curriculum – Social Studies/Science (2-3) Students develop expertise in planning, implementing, and assessing integrated science and social studies curriculum and experiment with a variety of strategies and techniques designed to promote higher-level thinking and provide for differences in teaching a diverse, multilingual, and multicultural population.

EDU 4342 - Student/Intern Tchg/Sem I: MS (4)

EDU4342 Student/Intern Teaching/Seminar (Multiple Subject - 1st semester) (4) Focuses on orientation to and observation of realities of teaching through weekly seminars and on-site assignments in public and private schools. As candidates take charge of classes under the direction of master teachers, seminar sessions enriched by guest speakers stress class management and control, lesson planning, curriculum development, and organization and use of class time. Heavy emphasis is placed on examining solutions for the day-to-day problems that candidates are experiencing.

EDU 4345 - Student/Intern Tchg/Sem II: MS (4)

EDU4345 Student/Intern Teaching/Seminar (Multiple Subject - 2nd semester) (4) Continuing candidates are provided with an opportunity to reflect upon and improve the field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Normally, at least one-half of the class is focused on candidates' concerns. Performance Assessment for California Teachers (PACT) is the focus of this course.

EDU 4400 - Orientation to Teaching (1)

EDU4400 Orientation to Teaching (1) Teacher candidates are oriented to the Single Subject Credential Program and the teaching profession. Program-related topics and legal requirements such as Teaching Performance Expectations (TPE's), Teaching Performance Assessment (TPA), and portfolio development are introduced. Other topics include, but are not limited to classroom management, teaching and learning in a standards-based environment, and setting high expectations for all students. This is one of the first courses for ALL students in the Single Subject Credential Program.

EDU 4404 - Teaching and Pedagogy (2-3)

EDU4404 Teaching and Pedagogy (2) Corequisite: EDU4342 This course is coordinated by an NDNU faculty member and jointly taught by mentor teachers from local schools. The focus of this course is teaching the state adopted academic content standards using effective strategies in the discipline of the teacher candidate.

Corequisite: Corequisite: EDU4342.

EDU 4407 - Secondary Curriculum (2-3)

EDU4407 Secondary Curriculum (2-3) Develops expertise in curriculum planning applied to the subject area and presents strategies and techniques that provide for teaching a diverse population. Direct instruction, questioning techniques, small-group discussions, and higher order thinking skills are included and used by the student in designing a unit of instruction.

EDU 4410 - Language/Literacy Content Areas (3)

EDU4410 Language and Literacy in Content Areas (3) Introduces current research, principles, issues, strategies, and resources, with respect to language and literacy in Single Subject content areas. Focuses on Specially Designed Academic Instruction in English (SDAIE) for language minority students. Field experience in public school is required.

EDU 4442 - Student/Intern Tchg/Sem I: SS (4)

EDU4442 Student/Intern Teaching/Seminar (Single Subject, 1st semester) (4) Focuses on orientation to and observation of realities of teaching through weekly seminars and on-site assignments in public and private schools. As candidates take charge of classes under the direction of master teachers, seminar sessions enriched by guest speakers stress class management and control, lesson planning, curriculum development, and organization and use of class time. Heavy emphasis is

placed on examining solutions for the day-to-day problems that candidates are experiencing.

EDU 4445 - Student/Intern Tchg/Sem II: SS (4)

EDU4445 Student/Intern Teaching/Seminar (Single Subject - 2nd semester) (4) Continuing candidates are provided with an opportunity to reflect upon and improve the field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Normally, at least one-half of the class is focused on candidates' concerns. Preparation of a professional portfolio is required for both Multiple Subject and Single Subject candidates.

EDU 4500 - Curr Resrch/Practice-Literacy Educ (3)

EDU4500 Current Research and Practice in Literacy Education (3) A survey of current research, principles, issues, concepts, and approaches for both developmental and remedial factors involved in learning to read and write and the efficacy of each. The course also gives students a historical perspective of the development of different approaches. Finally, it is designed to give students a construct of an effective literacy model in order to analyze assessment and instruction that exist in different school settings.

EDU 4503 - Assess-Based Reading-Early Literacy (3)

EDU4503 Assessment-based Instruction in Reading and the Language Arts – Early Literacy (3) Emphasizes language arts assessment and instruction for students in the stages of early literacy, both younger and older students. The assessments studied range from formal, standardized group tests to formal, standardized individual tests to authentic, informal assessments. Students practice with the various types of assessments both in class and through field experiences outside of class. Students use a case-study approach not only to become familiar with the assessments but also to decide on appropriate instructional methods and techniques based on assessment data.

EDU 4506 - Clinical Appl I:Early Literacy (3)

EDU4506 Clinical Application I – Early Literacy (3) Prerequisite: EDU4503 A practicum in the field dealing with students at the early stages of literacy (either younger or older students). The candidates are required to spend 60 hours teaching in a small-group setting with preparation time for each session and 15 hours in the practicum seminar. The candidates utilize the various appropriate standardized and informal methods of assessment for the students in this stage of literacy, design appropriate instruction based on those

assessments, teach the individuals in the group, and do ongoing assessments and final evaluations.

Prerequisite: Prerequisite: EDU4503.

EDU 4509 - Assess-Based Reading/Lang:Int/Adv (3)

EDU4509 Assessment-based Instruction in Reading and the Language Arts – Intermediate and Advanced Learners Literacy (3) Prerequisite: EDU4503 Emphasizes language arts assessment and instruction for students in the intermediate and advanced stages of literacy. The assessments studied range from formal, standardized group tests to formal, standardized individual tests to authentic, informal assessments. Students practice with the various types of assessments both in class and through field experiences outside of class. Students use a case-study approach not only to become familiar with the assessments, but also to decide on appropriate instructional methods and techniques based on assessment data.

Prerequisite: Prerequisite: EDU4503.

EDU 4512 - Clinical Appl II:Int/Adv Literacy (3)

EDU4512 Clinical Application II – Intermediate and Advanced Literacy (3) Prerequisite: EDU4509 A practicum in the field dealing with students at the intermediate to advanced stages of literacy (either younger or older students). The candidates are required to spend 60 hours teaching in a small-group setting with preparation time for each session and 15 hours in the practicum seminar. The candidates utilize the various appropriate standardized and informal methods of assessment for the students in these stages of literacy, design appropriate instruction based on those assessments, teach the individuals in the group, and do ongoing assessments and final evaluations.

Prerequisite: Prerequisite: EDU4509.

EDU 4515 - Curr Issues in Literacy:Rsch/Pract (3)

EDU4515 Current Issues in Literacy: Research and Practice (3) Prerequisites: EDU4500, EDU4503, EDU4506, EDU4509, EDU4512 This course on current issues deals with such topics as balance in reading/language arts curricula, the role of phonemic awareness, phonics and spelling in literacy instruction, instruction for struggling readers, literacy materials, the transformation of assessment procedures, the nature of reading at different levels (e.g., emergent, early learners, developing, and independent readers), content literacy, process writing, multicultural diversity, and the study of a common ground for research and practice.

Prerequisite: Prerequisites: EDU4500, EDU4503, EDU4506, EDU4509, EDU4512.

EDU 4518 - Prog Dev/Inservice Ldrshp in Lit Ed (3)

EDU4518 Program Development and Inservice Leadership in Literacy Education (3) Prerequisites: EDU4512, EDU4515 This course prepares candidates to design reading programs on various levels K-Adult, as well as to provide in-service to teachers regarding these programs. Topics include such elements as the factors involved in effective literacy programs at different levels (that include standards-based programs), roles and responsibilities of reading specialists, models for professional development and inservice, selection of program materials, program assessment, community involvement, interconnections of all language arts, the use of technology in program design, and the inclusion of special curricula for students with special needs, including those with cultural diversity.

Prerequisite: Prerequisites: EDU4512, EDU4515.

EDU 4521 - Clinical Applications III-Advanced (3)

EDU4521 Clinical Application III – Advanced (3) Prerequisite: EDU4518 This practicum course in the field deals with students who are severely disabled in the area of literacy (either younger or older students). The candidates are required to spend 60 hours teaching in a small group setting with preparation time for each session, and 15 hours in the practicum seminar. The candidates learn and utilize the various appropriate formal and informal methods of assessment appropriate for the students with severe problems in literacy, design appropriate instruction based on those assessments, teach the individuals in the group, and do on-going assessments and final evaluations.

Prerequisite: Prerequisite: EDU4518.

EDU 4600 - Financial Management (3)

EDU4600 Financial Management (3) This course is designed to develop candidates' leadership capacity and knowledge base in collaboratively aligning fiscal, human and material resources (including technology) to support the learning of all subgroups of students while ensuring optimum management of the organization, operation and resources for a safe, efficient and effective learning environment. The principles and concepts in public fiscal management, budget development, revenue and taxation policies will be explored. The final project will include the development of a budget spreadsheet with a time-process plan to ensure collaborative budget development taking student learning into a role of primary consideration which will be presented with oral rationalization to a

variety of audiences (staff, community, parents, central office personnel).

EDU 4604 - HR Management in School/District (2)

EDU4604 Human Resource Management in the School/District (2) This course is intended to help educational leaders at the school and district level develop knowledge and capacity to perform effectively in the area of human resources (HR) and build high performing human resource teams in schools and districts. The focus of the course will be on how the HR function in general serves the needs of all other parts of a system of education and yet has its own unique character within the system. Since the HR function consumes at least 80 percent of the school/district budget and also consumes a great deal of the school district's time and energy, the HR system of a school/district must be carefully considered by the educational leader. It follows that the HR system of a school/district is directly related to the overriding purpose of school in terms of student achievement. While the essential organization of this course is towards developing human and organizational capacities, particular emphasis will be given to the application of knowledge and skills to authentic problems of practice within a school/district in order to develop research-based solutions to these problems.

EDU 4606 - Leadership Concepts (3)

EDU4606 Leadership Concepts (3) This course will explore the historical and philosophical approaches to educational leadership and include identification of personal leadership strengths. The concept of facilitating the development of a shared vision for the achievement and success of all students based upon relevant quantitative and qualitative measures of student learning will be a primary focus. Through an emphasis on personal leadership practices and their potential impact and influence on the performance of other adults and students, candidates will come to realize the importance of educational leadership in a democratic society. The candidate will recognize the primary function of the ability to communicate and implement a shared vision so that the entire school community understands and acts on the mission of the school as standards-based educational system. Candidates will come to know and experience the leadership roles inherent in shaping school programs, plans, and activities to ensure integration, articulation and consistency with the shared vision.

EDU 4609 - Organization and Management (3)

EDU4609 Organization and Management (3) This course covers the principles and concepts of management

theory, including an historical overview. The managerial functions of leading, planning, organizing, and staffing are focused upon with an emphasis on how these functions are being facilitated by instructional leadership through communication and participatory decision-making. Organizational behavior patterns in management will be explored through assigned readings, small-group discussions, guest speakers, and selected videos. There is an emphasis on what makes public organizations distinctive, and analyzing the environment of schools through problem-based learning assignments.

EDU 4612 - Advanced Curriculum Design (3)

EDU4612 Advanced Curriculum Design (3) Explores the work of Wiggins and McTighe in the integration of curriculum, instruction, and assessment. Examining what is essential in subject matter is a major thrust of the course. Students learn how to determine the essential understandings of a unit, course, or discipline. Based on these understandings, students learn how to select instructional materials and resources and how to determine teaching strategies and student activities with built-in processes and tasks for gathering evidence and evaluating student progress along the way.

EDU 4621 - School Parent Community Relations (3)

EDU4621 School/Parent/Community Relations (3) This course will cover changing social and institutional conditions including public relations in the age of information, the effective use of administrative technology for communication, identification and analysis of community resources, ways to work effectively with parents, community agencies and special interest groups as well as working with a culturally diverse school community. Candidates will examine and evaluate their own attitudes toward people of different races, cultures, and ethnic backgrounds as well as examine their attitudes toward sexual orientation and individuals with disabilities, so they will become aware of their individual feelings and be able to be an effective leader in a diverse setting, finding value in all individuals. Special emphasis will be put on an educational leader's primary focus in mobilizing community resources in the service of student achievement and incorporating family and community expectations in school decision-making activities. This course includes a written practicum which will reflect work on an administrative project supervised by an on-site administrator (who serves as a partner in field-based experience) and approved by the instructor. The project will be congruous with the course objectives for learning.

EDU 4624 - School Law, Governance, Politics (3)

EDU4624 School Law, Governance and Politics (3) This course introduces the candidate to the basic concepts of school governance, law, and politics with an overview of our educational system at the federal, state and local levels. State-adopted content standards for students will be examined and candidates will develop an understanding of the critical role of instructional leadership in monitoring the educational needs of all students. The course will cover the interaction of historical and philosophical forces that give rise to various institutionalized practices and laws and focus on the interaction of administrative, legal and political forces and issues which need careful consideration and/or potential action and advocacy on the part of instructional leaders. This course includes a written practicum which will reflect work on an administrative project supervised by an on-site administrator (who serves as a partner in field-based experiences) and approved by the instructor. The project will be congruous with the course objectives for learning.

EDU 4627 - Program Initiation/Implementation (3)

EDU4627 Program Initiation and Implementation (3) This course begins with an historical overview of the forces affecting schooling in America. Social, political and economic forces are considered in the journey of American education as are the variety of trends and program implemented on the curricular landscape over the course of two centuries. The candidate will explore the roles and resultant implications of the actions of a variety of stakeholder groups in curriculum development and program implementation. Procedures and strategies for implementing special programs and mandates will be identified and discussed. Professional development issues (as a part of program implementation) and collaborative team building will be themes in class discussion and practicum projects. Candidates will be introduced to the process of design, initiation and implementation of school and district goals and objectives and the place of the school site plan in the process. While candidates will be able to facilitate the critical process pieces in the development, implementation and evaluation of the school site plan, the culminating experience in this course will be the candidate's practicum project in which the candidate will design, initiate and implement an educational program aimed at the improvement of student achievement. This course includes a written practicum which will reflect work on an administrative project supervised by an on-site administrator (who serves as a partner in field-based experiences) and

approved by the instructor. The project will be congruous with the course objectives for learning.

EDU 4630 - Models of Teaching and Supervision (3)

EDU4630 Models of Teaching and Supervision (3)
Students learn and apply the skills, strategies, and maps of cognitive coaching to coach and mentor colleagues at all levels – beginning to experienced, incompetent to highly effective. Through readings, practice, discussions, personal reflections, and collaborative work, students become knowledgeable about and understand the Cognitive Coaching model. They learn to mediate thinking and states of mind (inner resources) in self and others, to identify and develop a leadership stance that is focused on equity, to recognize and model effective teaching and leadership, and to use the California Standards for the Teaching Profession (CSTP) to support their coaching and mentoring activities. Students also identify and engage in professional and personal applications of Cognitive Coaching.

EDU 4700 - Trends in Curriculum Development (3)

EDU4700 Trends in Curriculum Development (3) This course, imperative for the instructional leader's role, is an essential ingredient in planning for the improvement of student achievement. The underlying theme echoes that positive change is put down when purpose and effort unite. The course considers curriculum development and inclusive influential factors. Current and historical background trends are explored. Integral instructional leadership roles in curricular planning and decision-making processes are emphasized. Additionally, the concept of the integration of subject matter and multicultural perspectives and resources, critical thinking and communication skills with technological resources is woven throughout the course.

EDU 4703 - Educational Assessment/Evaluation (3)

EDU4703 Educational Assessment/Evaluation (3) This course applies the basic principles of measurement and evaluation to the classroom, the school, and the district. In addition, it addresses the practical problems and concerns facing teachers and schools in dealing with data-driven decision-making and evaluation. Course readings, discussions, and activities explore the arguments in favor of and against standards-based and standardized testing and analyze, synthesize, and evaluate the different categories and uses of tests: norm-references, criterion-referenced, and performance assessment. Finally, the course explores issues surrounding the use of student assessment results and teacher evaluation.

EDU 4706 - Social Justice, Diversity, Equity (3)

EDU4706 Social Justice, Diversity, and Equity (3) This course examines the function of schooling within a culturally diverse, democratic society. Course readings explore the current context of schooling and the ways in which schools currently perpetuate inequities. Course discussions and class projects analyze exemplary practices and visions of what school could be like for all students. Throughout the course, students develop strategies for reviewing practices in ways that promote equity.

EDU 4709 - Learning, Technology, Curriculum (1-3)

EDU4709 Learning, Technology, and Curriculum (1-3) This survey course expands and extends the content of EDU4113. It provides students with an overview of and practice with a variety of technologies used in education. Course content includes K-12 curricular uses of camcorders, videodiscs, digital media tools, simulation and problem-solving applications, multimedia authoring tools, and telecommunications. Emphasis is placed upon determining appropriate use of technology, managing the learning process in the classroom, and setting and assessing student outcomes utilizing the performance standards recommended by the State of California for adoption at the district level.

EDU 4712 - Building Online Lrng Communities (3)

EDU4712 Building Online Learning Communities (3) This course introduces contemporary methods used by educators to promote learning for all children using Internet resources. Emphasis is placed upon the integration of networking and telecommunications media in the subject areas. Student projects include research into current classroom practices and materials, World Wide Web page design, and discussion of the implications for legal, ethical, and moral use of the Internet and telecommunications media.

EDU 4715 - Media, Medium, and Method (3)

EDU4715 Media, Medium, and Method (3) This applied course examines the appropriate use of multimedia technology as a tool for implementing curriculum. Students learn to discern the appropriate media to meet a specific curriculum objective and to evaluate the merits of using various educational software programs as the medium to create a product. Through guided hands-on practice with the technologies, students demonstrate how to address the needs of individual learning styles in a diverse cultural environment through multimedia. Teams of students apply theories of learning, methods of

teaching, and principles of multimedia design to the creation of interdisciplinary curriculum projects.

EDU 4718 - Contemp Tpcs in Ldrshp/Tech (3)

EDU4718 Contemporary Topics in Leadership and Technology This course provides the candidate with a broad range of contemporary topics that address the intersection of leadership and technology. The course is intended to help educational leaders at the school and district level develop knowledge and capacity to perform effectively through directly addressing issues of student achievement with the study of leadership strongly supported by expertise in the area of technology and communications. The focus of the course will be on how technology used optimally serves the needs of professional educators in closing the achievement gap among students and target the unique needs of classrooms, schools and districts. Leadership in the area of technology in a school/district, when used to focus in on learning objectives and subsequent results, can be directly related to the overriding purpose of schools in terms of student achievement. The essential orientation of this course is on addressing the critical intersect of leadership, technology and student achievement. Critical emphasis will be given to the application of knowledge and skills to authentic problems of practice within a school/district in order to develop researchbased solutions to these challenges.

EDU 4721 - Intro to Educational Research (3)

EDU4721 Introduction to Educational Research (3) This is the first course of a two-course series (EDU4724 is the second course) designed to support students in writing the master's thesis. Course readings, discussions, and activities engage students in developing the skills, habits, and knowledge needed to engage in research that is both scholarly and action-based. Students identify a research question, review, analyze, and synthesize the literature pertaining to the question, and develop ethical and reliable methods to conduct research in the field. Students complete the thesis proposal in the context of this course and submit it for approval to NDNu's Institutional Review Board.

EDU 4724 - Educational Research (1-3)

EDU4724 Educational Research (1-3) Prerequisite: EDU4721 EDU4724 specifically assumes that students have a completed and approved thesis proposal. The course supports students in obtaining informed consent to begin research in the field and introduces them to methods for analyzing qualitative and quantitative data. Discussions and activities guide students through data

collection, analysis, and completion of the final thesis. Students must file the thesis before the end date of the course.

Prerequisite: Prerequisite: EDU4721.

EDU 4803 - Adv Strategies for English Learners (3)

EDU4803 Advanced Strategies for English Learners (3) This advanced course focuses on the delivery of comprehensive, specialized instruction for English learners. Building on the knowledge, skills, and abilities candidates acquired during the preliminary credential program, the course advances candidates' ability to implement the adopted instructional program for English Language Development. Candidates implement instructional programs for the development of academic language, comprehension, and knowledge in the core academic curriculum. They demonstrate the ability to promote English learners' access and achievement in relation to state-adopted academic content standards and performance levels. Participating teachers evaluate English language proficiency and consider students' backgrounds, experiences, and family structure in developing and implementing standards-based English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) lessons. They demonstrate expertise in the use of local and state-adopted assessments for English language proficiency by using assessment information in the development, delivery, and adjustment of instruction. Candidates implement a variety of methods to promote effective communication with parents and families, and they demonstrate knowledge of the school organizational structures and resources designed to meet the needs of English learners.

EDU 4880 - Educational Research Capstone (3)

EDU4880 Educational Research Capstone (3) Prerequisite: All other coursework in the master's degree program; MA Special Education students may be concurrently enrolled in EDU4230 This is the capstone course for students completing the Master of Arts in Reading and the Master of Arts in Special Education. In lieu of a thesis, students develop a portfolio based on the California Standards for the Teaching Profession. The portfolio demonstrates that the student has the capacity to integrate research and practice in his/her classroom work with students with disabilities.

Prerequisite: Prerequisite: All other coursework in the master's degree program; MA Special Education students may be concurrently enrolled in EDU4230.

EDU 4881 - Capstone Course:Admin Svc/Tier I (1)

EDU4881 Capstone Course in Administrative Services, Tier 1 Program (1) The Capstone Course in the Administrative Services Program at Notre Dame de Namur University reflects the Program's intent to prepare educational leaders who are innovative thinkers equipped with 21st Century skills whose reflective thinking and resultant action is tied to the continual improvement of student achievement. The capstone course establishes a forum for students to demonstrate that they have the capacity to be such educational leaders. The capstone course experience is problem-centered and allows for the active integration and application of the knowledge base established during the duration of the Administrative Services Program.

EDU 4886 - Sp Tpcs in Education (1-3)**EDU 4900 - Intro to Autism Spectrum Disorders (3)**

EDU4900 Introduction to Autism Spectrum Disorders (3) This course develops the candidate's understanding of the unique characteristics of students with Autism Spectrum Disorders from preschool through high school. Participants will become familiar with the core challenges associated with language and communication, cognition and neurology, social skills and behavior, processing, and implications for program planning and service delivery.

EDU 4901 - Adv Tchg Students with Autism Spect (3)

EDU4901 Advanced Strategies for Teaching Students with Autism Spectrum Disorders (3) This course develops the candidate's knowledge, skills, and abilities for educating students with ASD, utilizing evidence-based and multifaceted methodologies and strategies. Participants will become familiar with formal and informal teaching tools specific to the ASD population to ensure students reach their maximum potential across all areas of development. Behavioral-based teaching strategies, structured teaching, visual support strategies, positive behavior supports, and working with team members will be discussed. All strategies will be related back to core goals and curriculum to ensure the candidate's ability to integrate acquired knowledge into day-to-day programming. Participants will be able to recognize and describe the characteristics of learners with Autism Spectrum Disorders. They will also be able to describe the causes and prevalence of the spectrum. Participants will be able to describe various types of intervention strategies available to school-based personnel.

EDU 4902 - Behavior Management Techniques (3)

EDU4902 Behavior Management Techniques (3) This course utilizes the candidate's understanding of students with ASD gained in EDU4900 to develop knowledge, skills, and abilities for educating students with ASD utilizing evidence-based and multifaceted methodologies and strategies. Participants will become familiar with formal and informal assessment tools to drive program development and ensure students are reaching their maximum potential across all areas of development. Systems for collaborating with other service providers will be provided.

EDU 4903 - Autism Mentoring and Capstone Sem (3)

EDU4903 Autism Mentoring and Capstone Seminar (3) This seminar course addresses significant issues that must be understood and addressed by the ASD practitioner. Additionally, participants will have 30 hours of observation time in an ASD classroom. This allows participants to observe the implementation of best practices. Observation hours will be spent under the guidance of the seminar instructor and will allow the participant to view a variety of service delivery systems to this population. The final project will be a research paper on best practices based on peer-reviewed journal articles for including the child with ASD in the school community.

EDU 4999 - IS: (1-3)**EIS-ENGLISH-FOR-INT-L-STUDENTS****EIS 1000 - Acad Engl:Intermediate Comm Skills (3)**

EIS1000 Academic English: Intermediate Communication Skills (1-3) Focuses on developing English speaking, reading, and writing skills through readings in academic areas and writing across the curriculum.

EIS 1008 - Acad Engl:Adv Communication Skills (3)

EIS1008 Academic English: Advanced Communication Skills (1-3) Focuses on the development of advanced writing skills in a variety of academic subjects and includes a research paper in student's major field of study.

EIS 1016 - Spoken English:Pronunciation (1)

EIS1016 Spoken English: Pronunciation (1) Focuses on study of American English pronunciation, including sounds, intonation, and stress through classroom and language lab activities, using computers, tapes, and videos. May be repeated for credit.

EIS 1032 - Spoken English:Oral Presentation (1)

EIS1032 Spoken English: Oral Presentation (1) Provides students the opportunity to develop speaking skills by participating in classroom debates and discussions and by giving a variety of oral presentations. May be repeated for credit.

EIS 1999 - IS: (1-3)**EIS 6000 - Acad Engl:Intermediate Comm Skills (3)**

EIS6000 Academic English: Intermediate Communication Skills (1-3) Focuses on developing English speaking, reading, and writing skills through readings in academic areas and writing across the curriculum. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

EIS 6008 - Acad Engl:Adv Communication Skills (3)

EIS6008 Academic English: Advanced Communication Skills (1-3) Focuses on the development of advanced writing skills in a variety of academic subjects and includes a research paper in student's major field of study. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

EIS 6016 - Spoken English:Pronunciation (1)

EIS6016 Spoken English: Pronunciation (1) Focuses on study of American English pronunciation, including sounds, intonation, and stress through classroom and language lab activities, using computers, tapes, and videos. May be repeated for credit.

EIS 6032 - Spoken English:Oral Presentation (1)

EIS6032 Spoken English: Oral Presentation (1) Gives students the opportunity to develop speaking skills by participating in classroom debates and discussions and by giving a variety of oral presentations. May be repeated for credit. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

EIS 6070 - Graduate ESL Seminar (1)

EIS6070 Graduate ESL Seminar (1) Focuses on advanced academic writing and research paper organization and style for graduate students in their major field of study.

ENG - ENGLISH**ENG 1008 - The Bohemian (1-2)**

Gives practical experience in all facets of editing, emphasizing the criteria that constitute good writing; writers and would-be writers are encouraged to join. May be repeated for credit.

ENG 1030 - Freshman Composition (3)

ENG1030 Freshman Composition (3) This freshman-level course in writing is designed to prepare students for college writing in a variety of disciplines, and it focuses on a number of issues related to effective writing, including research and documentation, critical reading and thinking. Instruction emphasizes writing as a process (from brainstorming, and creating a rough draft to producing a final draft and engaging in meaningful revision). Diverse readings consist primarily on non-fiction texts, and students are encouraged to develop critical reading skills in their disciplines. Both MLA and APA forms of documentation are taught. Fulfills General Education Lower-Division Writing Requirement.

ENG 1032 - Introduction to Literature (4)

ENG1032 Introduction to Literature (4) Explores expository and critical writing based on reading, discussion, and analysis of great works of literature from three major genres: narrative, lyric, and drama. Lab section meets weekly in the Writing Center.

ENG 1040 - Classics of World Lit I (3)

ENG1040 Classics of World Literature I (3) Expository and critical writing based on reading, discussion, and analysis of the great works of the Ancient, Medieval, and Renaissance periods, including non-Western literature. Required of all freshmen to fulfill General Education Literature requirement.

ENG 1041 - Classics of World Lit II (3)

ENG1041 Classics of World Literature II (3) Continuation of ENG1040, exploring great works of literature of the Renaissance, the Neoclassical Age, the Romantic Revolt, and the twentieth century, including non-Western and ethnic American literature. Fulfills General Education Literature requirement.

ENG 2000 - Writing Center (1)

ENG2000 Writing Center (1-3) Develops the writing process. Topics include brainstorming, clustering, outlining, freewriting, editing, and revising. Students receive individual tutoring in grammar, research, and essay organization. Upon completion of 1 unit, a student

may enroll for an additional unit in the same semester. Units apply toward the Upper-Division Writing requirement.

ENG 2008 - The Bohemian (1-2)

ENG2008 The Bohemian (1-2) Gives practical experience in all facets of editing, emphasizing the criteria that constitute good writing; writers and would-be writers are encouraged to join. May be repeated for credit. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

ENG 2010 - Writing in the Disciplines (3)

ENG2010 Writing in the Disciplines (3) This course aims to strengthen the writing of upper-division students in their disciplines, preparing them to excel in course work in their majors and in their post-graduate vocations. While attention will be paid to all aspects of writing, including grammar, syntax, and style, emphasis will be placed on the discourse and conventions of the discipline. All students will engage in certain forms of writing common to the workplace (memos, letters, emails, reports, proposals, etc); individual students will also practice writing that is unique to their field. Students will also collaborate on writing projects, emulating real work environments. Fulfills Upper-Division Writing requirement.

ENG 2108 - Advanced Writing (3)

ENG2108 Advanced Writing (3) Offers intensive practice of expository writing and other forms of writing, emphasizing the writing process and including workshoping of works in progress; includes study of rhetoric, critical thinking, composition theory, and modes of great writing. Fulfills Upper-Division Writing requirement.

ENG 2142 - Creative Writing (3)

ENG2142 Creative Writing (3) Study and practice of a variety of literary genres, including poetry, fiction, and memoir. May be repeated for credit.

ENG 2144 - Creative Writing: Poetry (3)

ENG2144 Creative Writing: Poetry (3) Focuses on writing and sharing poetry through workshoping and nurturing feedback; beginning as well as advanced writers are welcomed. May be repeated once for credit. Concurrent enrollment in ENG2008 The Bohemian is strongly recommended.

ENG 2148 - Creative Writing: Fiction (3)

ENG2148 Creative Writing: Fiction (3) Focuses on writing and sharing of short narratives with emphasis on workshoping works in progress; attention is paid to formal elements – narrative structure, character, point of view, style, detail, imagistic patterns, and themes. May be repeated once for credit. Concurrent enrollment in ENG2008 The Bohemian is strongly recommended.

ENG 2152 - Creative Writing: Playwriting (3)

ENG2152 Creative Writ:Playwriting (3) Focuses on the study and practice of the art of playwriting, including writing, blocking, and performing short scenes in collaboration with other students. May be repeated once for credit. Concurrent enrollment in ENG2008 The Bohemian is strongly recommended.

ENG 2156 - Creative Writing: Screenwriting (3)

ENG2156 Creative Writ:Screenwriting (3) Working individually and collaboratively, students develop short screenplays, learning and perfecting the techniques of the craft. May be repeated once for credit. Concurrent enrollment in ENG2008 The Bohemian is strongly recommended.

ENG 2164 - Linguistics (3)

ENG2164 Linguistics (3) Studies language acquisition, variation, and usage with special emphasis on the structure and history of English. Especially useful for prospective teachers.

ENG 2200 - Survey of American Literature I (3)

ENG2200 Survey of American Literature I (3) Explores American literature from its beginnings to the mid nineteenth century, including the Colonial, Revolutionary, and post-revolutionary periods. Authors studied may include Emerson, Thoreau, Hawthorne, Melville, Twain, Poe, and Dickinson. Fulfills General Education Literature requirement.

ENG 2201 - Survey of American Literature II (3)

ENG2201 Survey of American Literature II (3) Investigates American literature from the mid-nineteenth century to the present, emphasizing realism, naturalism, modernism, and postmodernism. Fulfills General Education Literature requirement.

ENG 2220 - Amer Lit Movemts:Jazz Age (1)

ENG2220 Jazz Age (1) Studies the art, literature, and music of the 1920s, including Fitzgerald's The Great

Gatsby. Fulfills one unit of General Education Literature requirement.

ENG 2222 - Amer Lit Movemts:Harlem Renaissance (1)

ENG2222 Harlem Renaissance (CDiv) (1) Studies the art, music, and literature of the Harlem Renaissance, including the works of Hughes, Hurston, and Toomer. Fulfills one unit of General Education Literature requirement.

ENG 2224 - Amer Lit Movemts:Beat Poets (1)

ENG2224 Beat Poets (1) Studies the achievements of the Beat Poets, including Kerouac's *On the Road* and Ginsberg's poetry. Fulfills one unit of General Education Literature requirement.

ENG 2248 - Great Amer Writers: Hawthorne (1)

ENG2248 Great American Writer: Hawthorne (1) Includes study of Hawthorne's *Scarlet Letter* and major stories. Fulfills one unit of General Education Literature requirement.

ENG 2252 - Great Amer Writers: Melville (1)

ENG2252 Great American Writer: Melville (1) Study of *Moby Dick* and other works. Fulfills one unit of General Education Literature requirement.

ENG 2256 - Great Amer Writers: Twain (1)

ENG2256 Great American Writer: Twain (1) Investigates *Huckleberry Finn*, *Tom Sawyer*, and selected short stories. Fulfills one unit of General Education Literature requirement.

ENG 2260 - Great Amer Writers: Hemingway (1)

ENG2260 Great American Writers: Hemingway (1) Study of Hemingway's major novels and selected short stories. Fulfills one unit of General Education Literature requirement.

ENG 2264 - Great Amer Writers: Faulkner (1)

ENG2264 Great American Writers: Faulkner (1) Study of Faulkner's major novels and selected short stories. Fulfills one unit of General Education Literature requirement.

ENG 2268 - Great Amer Writers: Morrison (1)

ENG2268 Great American Writers: Morrison (1) Study of Morrison's major novels, including *Beloved*. Fulfills one unit of General Education Literature requirement.

ENG 2270 - Great American Writers: Poe (1)

ENG2270 Great American Writers: Poe (1) Reading and analysis of Poe's poetry and short stories. Fulfills one unit of General Education Literature requirement.

ENG 2272 - Great American Writers:Dickinson (1)

ENG2272 Great American Writers: Dickinson (1) In-depth study of Dickinson's poems. Fulfills one unit of General Education Literature requirement.

ENG 2274 - Great American Writers: Wharton (1)

ENG2274 Great American Writers: Wharton (1) Study of selected novels by Wharton. Fulfills one unit of General Education Literature requirement.

ENG 2400 - Brit Lit:Myth, Epic, Romance (3)

ENG2400 British Literature: Myth, Epic, and Romance (3) Introduces students to masterpieces of the Middle Ages, including *Beowulf* and the works of Chaucer and the Pearl Poet. Fulfills General Education Literature requirement.

ENG 2403 - Brit Lit:The Age of Elizabeth (3)

ENG2403 British Literature: The Age of Elizabeth (3) Focuses on the English Renaissance (exclusive of Shakespeare), with emphasis on Renaissance sonnet cycles and drama (Marlowe, Jonson, Webster). Fulfills General Education Literature requirement.

ENG 2408 - Brit Lit:Enlightenment/Revolution (3)

ENG2408 British Literature: Enlightenment and Revolution (3) Study of major works on the Augustan Age (Milton, Pope, Swift) and the Romantic Revolt (Blake, Wordsworth, Coleridge, Keats). Fulfills General Education Literature requirement.

ENG 2412 - Brit Lit:Modernism/Postmodernism (3)

ENG2412 British Literature: Modernism and Postmodernism (3) Investigates late nineteenth century and twentieth century British literature, including the Victorians, Modernists, and Postmodernists. Fulfills General Education Literature requirement.

ENG 2544 - Shakespeare (3)

ENG2544 Shakespeare (3) Focuses on reading and analysis of selected masterpieces of the great bard, with emphasis on the development of his career and to the genres of history, tragedy, comedy, and romance. Fulfills General Education Literature requirement.

ENG 2545 - Shakespeare in Ashland (1-3)

ENG2545 Shakespeare in Ashland (1-3) Includes attendance of Shakespeare plays at the annual Ashland Shakespeare Festival (every August in Oregon). Three units fulfill the General Education Literature requirement.

ENG 2600 - Women's Literature (3)

ENG2600 Women's Literature (CDiv) (3) Focuses on reading and appreciation of literature written by women, with an emphasis on a particular genre or genres, such as the novel, poetry, and short story. Readings emphasize topics and themes that are most pertinent to women's concerns of the past and present. Fulfills General Education Literature requirement.

ENG 2604 - African-American Literature (3)

ENG2604 African-American Literature (CDiv) (3) Gives a comprehensive overview of African-American literature, from the slave narratives to the Harlem Renaissance to contemporary writers, including Toni Morrison. Fulfills General Education Literature requirement.

ENG 2608 - Asian-American Literature (1)

ENG2608 Asian-American Literature (CDiv) (1) Briefly surveys Asian-American literature, from the earliest immigrant poems to contemporary novels, poems and plays. Fulfills one unit of General Education Literature requirement.

ENG 2612 - Latino Literature (1)

ENG2612 Latino Literature (CDiv) (1) Gives an overview of Latino literature, including study of Rudolfo Anaya's *Bless Me, Ultima*. Fulfills one unit of General Education Literature requirement.

ENG 2616 - Native American Literature (1)

ENG2616 Native American Literature (CDiv) (1) Studies representative works of Native American writers, including Native American songs and twentieth century fiction and nonfiction. Fulfills one unit of General Education Literature requirement.

ENG 2624 - Children's Literature (3)

ENG2624 Children's Literature (3) Extensively explores children's literature from early folk and fairytales to contemporary issues in the field; emphasizes reading, evaluating and selecting books for children as a vital part of child development and childhood creativity. Especially useful for prospective teachers. Fulfills General Education Literature requirement.

ENG 2632 - Graphic Novels and Manga (3)

ENG2632 Comparative Literature (CDiv) (3) Comparative study of Anglo-American graphic novels and Japanese manga, including analysis of anime and animated film. Fulfills General Education Literature requirement.

ENG 2636 - Mythology of Superheroes (3)

ENG2636 Mythology (CDiv) (3) Study of world mythology with emphasis on the concepts of heroism and superheroism, including readings of classical myths and twentieth-century embodiments in American and Japanese superheroes as manifested in graphic novels and manga. Fulfills General Education Literature requirement.

ENG 2642 - History of World Cinema (3)

ENG2642 History of World Cinema (CDIV) (3) A study of the history of film from a global perspective, including developments of film technology, concepts of film theory, methodology of interpreting films, and various uses of film as a vehicle of cultural representation, with emphasis on cross-cultural influences and collaboration. Classes include weekly film viewings and critical discussions.

ENG 2646 - Detective Fiction (3)

ENG2646 - Detective Fiction (3) An exploration of Hard-boiled Detective Fiction, a tough, unsentimental style of American crime writing that brought a new tone of earthy realism or naturalism to the field of crime fiction. This type of fiction refers as much to style as to content, it describes a story in which the characters and the dialogue are, at once, rough and colloquial. Hard-boiled fiction is contrasted with the classic detective stories; this genre is examined through a cultural and postcolonial theoretical lens. Fulfills General Education Literature requirement.

ENG 2650 - Modern Poetry (3)

ENG2650 - Modern Poetry (3) A course designed to enhance the ability to think, discuss and write about the aesthetic experience of modern poetry, from Shakespeare to the present. What is a poem and what is its value? What constitutes the literary canon and how do contemporary genres, such as a popular song lyrics, relate to it? Fulfills General Education Literature requirement.

ENG 2656 - Literary Theory (3)

ENG2656 Literary Theory (3) Introduction to major theories about literature, from the ancient Greeks (Plato, Aristotle) to the twentieth century, including major approaches such as formalist, feminist, Marxist, deconstruction, and new historical, applying these theories to sample literary works. This junior-level course is required of English majors and open to all students interested in the nature of literary interpretation. Fulfills General Education Literature requirement.

ENG 2800 - Seminar in the Humanities (3)

ENG2800 Seminar in the Humanities (3) The Seminar in the Humanities is an intensive, one week Summer series of workshops and lectures focusing on innovative approaches to teaching English literature and composition at the high school and college levels. Topics covered include: teaching to diversity, interdisciplinary approaches, team teaching, use of media and the Internet, effective reading strategies, incorporating community-based learning, and motivating and challenging students through creative assignments. May be taken to satisfy upper-division, graduate, or continuing education units. May be repeated for credit.

ENG 2886 - Sp Tpcs in English (1-3)

ENG2886/2887 Special Topics (1-3) Emphasizes nonwestern literature, a study of writer genre, literary movement, or some other that is not covered in other English courses, usually the specialization of the instructor of the course. Students should consult the current schedule of classes for availability or contact the English Department to learn the exact content of this offering.

ENG 2887 - Sp Tpcs: (1-3)

ENG2887 Special Topics (CDiv) (1-3) Emphasizes nonwestern literature, a study of writer genre, literary movement, or some other that is not covered in other English courses, usually the specialization of the instructor of the course. Students should consult the current schedule of classes for availability or contact the English Department to learn the exact content of this offering.

ENG 2990 - Internship (1-3)

ENG2990 Internship (CE) (1-3) Majors and minors may prepare for careers in teaching, writing, and editing by tutoring in the Writing Center, working as teaching assistants in English classes and working off campus as tutors, editorial assistants, or interns in technical writing and other fields. This course satisfies the Community Engagement requirement. See the Department's brochure giving details about this exciting program.

ENG 2990 C - Internship (3)

ENG2990C Internship (CE) (3) Majors and minors may prepare for careers in teaching, writing, and editing by tutoring in the Writing Center, working as teaching assistants in English classes and working off campus as tutors, editorial assistants, or interns in technical writing and other fields. See the Department's brochure giving details about this exciting program.

ENG 2994 - Teaching Assistant (1-3)

ENG2994 Teaching Assistant (1-3) Offers the opportunity to tutor students in Writing Center on their writing assignments in core courses and in other courses. Includes weekly training sessions. Strongly recommended for prospective teachers.

ENG 2997 - Senior Seminar (3)

ENG2997 Senior Seminar I (3) Students engage in a directed research project concentrating upon a writer, period, or theme of the student's choice. Students should consult the Department Chair during their junior year to define their projects in order to read primary materials before their senior year. Fulfills General Education Literature requirement.

ENG 2999 - IS: (1-3)**ENG 4000 - Seminar in Literature (3)**

ENG4000 Seminar in Literature (3) This is a methods and content course, involving reading of critical texts in conjunction with primary texts. Students entertain alternative interpretations of the selected literary works.

ENG 4005 - Language Theory and Practice (3)

ENG4005 Writing: Theory and Practice (3) Investigates current writing theory and practice in various forms of writing, including fiction, article writing, and technical writing, with an emphasis on process and methodology.

ENG 4016 - Narrative (3)

ENG4016 Narrative (3) Gives an advanced study of major forms of narrative (epic, romance, novel, short story) from antiquity to the present, with emphasis on theoretical understanding of the genre. Students evaluate selected literary masterpieces in terms of classical and contemporary critical approaches. May be repeated for credit.

ENG 4024 - Lyric (3)

ENG4024 Lyric (3) Focuses on study and critical assessment of lyric poetry with emphasis on the works of major poets who have contributed to the development of the genre in English.

ENG 4028 - Drama (3)

ENG4028 Drama (3) Focuses on an understanding and appreciation of the dramatic genre, from its origins to the present, with special attention given to the development of British and American traditions. May be repeated for credit.

ENG 4032 - Period Course (3)

ENG4032 Period Course (3) The Period Course is an extensive study of major works representing the thematic and stylistic characteristics of primary developmental periods in the British and American literary canons. The content of the course varies from year to year depending on student and faculty interest and choice. In the past, the course has addressed the medieval, Renaissance, Romantic, early modern, post modern, and contemporary periods of literature.

ENG 4048 - Creative Writing (3)

ENG4048 Creative Writing (3) Study and practice of a variety of literary genres, including poetry, fiction, and memoir. May be repeated for credit.

ENG 4800 - Seminar in the Humanities (3)

ENG4800 Seminar in the Humanities (3) The Seminar in the Humanities is an intensive, one-week summer series of workshops and lectures focusing on innovative approaches to teaching English literature and composition at the high school and college levels. Topics covered include teaching to diversity, interdisciplinary approaches, team teaching, use of media and the Internet, effective reading strategies, incorporating community-based learning, and motivating and challenging students through creative assignments. May be repeated for credit.

ENG 4884 - Thesis: Directed Research (3)

ENG4884 Thesis: Directed Research (3) This is the first semester of a two-semester course during which students begin their final project, working one-on-one with a thesis advisor/first reader of their choice to produce either an extensive research-driven, critical study of an author or period of literature or to produce a collection of original creative writing.

ENG 4886 - Sp Tpcs in English (3)

ENG4886 Special Topics (3) Content varies as students' needs and interest require. Content may include approaches to expository, technical, and creative writing, or focus on specific authors or literary movements. Students should contact the English Department to learn the exact scheduling and content of this offering.

ENG 4894 - Teaching Apprenticeship (3)

ENG4894 Teaching Apprenticeship (3) Supervised experience in college teaching in the Writing Center or in a lower-division or upper-division literature course at NDNU or a local community college is available.

ENG 4994 - Community-Based Pedagogy/Tch Assist (3)

ENG4994 Community-Based Pedagogy/Teaching Assistantship (3) Students in this class have the opportunity to work as teaching assistants in a variety of settings including community college classrooms, juvenile detention facilities, and the women's jail. Each student works in the classroom with a mentor teacher for three hours per week. In addition, Community-Based Pedagogy will meet twice per month to enable students to share their experiences, role play, get support, and discuss assigned readings from the field of pedagogy.

ENG 4997 - Thesis: Directed Writing (3)

ENG4997 Thesis: Directed Writing (3) This is the culminating semester of the two-semester course during which students complete their final project, continuing to work one-on-one with their thesis advisor/first reader to produce an extensive research project or a collection of original creative work. The final document will be a minimum of 50 pages.

ENG 4999 - IS: (1-3)**FRE - FRENCH****FRE 1001 - Basic Practical French I (3)**

FRE1001 Basic Practical French I (3) Begins the study of French, using direct audiovisual method; focuses on lively, efficient, and fast learning of everyday practical vocabulary, basic grammar, and conversation.

FRE 1008 - Basic Practical French II (3)

FRE1008 Basic Practical French II (3) Prerequisite: FRE1001 or equivalent Continuation of FRE1001.

Prerequisite: Prerequisite: FRE1001 or equivalent.

FRE 1016 - Intermediate Conversation I (3)

FRE1016 Intermediate Conversation I (3) Prerequisite: FRE1008 or equivalent and/or Placement Test Students discuss various issues of French culture. Course includes short compositions written on those issues, grammar review, pronunciation and vocabulary building exercises, and extensive use of multimedia technology.

Prerequisite: Prerequisite: FRE1008 or equivalent and/or Placement Test.

FRE 1024 - Intermediate Conversation II (3)

FRE1024 Intermediate Conversation II (3) Continuation of FRE1016.

FRE 1032 - Grammar Review and Conversation (1-3)

FRE1032 Grammar Review and Conversation (1-3)
Prerequisite: FRE1024 or equivalent and/or Placement Test Offers an advanced grammar review. Includes discussion of French cultural issues, research using Internet in French, extensive conversation practice, and viewing of French media.

Prerequisite: Prerequisite: FRE1024 or equivalent and/or Placement Test.

FRE 2100 - Advanced Conversation I (1-3)

FRE2100 Advanced Conversation (1-3) Prerequisite: FRE1024 or equivalent and/or Placement Test Provides in depth discussion of issues in contemporary France. Students use French press and French web sites in their research and oral presentations. Satisfies a French Studies Minor requirement.

Prerequisite: Prerequisite: FRE1024 or equivalent and/or Placement Test.

FRE 2108 - Advanced Conversation II (1-3)

RE2108 Advanced Conversation II (1-3) Study, discussion, and analysis of French TV programs and articles in the current press. Research on France and Francophone countries and written reports in French on the issues studied. Satisfies a French Studies Minor requirement.

FRE 2116 - Pronunciation in Cultural Context (1-3)

FRE2116 Pronunciation in Cultural Context (1-3)
Prerequisite: FRE1024 or the equivalent Practice of pronunciation and study of phonetics in discussing cultural and literary texts. Study of French idioms, acquisition of vocabulary. The course is conducted in French. Satisfies a French Studies Minor requirement.

Prerequisite: Prerequisite: FRE1024 or the equivalent.

FRE 2124 - French Society in Texts and Films (3)

FRE2124 French Society in Texts and Films (3) Studies French culture and society in literary texts and press articles. Explores how cultural and social aspects of France are represented in films. The class is taught in French. Satisfies a French Studies Minor requirement.

FRE 2126 - French Culture and Gastronomy (3)

FRE2126 French Culture and Gastronomy (3) Study of the role of food and gastronomy in French life and culture: society, art, literature, films, business, etc. This course will also explore the Art of French Cuisine and its evolution in France and the French-speaking countries. Taught in French. Satisfies a French Studies Minor requirement.

FRE 2128 - Litterature de Jeunesse (3)

FRE2128 Literature de Jeunesse (3) Study of children and youth literature in France with a psychological and sociological approach to the texts. Examines myths and archetypes as well as social environment at various times in history, and studies the role of this literature in a child's development. Students will develop their creative skills by writing their own story for children and presenting it to the class. Taught in French. Satisfies a French Studies Minor requirement.

FRE 2132 - The French Today (1-3)

FRE2132 The French Today (1-3) Prerequisite: FRE2108 or the equivalent Study and discussion of French behavior, institutions and creations, as well as social structure and values in France today. Satisfies a French Studies Minor requirement.

Prerequisite: Prerequisite: FRE2108 or the equivalent.

FRE 2134 - Intro to French Civilization (3)

FRE2134 Introduction To French Civilization (3) Studies important aspects of French culture and history through the centuries, from the Middle Ages to modern Time. Satisfies a French Studies Minor requirement.

FRE 2140 - Women in French Literature (3)

FRE2140 Women in French Literature (3) (CDiv) Study of women writers as well as the theme of women through French Literature and the image of women in France. Students learn about the condition of women in France and their struggle for freedom and equality in French society, through literary texts and documents. A look at the immigrant women from North Africa and the effort to integrate into French society. Satisfies a French Studies Minor requirement.

FRE 2886 - Sp Tpcs in French (1-3)

FRE2886 Special Topics (1-3) Offered as needed to satisfy the General Education requirement in Culture and Language.

FRE 2994 - Teaching Assistant (1-3)

FRE2994 Teaching Assistant (1-3) Advanced undergraduate French students, through classroom observation, tutoring, and some teaching, are shown the techniques used in foreign language instruction. May be used as upper-division units in the minor. Satisfies a French Studies Minor requirement.

GER - CLINICAL GERONTOLOGY**GER 4110 - Assessment in Clinical Gerontology (2)**

GER4110 Assessment in Clinical Gerontology (2) Presents research relating behavior to the neurobiological bases of aging. Data on neural and hormonal systems is used in examining such complex behaviors as memory, learning, perception, and motivation along with the impact of aging on the brain processes. Topics studied include neuroanatomical structures and functions, neuroendocrine regulation of behavior, neuronal basis of perception, and attention; and assessment of healthy and dysfunctional aging via functional cognitive and behavioral assessment. Appropriate treatment plan, case management, and collaborative treatment with caregivers and healthcare providers will be emphasized. BBS 4980.37, 4980.40

GER 4115 - Biopsychosociospiritual Asp Aging (2)

GER4115 Biopsychosociospiritual Aspects of Aging (2) Applied gerontology in the public and private sector is fostered. Studies current conditions involving the physical, social, spiritual, and psychological aspects of aging. Examines health concerns of older adults, including medical care, long-term care, nutrition, elder abuse, and Medicare and Medicaid. Exercise, stress, health, nutrition, and aging will be discussed. BBS 4980.37, 4980.40

GER 4120 - Psychotherapeutic Techs in Aging (2)

GER4120 Psychotherapeutic Techniques in Aging (2) Explores issues of aging, including spirituality, using major approaches to psychotherapy and comparative analysis of theories of change and the psychotherapeutic process in aging adults. BBS 4980.37, 4980.40

GER 4135 - Ethnicity and Aging (1)

GER4135 Ethnicity and Aging (1) Examines the characteristics and needs of various ethnic and minority aging groups and how government and other social institutions can respond to them. BBS 4980.37, 4980.40

GER 4145 - Dying, Death, Bereavement (1)

GER4145 Dying, Death, and Bereavement (1) Addresses the psychological reactions of terminally ill people and their families and examines appropriate therapeutic interventions related to the grief process. Fosters introspection of belief systems about dying, death, and bereavement. BBS4980.37, 4980.40

GER 4999 - IS: (1-3)**GPY - ART THERAPY - MA****GPY 4100 - History, Foundations of Art Therapy (1)**

GPY4100 History and Foundations of Art Therapy (1) This course provides an overview of the history and foundations of art as healing. It will begin with an exploration of early images, sacred sites, and the role they have played in physical and mental healing. The discovery of art of the mentally ill and how Freud and Jung blended art and psychology will also be addressed. The major focus of the course will be on contributions made by Art Therapy pioneers and current leaders in the field to the development and practice of art therapy in diverse settings and with diverse populations.

GPY 4178 - Intro to Clinical Art Therapy I (1)

GPY4178 Introduction to Clinical Art Therapy I (1) This course explores the history and theory of art therapy, the counseling process, and psychotherapeutic techniques of practice used by marriage and family therapists, professional counselors, and art psychotherapist in a culturally diverse society.

GPY 4179 - Intro to Clinical Art Therapy II (2)

GPY4179 Introduction to Clinical Art Therapy II (2) This course incorporates presentations by licensed therapists and art therapists who have been working in the field and covers the counseling processes and psychotherapeutic techniques of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society.

GPY 4200 - Communication/Counseling Skills (3)

GPY4200 Communication and Counseling Skills (3) This course examines the counseling and psychotherapeutic theories and techniques of practice used by professional marriage and family counselors and art psychotherapists in a culturally diverse society. The course provides an orientation to wellness and prevention, counseling theories to assist in selection of appropriate counseling interventions, models of counseling consistent with current professional research, and practice and development of a personal model of counseling. This course will teach students to be familiar with a broad range of matters that may arise within marriage and family relationships and prepare them to be able to apply a variety of effective psychotherapeutic techniques and modalities to improve, restore, and maintain healthy individual, couple, and family relationships. Examination of areas such as self-awareness, feelings, self-concepts,

implicit and explicit communication, and perception will assist in developing a greater understanding of interpersonal skills needed in therapeutic relationships.

GPY 4205 - Advanced Human Development (3)

GPY4205 Advanced Human Development (3) Prerequisite: An undergraduate-level course in Human Development from an accredited institution (i.e., NDNU's PSY2141) This course examines the counseling and psychotherapeutic theories and techniques of practice used by professional marriage and family counselors and art psychotherapists in a culturally diverse society. Course content focuses on human growth and development across the lifespan, normal and abnormal behavior, developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. Varieties of effective psychotherapeutic techniques and modalities that may be utilized to improve, restore, or maintain healthy individual, couple, and family relationships will be explored. The techniques taught will include the counseling process in a culturally diverse society, an orientation to wellness and prevention, counseling theories to assist in selection of appropriate counseling interventions, models of counseling consistent with current professional research and practice, and the development of a personal model of counseling.

Prerequisite: Prerequisite: An undergraduate-level course in Human Development from an accredited institution (i.e., NDNU's PSY2141).

GPY 4210 - Methods of Group and Family Therapy (3)

GPY4210 Methods of Group and Family Therapy (3) This course examines the counseling and psychotherapeutic theories and techniques of practice used by professional marriage and family counselors and art psychotherapists in a culturally diverse society. Course content focuses on applying counseling principles of marriage and family systems and relationships. Students will receive training in a variety of effective psychotherapeutic techniques and modalities that may be utilized to improve, restore, or maintain healthy individual, couple, and family relationships. Course content will also include group counseling theories and techniques, including principles of group dynamics, group process components, developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, and group counseling methods. The course will teach students to develop and analyze clinical applications to family and group assessment and formulate treatment planning methods.

GPY 4215 - Principles of MFT (3)

GPY4215 Principles of MFT (3) This course examines the counseling and psychotherapeutic theories and techniques of practice used by professional marriage and family counselors and art psychotherapists in a culturally diverse society. This course is an orientation to wellness and prevention and introduces students to a variety of family systems, counseling theories, and models of counseling used to assist in selection of appropriate counseling interventions that are consistent with current professional research and practice. The course prepares students to be familiar with the broad range of matters that may arise within marriage and family relationships and trains them in the application of marriage and family systems theories, relationship counseling principles, and methods. Students apply a variety of effective psychotherapeutic techniques and modalities that may be utilized to improve, restore, or maintain healthy individual, couple, and family relationships.

GPY 4220 - Psychological Assessment I (2)

GPY4220 Psychological Assessment I (2) This is a survey course in psychological testing where students are trained in applying variables in a culturally and socially diverse society. Topics to be covered include psychological assessment; appraisal; testing of individuals, including basic concepts of standardized and nonstandardized testing; norm-referenced and criterion-referenced assessment; statistical concepts; social and cultural factors related to assessment and evaluation of individuals and groups; ethical strategies for selecting, administering, and interpreting assessment instruments; and techniques in counseling. Students will develop the knowledge and breadth of specific treatment and assessment issues relevant to special populations, clinical interventions, psychopathology, and other clinical topics.

GPY 4225 - Psychological Assessment II (1)

GPY4225 Psychological Assessment II (1) This course is a continuation of GPY4220. This course is an art therapy assessment survey in psychological testing where students are trained in applying variables in a culturally and socially diverse society. Topics to be covered include psychological assessment; appraisal; testing of individuals, including basic concepts of standardized and nonstandardized testing; assessment techniques; norm-referenced and criterion-referenced assessment; statistical concepts; social and cultural factors related to assessment and evaluation of individuals and groups; ethical strategies for selecting, administering, and interpreting assessment instruments; and techniques in counseling. Students will

develop the knowledge and breadth of specific treatment and assessment issues relevant to special populations, clinical interventions, psychopathology, and other clinical topics.

GPY 4230 - Psychopathology (3)

GPY4230 Psychopathology (3) Prerequisite: An undergraduate-level course in Abnormal Psychology from an accredited institution (i.e., NDNu's PSY2157) This course covers the principles of psychopathology and the diagnostic processes used in a culturally and socially diverse society by providing students with an integrated course of study that trains students in the diagnosis, assessment, prognosis, and treatment of mental disorders. Topics include differential diagnosis and the use of current diagnostic tools such as the current edition of the Diagnostic and Statistical Manual; the impact of co-occurring substance use disorders or medical psychological disorders; established diagnostic criteria for mental or emotional disorders; and behavioral and psychosocial models of change. Students will examine the development of treatment modalities and placement criteria within the continuum of care.

Prerequisite: Prerequisite: An undergraduate-level course in Abnormal Psychology from an accredited institution (i.e., NDNu's PSY2157).

GPY 4236 - Substance Abuse: Theory, Treat, Assess (3)

GPY4236 Substance Abuse: Theory, Treatment, Assessment (3) In this course, students will learn about the major approaches and evidence-based best practices of identification, evaluation, treatment, and instruction in the definition of substance use disorders. Students will learn to apply the mental health recovery program of prevention of substance use disorders and addiction. Other topics include dual-diagnosis, substance abuse, co-occurring disorders, the medical aspects of substance use disorders, the effects of psychoactive drug use, current theories of the etiology of substance abuse and addiction, the role of persons and systems that support or compound substance abuse, and addiction in the treatment of children and adults. Students will learn how to understand and evaluate high-risk populations with regard to substance use disorders and co-occurring disorders and how to refer and provide community resources that offer screening, assessment, treatment, and follow-up for the affected person and family.

GPY 4240 - Cross-Cultural Issues (3)

GPY4240 Cross-cultural Issues (3) This course covers the multicultural counseling and psychotherapeutic theories

and techniques of practice used by marriage and family therapists, professional counselors, and art psychotherapists and studies counselors' roles in developing cultural self-awareness and identity development while promoting cultural social justice. Students will learn individual and community strategies for working with and advocating for diverse populations and will explore counselors' roles in eliminating biases and prejudices. Other topics include cultural competency, which includes understanding the processes of intentional and unintentional oppression and discrimination, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, disability, and their incorporation into the psychotherapeutic process. Students will learn to integrate and understand how cross-cultural mores and values impact the individual in society while developing a familiarity with a wide range of racial and ethnic backgrounds common among California's population, including, but not limited to, Blacks, Hispanics, Asians, and Native Americans. The effects of socio-economic position on how poverty and social stress affect the individual's mental health and recovery will also be explored.

GPY 4245 - Human Sexuality (2)

GPY4245 Human Sexuality (2) This course covers counseling and psychotherapeutic theories and techniques of practice used by marriage and family therapists, professional counselors, and art psychotherapists and studies counselors' roles in developing cultural self-awareness and sexual identity development while promoting sexual and cultural social justice. Students will learn individual and community strategies for working with and advocating for diverse populations and counselors' roles in eliminating biases and prejudices. Other topics include analyzing normal and psychosexual dysfunction; gender identity with attention to diagnosis of sexual problems; and major approaches to sex therapy using both verbal and nonverbal modalities. This course identifies experiences of race, ethnicity, class, and spirituality in the context of sexual orientation, gender, and disability and how these experiences are incorporated into the psychotherapeutic process.

GPY 4251 - Psychopharmacology (3)

GPY4251 Psychopharmacology (3) This course addresses counseling and psychotherapeutic theories, the counseling process, and techniques of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society. Students are provided with an overview and working knowledge of current evidence-based practices that utilize

psychopharmacological and clinical interventions relevant to psychopathology and are shown how practices impact the clinical counseling relationship and treatment.

GPY 4255 - Professional Ethics and Law I (2)

GPY4255 Professional Ethics and Law I (2) This course covers application of California's laws and professional ethics governing counseling processes and psychotherapeutic standards of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society. Students will receive an orientation to the profession and study the ethical standards and legal considerations of counseling. Topics covered include licensing law and process; regulatory laws that delineate the profession's scope of practice; counselor-client privilege; confidentiality; what to do if the client is dangerous to self or others; treatment of minors with or without parental consent; the relationship between a practitioner's sense of self and human values; functions and relationships with other human service providers; strategies for collaboration; and advocacy processes needed to address institutional and social barriers that impeded access, equity, and success for clients.

GPY 4260 - Professional Ethics and Law II (1)

GPY4260 Professional Ethics and Law II (1) This course covers counseling and psychotherapeutic standards of practice and utilization of art therapy assessments by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society. Students will learn the ethical and legal issues related to the practice of art therapy. This course is an adjunct to Professional Ethics and Law I and addresses aspects of ethics and the law as they relate to the Art Therapy profession.

GPY 4263 - Child Abuse (1)

GPY4263 Child Abuse (1) This course is only offered during the Summer term. This course covers counseling processes and psychotherapeutic standards of practice and utilization of art therapy assessments by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society. Students will be provided training in the history and theory of art therapy and in the application of art therapy with people in different treatment settings. Other topics include group work, art therapy assessment, legal and ethical issues related to art therapy practice, process for reporting child abuse, child abuse coverage, and assessment and treatment using a family systems approach.

GPY 4266 - Domestic Violence: Assess/Treatment (1)

GPY4266 Domestic Violence: Assessment and Treatment (1) This course covers counseling processes and psychotherapeutic techniques of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society. Students will learn how to work with bilingual clients and special populations, the impact of cultural factors, how to understand spousal or partner abuse assessments, and same-gender abuse dynamics. Students will develop knowledge of detection and intervention strategies, community resources, assessment and treatment planning, specific treatment issues, and application of counseling constructs.

GPY 4268 - Starting a Private Practice (1)

GPY4268 Starting a Private Practice (1) This elective course is offered periodically. This elective course is for students who wish to open a private psychotherapy practice. Participants of this course will learn about the personal, professional, and ethical considerations to confidently opening the doors to a private MFT/Art Therapist psychotherapy practice. Topics covered will include regulations for record keeping, how to provide service to a variety of populations, how to advertise a private practice, setting up an office space, benefits of joining a consultation group, using interns, payment scales, and how to handle taxes.

GPY 4269 - Eldercare in the 21st Century (1)

GPY4269 Eldercare in the 21st Century (1) This course is an examination of biological, spiritual, social, emotional, and psychological changes that impact aging and long-term care in a culturally diverse society. Students will explore the myths of aging, assumptions about lifestyles, and the impact of societal views about care, application of counseling interventions, and treatment during the end of life. Students will be provided with tools and information to work with an expanding aging population to better assess the issues faced by aging people at different stages of old age.

GPY 4286 - Sp Tpcs: in Art Therapy (1-3)

GPY4286 Special Topics in Art Therapy (1-3) Special Topics courses are 1-3 units and course topics vary each semester. Students are required to take a 1-unit class in Special Topics.

GPY 4300 - A.T. Tech:Group Experience (1)

GPY4300 Art Therapy Techniques: Group Experience (1) This course is only offered during the Summer term. This

is an experiential course integrating art therapy techniques and practices of group work. Course content covers counseling processes and psychotherapeutic standards of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society. Other topics include group counseling theories and techniques, principles of group dynamics, group process components, developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness.

GPY 4305 - A.T. Tech:Special Populations (1)

GPY4305 Art Therapy Techniques: Special Populations (1) This course is only offered during the Summer term. This is an experiential course, integrating and applying art therapy techniques with special populations in a variety of treatment settings. Course content covers counseling processes and psychotherapeutic standards of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society.

GPY 4310 - A.T. Tech:Integrating Creative Arts (1)

GPY4310 Art Therapy Techniques: Integrating Creative Arts (1) This course is only offered during the Summer term. This is an experiential course emphasizing the integration of creative arts therapies. Course content covers counseling processes and psychotherapeutic standards of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society.

GPY 4315 - Metaphors in Psychopathlgy:Children (1)

GPY4315 Metaphors in Psychopathology: Children (1) This course is only offered during the Summer term. This is an experiential course integrating aspects of child development from a systems perspective and explores issues related to normal and abnormal development and attachment and the impact of trauma on a child. Course content covers counseling processes and psychotherapeutic standards of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society.

GPY 4320 - Metaphors in Psychopathlgy:Adolscnt (1)

GPY4320 Metaphors in Psychopathology: Adolescents (1) This course is only offered during the Summer term. This is an experiential course addressing different treatment settings and group work while integrating aspects of adolescent development, issues related to normal and

abnormal development and attachment, and the impact of trauma on an adolescent in a family system. Course content covers counseling processes and psychotherapeutic standards of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society.

GPY 4325 - Metaphors in Psychopathology:Adults (1)

GPY4325 Metaphors in Psychopathology: Adults (1) This course is only offered during the Summer term. This is an experiential course integrating aspects of adults from a systems perspective, issues related to developmental growth and adaptation, and the impact of trauma on the adult. Course content covers counseling processes and psychotherapeutic standards of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society.

GPY 4348 - Career Counseling (3)

GPY4348 Career Counseling (3) This course explores the basic tenets of career counseling for vocational and occupational careers in the mental health profession. Students will learn about career development theories and techniques, including career development decision-making models and the interrelationships among work, family, and other life roles and factors. Special consideration is given to career education, career exploration, career choice, the role of multicultural issues in career development, and career counseling. Testing instruments, including appropriate achievement tests; interest inventories; aptitude tests; personality tests; and valued tests are reviewed.

GPY 4350 - Practicum I (3)

GPY4350 Practicum I (3) Prerequisites: Completion of all prerequisites in art and psychology, 30 hours of fieldwork, and 15 semester units of graduate course work, including GPY4255 and GPY4260 Corequisite: GPY4365 Practicum is a 700-hour nonresident, supervised clinical fieldwork experience, which provides the student with an opportunity to work with clients in an institutional or community setting within the licensing organizations' scope of practice. Students are able to work with clients on health promotion and illness prevention while integrating ethical and legal practices under the supervision of a licensed professional. Course content covers counseling processes, psychotherapeutic techniques, and standards of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society. The supervised practicum is in applied psychotherapeutic techniques, art therapy and psychological assessment,

diagnosis, prognosis, and treatment. Art therapy techniques are applied in a variety of settings with a variety of dysfunctional and healthy-functioning relationship types, which include premarital, couple, family, and child relationships.

Prerequisite: Prerequisites: Completion of all prerequisites in art and psychology, 30 hours of fieldwork, and 15 semester units of graduate course work, including GPY4255 and GPY4260. Corequisite: Corequisite: GPY4365.

GPY 4355 - Practicum II (3)

GPY4355 Practicum II (3) Prerequisite: GPY4355 Corequisite: GPY4370 This course covers counseling processes, psychotherapeutic techniques, and standards of practice used by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society. The supervised practicum is in applied psychotherapeutic techniques, art therapy and psychological assessment, diagnosis, prognosis, and treatment and integrates ethical and legal practices under the supervision of a licensed professional. Students work in a supervised clinical placement, which provides supervised fieldwork experience within the licensing organizations' scope of practice. Focus is on application of art therapy techniques in a variety of settings and with variations in patient age, practice setting, and type of intervention to provide for specialization in competency areas. Students work to promote health and provide illness prevention while working with dysfunctional and healthy-functioning relationships, which may include couples, families, and parent and child relationships. Students must have both individual and group supervision.

Prerequisite: Prerequisite: GPY4355. Corequisite: Corequisite: GPY4370.

GPY 4356 - Practicum Extension (1-3)

GPY 4360 - Explorations in Sandplay (1)

GPY4360 Explorations in Sandplay (1) This Special Topics course is only offered during the Summer term. This course covers the basic tenets of Sandplay and its use in psychotherapy. The work of founder Dora Kalff is reviewed and discussed. There will be a study of Sandplay figures and their meaning, especially in the sequencing of trays, with a variety of patients. Experientials and the deepening of symbols will be included.

GPY 4365 - Seminar I (3)

GPY4365 Seminar I (3) Corequisite: GPY4350. This small-group supervision seminar course provides students with opportunities to present cases from their practicum field experience and receive feedback from a faculty supervisor and other students. Students will review and apply legal and ethical standards of practice, develop and prepare weekly theoretical treatment plans, and deliver an oral presentation.

Corequisite: Corequisite: GPY4350.

GPY 4370 - Seminar II (3)

GPY4370 Seminar II (3) Corequisite: GPY4355 This small-group supervision seminar course provides students with opportunities to present cases from their practicum field experience and receive feedback from a faculty supervisor and other students. Students will review and apply legal and ethical standards of practice, develop and prepare weekly theoretical treatment plans, and deliver an oral presentation.

Corequisite: Corequisite: GPY4355.

GPY 4371 - Seminar Extension (1-3)

GPY 4384 - Research Methodology (2)

GPY4384 Research: Methodology (2) This course will prepare students for research and evaluation by exploring studies that provide an understanding of research methods, statistical analysis, and the use of research to inform evidence-based practices. The importance of research in advancing the profession of counseling and the use of statistical methods in conducting research, needs assessment, and program evaluations will also be covered. Students will learn the application of diversity factors relevant to research.

GPY 4396 - Research Project (3)

GPY4396 Research: Project (3) This course will prepare students for research and evaluation by exploring studies that provide an understanding of research methods, statistical analysis, and the use of research to inform evidence-based practices. The importance of research in advancing the profession of counseling and the use of statistical methods in conducting research, needs assessment, and program evaluations will also be covered. Students will learn the application of diversity factors relevant to research.

GPY 4397 - Research: Thesis Completion (3)

GPY4397 Research: Thesis Completion (3) This course will prepare students for research and evaluation by exploring

studies that provide an understanding of research methods, statistical analysis, and the use of research to inform evidence-based practices. The importance of research in advancing the profession of counseling and the use of statistical methods in conducting research, needs assessment, and program evaluations will also be covered. Students will learn the application of diversity factors relevant to research. Students will produce a final Thesis or Grant Proposal as the culminating project.

GPY 4398 - Thesis Extension (1-3)

GPY4398 Research: Thesis Extension (1) The Thesis Extension segment is offered as an alternative to students who do not complete their thesis in the previous two segments. NOTE: An Incomplete grade is not permitted for this extension course. Students who fail to complete the thesis within the extension semester must reenroll in the extension course.

GPY 4400 - Trauma/Art Therapy Treatment (1)

GPY4400 Trauma and Art Therapy Treatment (1) This Special Topic course is offered periodically. This course explores counseling and psychotherapeutic theories and techniques, including the counseling process in a multicultural society. It serves as orientation to wellness and prevention and introduces counseling theories used to assist in selection of appropriate counseling interventions; models of counseling consistent with current professional research and practice; development of a personal model of counseling; and multidisciplinary responses to crises, emergencies, and disasters.

GPY 4415 - Explorations in A.T. Literature (1)

GPY4415 Explorations in Art Therapy Literature (1) This Special Topic course is offered periodically. An independent study review of classic and recently published literature in the field of art therapy.

GPY 4450 - Focusing-Oriented Art Therapy (1)

GPY4450 Focusing-Oriented Art Therapy (1) This Special Topic course is offered periodically. The Focusing-Oriented Art Therapy (FOAT) course uses a mindfulness-based approach, which integrates psychologist Eugene Gendlin's Focusing with Art Therapy. This course covers basic approaches of FOAT, reflective listening, and application to a variety of clinical populations.

GPY 4900 - Intl and Multicultural Art Ther Svc (2-6)

GPY4900 International and Multicultural Art Therapy Service (2-6) Prerequisites: Advancement to candidacy and approval of the Program Director This is a course involving volunteer service for an international project,

which will give participants a multicultural learning experience providing art therapy to a variety of diverse populations. Participants will work as a team in an international setting under the direction and supervision of NDNu Art Therapy faculty to implement art therapy interventions with individuals and families in need. Participants will embody the NDNu mission statement goals by providing service activities that empower and strengthen communities, increase social justice by actively partnering with local organizations, and foster a peaceful collaborative partnership while working collectively.

Prerequisite: Prerequisites: Advancement to candidacy and approval of the Program Director.

GPY 4905 - Art as a Way of Knowing (2)

GPY4905 - Art as a Way of Knowing: Internatioal Ancient Sites Living Art (2) This course provides an art therapy method, Living Art painting, as a way to explore cross-cultural experiences within a group setting. The course involves visiting ancient British sites of mystery and antiquity, as well as modern day London museums, responding with the art process of Living Art and journaling, as well as living, traveling, and interacting with the British cultures - all to enhance a growth in understanding art and culture as a way of knowing. The practice of response art making involves gaining insight, expanding one's vision, working and interacting mindfully during the five-day course. Students will summate their experiences with a final art project, as well as a debriefing five-page paper done to integrate personal and academic meaning of their work.

GPY 4999 - IS: (0.50-3)

GPY 6992 - Supervised Field Experience (1-3)

GPY6992 Supervised Field Experience (1-3) Supervised practicum hours for MFT licensure that are not part of the Practicum/Seminar sequence. This course is not a program requirement. Approval is required.

GPY 6999 - IS: (1-3)

HSP - HUMAN SERVICES PROGRAM

HSP 2201 - Community Leadership Practicum (0.50)

HSP2201 Community Leadership Practicum (.5) Mentoring, in various forms, can be a key for community bulding and individual success. In this half unit course, students learn to recognize mentorship models, understand and implement the active listening process, explore and develop personal leadership skills relating to

community and business, and demonstrate the ability to mentor through a practice model.

HSP 2203 - Communication Skills (3)

HSP2203 Communication Skills (3) This highly participative course focuses on analyzing and applying techniques of effective communication in organizational and interpersonal situations. Includes the use of personal assessment instruments that reflect students' preferred communication styles. All class participants make formal and informal presentations and practice utilizing fundamentals in active listening, self-esteem building, and conflict negotiations.

HSP 2206 - Professional Writing (3)

HSP2206 Professional Writing (3) Emphasizes collaborative learning and writing-across-the-disciplines. Writing in a variety of professional modes (directions, descriptions, process) and forms (memos, letters, reports) is practiced. Fulfill General Education Upper-Division Writing requirement.

HSP 2209 - Human Services (3)

HSP2209 Human Services (3) (CDiv) Examines the human service industry: its evolution, role in contemporary society, anticipated future in relation to the changing society, and the restructuring of community and work organizations. Discussions of theory and practice of professional management strategies and clientele characteristics and reactions as well as future directions for human service program planning and design are presented by area speakers and analyzed by students in written and group presentation format.

HSP 2212 - Financial Management (3)

HSP2212 Financial Management (3) Introduces financial management for nonprofit organizations, focusing on the key principles and terminology needed by managers. Emphasizes financial accounting, budgeting, financial reports, and reporting cycles. Coursework includes case studies and a final project analyzing the fiscal status of a nonprofit agency or organization.

HSP 2218 - Social Research Methods (3)

HSP2218 Social Research Methods (3) Introduces the major techniques of social research to demystify the research process and increase competence in student's ability to investigate ideas, concepts, and statistical data or literature. Proficiency is measured by performance in individual and collaborative group projects, individual written assignments, and a final research presentation.

HSP 2221 - Human Services Senior Seminar (3)

HSP2221 Human Services Senior Seminar (3)
Prerequisites: Completion of core requirements and senior class standing. This capstone course utilizes all key Human Services theories, concepts, and methods acquired through the coursework. Successful demonstrations of competencies are exhibited in case studies, analysis, group discussion, individual presentations, and community project work.

Prerequisite: Prerequisites: Completion of core requirements and senior class standing.

HSP 2224 - Professional Development (0.50)

HSP2224 Professional Development (0.5) Provides accelerated students with an interactive seminar exploring career management techniques including self-assessment, researching the world of work, decision-making and goal setting, and job search strategies. Students develop an individualized career management plan.

HSP 2227 - Marketing for Non-Profit Organizns (3)

HSP2227 Marketing for Nonprofit Organizations (3)
Prerequisite: HSP2209 or permission of Program Director. Presents the principles of marketing, marketing strategy, and the marketing mix (product, place, price, and promotion) as applicable in a nonprofit setting.

Prerequisite: Prerequisite: HSP2209 or permission of Program Director.

HSP 2230 - Personal Financial Planning (3)

HSP2230 Personal Financial Planning (3) Prerequisites: BUS1224, BUS2224 Gives an overview of the fundamental concepts and practices of financial management and planning for the individual. Specific topics include budgeting, goal setting with controls, asset management, tax planning, and portfolios.

Prerequisite: Prerequisites: BUS1224, BUS2224.

HSP 2233 - Grant Writing (3)

HSP2233 Grant Writing (3) This course examines the basic concepts and skills for identifying funding sources and writing convincing grants and business proposals. Proposal writers can bring their project ideas and draft proposals to class for small group evaluations and technical assistance. Ongoing grant writing support will be available during the semester. Fulfills General Education Upper-Division Writing requirement.

HSP 2236 - Creativity and Work (3)

HSP2236 Creativity and Work (3) This course examines how we can stir creativity and imagination while working in business, nonprofits, government, or in entrepreneurial endeavors and how we use our work and the relationships that we develop through it as a means to interact with the world.

HSP 2239 - Human Relations in Organizations (3)

HSP2239 Human Relations in Organizations (3) Studies formal and informal organizations in terms of individual, group, and organizational perspectives with a focus on leadership, motivation, and general management concepts. Discussions and group practice sessions are alternated with individual projects and examinations to assess student proficiency and skill building.

HSP 2242 - Human Services Counseling Skills (3)

HSP2242 Human Services Counseling Skills (3) Reviews fundamental skills in counseling. Special emphasis is on the development of effective counselor competencies in helping relationships found primarily in human services organizations.

HSP 2248 - Managing Cultural Diversity (3)

HSP2248 Managing Cultural Diversity (CDiv) (3) Theoretical and practical approaches to the complexities of issues of diversity will be examined by reviewing typical values, habits, interactions, and concerns of different cultural groups in the workplace. Students will identify and practice strategies to overcome barriers and conflict in the workplace.

HSP 2251 - Managing Employee Assist Programs (3)

HSP2251 Managing Employee Assistance Programs (3) Surveys all aspects of managing EAP's as they relate to employers, unions, human resources, and the workplace. Special attention is given to administration and implementation of strategies for special work groups.

HSP 2254 - Stress in the Workplace (3)

HSP2254 Stress in the Workplace (3) Provides a theoretical and interactive analysis of the physiological, psychological, and emotional effects of stress. Examines cognitive and behavioral coping strategies that will be used to create a personal wellness plan for each student. Particular emphasis will be on early detection of organizational factors that create effects of personal and professional burnout.

HSP 2257 - Women's Health Issues (3)

HSP2257 Women's Health Issues (CDiv) (3) This course provides both a theoretical and interactive analysis of the various issues surrounding women and specifically women's health. Topics range from societal influences on women's socialization/role identification and development. Contributing factors examined relative to women's health include psychosocial, psychological, spiritual, emotional, legal, and physiological.

HSP 2260 - Introduction to Gerontology (3)

HSP2260 Introduction to Gerontology (3) Gerontology is a fast growing field, with demographic analyses predicting a doubling of the population who are over the age of 65 in the next decade. This trend will occur across diverse populations, creating opportunities for students to address unique and important community needs. This course covers important topics for all students who are in or entering the helping professions and will include an overview of issues and trends, the importance of policy and legal issues, emerging ethical concerns, and emerging issues, including changing family roles and death and dying.

HSP 2263 - Development Across the Lifespan (3)

HSP2263 Development Across the Lifespan (3) Issues of gerontology involve the entire family, and an understanding about how to support those who are aging includes a foundation in issues of mental health from the beginning of life until the end. This course addresses the evolution of family roles throughout a lifetime, including connections and relationships. It also addresses the psychology of mental health and aging with an emphasis on the special issues that emerge in counseling. This element of the course is grounded in an understanding of the biology of aging, including diabetes, obesity, hearing and vision loss, and physical health, and how those affect counseling geared toward the individual and the family.

HSP 2266 - Death and Dying (3)

HSP2266 - Death and Dying (3)

HSP 2269 - Managing/Leading Emotional Intellig (3)

HSP2269 - Managing and Leading Emotional Intelligence (3)

HSP 2283 - Gerontology Practicum (3)

HSP2283 Gerontology Practicum (3) A gerontology concentration is not complete without practical experience that puts classroom learning into practical use. This course is designed as an internship with an

organization that provides direct services in this field; that service opportunity is briefly prefaced with course work designed to prepare students for this practical application of service.

HSP 2286 - Sp Tpcs in Human Services (0.50-3)

HSP2286 Special Topics (0.5 - 3) Workshops offered periodically on contemporary issues of special interest to Health and Human Services professionals.

HSP 2290 - Internship (3)

HSP2290 Internship (3) Human Services students will participate in supervised internships in service organizations to enhance individual career skill set and portfolio. The internship will be in a Human Services agency over a semester with designated mandatory class meetings.

HSP 2994 - Teaching Assistant (1-3)

HSP2994 Teaching Assistant (0-4) This is an opportunity for advanced student to earn credit by special arrangement with the Human Services Department Chair. The required work will vary and may include conducting student surveys, tutoring research students, or creating reports for Human Services professors.

HST - HISTORY

HST 1000 - World History I (3)

HST1000 World History I (3) Surveys main trends, events, and themes separating and uniting major civilizations from the prehistoric to Early Modern Era (1650 CE). May not be taken if credit has been received for HST2020 or for the AP World History exam.

HST 1010 - World History II (3)

HST1010 World History II (3) Surveys main trends, events, and themes separating and uniting major civilizations from the Early Modern Era (1650 CE) to the present. May not be taken if credit has been received for HST2020 or for the AP World History exam.

HST 1020 - United States History (3)

HST1020 United States History (3) Introduces American history and political institutions; especially designed for international students whose native language is not English. Fulfills institutional U.S. History requirement.

HST 2000 - World History I (3)

HST2000 World History I (3) Surveys main trends, events, and themes separating and uniting major civilizations from the prehistoric to Early Modern Era (1650 CE). The

amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. May not be taken if credit has been received for HST2020 or for the AP World History exam.

HST 2010 - World History II (3)

HST2010 World History II (3) Surveys main trends, events, and themes separating and uniting major civilizations from the Early Modern Era (1650 CE) to the present. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. May not be taken if credit has been received for HST2020 or for the AP World History exam.

HST 2020 - World History (3)

HST2020 World History (3) Gives a brief survey of major civilizations, their evolution, and mutual influence. This special course is designed for Professional Studies students. Others may take it for credit as well. May not be taken if credit has been received for HST1000, HST1010, HST2000, or HST2010 or the AP World History exam.

HST 2100 - History of Western Culture (3)

HST2100 History of Western Culture (3) Surveys the ideas, people, and movements that have shaped the modern western world. Upper-division History requirement not satisfied for History majors by taking this course.

HST 2110 - History of Political/Social Thought (3)

HST2110 History of Political and Social Thought (3) Analyzes various political philosophies in their specific historic context. Fulfills General Education Social and Behavioral Science requirement.

HST 2120 - Modern Western Thought (3)

HST2120 Modern Western Thought (3) Surveys the intellectual history of the Western world from the Renaissance to the 20th century. Fulfills General Education Social and Behavioral Science requirement.

HST 2200 - History, Culture, Language-France I (3)

HST2200 History, Culture, and Language of France I (CL) (3) Surveys French history and culture from its origins in Gaul to the French Revolution at the end of the eighteenth century. Topics include politics, literature, art, and daily life. Taught in English with a French component. Included also is an introduction to basic French. Satisfies a French Studies Minor requirement.

HST 2210 - History, Culture, Language-France II (3)

HST2210 History, Culture, and Language of France II (CL) (3) A continuation of HST2200 from the French Revolution to the present. Taught in English with a French component. Satisfies a French Studies Minor requirement.

HST 2220 - Nazi Germany (3)

HST2220 Nazi Germany (3) Investigates the development of Nazism in Germany with special emphasis upon the historical/cultural roots in the 19th century as well as the personality of Adolf Hitler.

HST 2230 - Europe Since World War II (3)

HST2230 Europe since World War II (3) Provides an overview of European history and politics since the end of WWII, using a narrative history, publications of international organizations, memoirs, films, novels, and essays. The course considers European societies as a whole, though also focuses on individual nations to illustrate specific developments. Recovery after the war, the Cold War, the collapse of communism, the emergence of supranational organizations and the development of the European Union, and the impact of globalization are among the topics covered in this course. Fulfills General Education Social and Behavioral Science requirement.

HST 2300 - American History:1607-1877 (3)

HST2300 American History, 1607-1877 (3) Surveys American history from the colonial period to the end of Reconstruction after the Civil War. Topics covered include the founding of colonies in the New World, social and economic change in the eighteenth century American colonies, the American Revolution and the making of the Constitution, politics in the early republic, territorial expansion, slavery, and the Civil War and Reconstruction. Fulfills institutional U.S. History requirement. Fulfills General Education Social and Behavioral Science requirement.

HST 2310 - American History:1877-Present (3)

HST2310 American History, 1877-Present (3) This survey of American history considers the nation's rise to industrial and economic preeminence in the world and the tumultuous social, cultural, political, and international changes of the American century. Fulfills institutional U.S. History requirement. Fulfills General Education Social and Behavioral Science requirement.

HST 2320 - Modern America: 1932 to Present (3)

HST2320 Modern America, 1932-Present (3) Causes and results of the Great Depression, World War II, and Cold War; growth in the role of government; the liberal consensus; the Vietnam War; the struggles to expand the promise of America; Watergate; and the conservative revival are included in this class. Fulfills General Education Social and Behavioral Science requirement.

HST 2330 - History/Politics of Civil Rights (3)

HST2330 History and Politics of the Civil Rights Movement in the United States (CDiv) (3) Traces the history of the social and political movement for achieving justice and equality in the United States. Although the course's focal point is the struggle of African-American people to end racial injustice, it discusses a number of other movements, including women's rights, freedom of speech, environment, and labor, which together made the middle decades of the twentieth century the crucible for the emergence of a new vision for a more diverse and just United States. Fulfills institutional U.S. History requirement. Fulfills General Education Social and Behavioral Science requirement.

HST 2340 - America's Ethnic History (3)

HST2340 America's Ethnic History (CDiv) (3) In contradistinction to other courses on U.S. History, this course explores the histories of subaltern racial and ethnic minorities in the U.S. The course emphasizes the struggles of subaltern people to achieve a just solution to the American project of forging a nation out of diverse peoples. Fulfills institutional U.S. History requirement. Fulfills General Education Social and Behavioral Science requirement.

HST 2350 - California History (3)

HST2350 California History (3) Surveys California history and institutions. Meets state teaching credential requirement. Fulfills General Education Social and Behavioral Science requirement.

HST 2400 - Novels as History (3)

HST2400 Novels as History (3) Explores the interplay between the facts of fiction and the fiction of facts. Introduces some of the recent theories on reading novels as valuable and legitimate historical narrative. Selected novels, from different historical settings, are read and analyzed in light of these theories. Fulfills General Education Social and Behavioral Science requirement.

HST 2410 - Modern Times (3)

HST2410 Modern Times (3) Provides a panoramic history of political, social, and cultural developments in the 20th century world. Fulfills General Education Social and Behavioral Science requirement.

HST 2420 - History/Politics in Films (3)

HST2420 History and Politics in Films (3) Introduces some of the basic concepts and categories in film theory along with an exploration of how historical facts and narratives translate into cinematic images. Fulfills General Education Social and Behavioral Science requirement.

HST 2430 - Islam and the West (3)

HST2430 Islam and the West (CDiv) (3) Gives a brief survey of the encounters between Islam and the West in four periods: the early Age of Islam, the Crusades, the Renaissance, and the recent decades. Fulfills either three units of the General Education Religious Studies requirement or General Education Social and Behavioral Science requirement.

HST 2440 - Environmental History/Justice (4)

HST2440 Environmental History/Environmental Justice (CE) (4) Approaches contemporary environmental issues-ecological degradation to global warming, resource depletion to sustainability-by considering their historical antecedents. Grounded in environmental history, mostly but not exclusively in the United States, it also examines the various contemporary struggles for environmental justice and the challenge of re-imagining a world less dependent on fossil fuels and less wasteful of its natural resources. Students will participate in a community-based learning placement to explore their particular area of interest. Fulfills General Education Social and Behavioral Science requirement. Satisfies Community Engagement Requirement.

HST 2440 C - Environmental History/Justice (4)

HST2440C Environmental History/Environmental Justice (CE) (4) Approaches contemporary environmental issues-ecological degradation to global warming, resource depletion to sustainability-by considering their historical antecedents. Grounded in environmental history, mostly but not exclusively in the United States, it also examines the various contemporary struggles for environmental justice and the challenge of re-imagining a world less dependent on fossil fuels and less wasteful of its natural resources. Students will participate in a community-based learning placement to explore their particular area of interest. Fulfills General Education Social and Behavioral

Science requirement. Satisfies Community Engagement Requirement.

HST 2880 - Capstone (4)

HST2880 Capstone: Versions of Utopia (3) Intended to be taken close to a student's graduation, this is a summative course in which students learn to synthesize their learning over the course of the program by means of articulating their own visions for a better society.

HST 2886 - Sp Tpcs in History (3)

HST2886 Special Topics in History (3) Current issues or special courses may be offered periodically

HST 2994 - Teaching Assistant (1-3)

HST2994 Teaching Assistant (1-3) Provides an opportunity for outstanding history majors to earn credit for assisting instructors.

IDS - INTERDISCIPLINARY STUDIES**IDS 1000 - Week of Welcome (0)**

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

IDS 1200 - Freshman Year Seminar (3)

IDS1200 Freshman Year Seminar (3) The Freshman Year Seminar is an interdisciplinary course that introduces traditional-aged students to the Mission of the University, its core values and competencies, and the Hallmarks of a Notre Dame de Namur Learning Community. Students explore their identities as members of local, national, and global multicultural communities through critical reflection and community-based learning activities. Readings are selected to challenge students' intellectual visions and interests. Reflection and written and oral communication skills are emphasized. Leadership and collaboration skills are developed while enrichment activities correlate residence hall and other campus events with the academic program.

IDS 1999 - TALK International (0.00-0.00)**ITA - ITALIAN****ITA 1001 - Introduction to Italian I (3)**

ITA1001 - Introduction to Italian I (3) Introduces the language and culture of Italy. Through communicative

approach, students develop listening, speaking, reading, and writing skills with emphasis on modern Italian culture.

ITA 1008 - Introduction to Italian II (3)

ITA1008 Introduction to Italian II (3) Continuation of ITA1001. Reinforces the language skills and deepens the knowledge of Italian Culture.

KIN - KINESIOLOGY

KIN 2100 - Structural Kinesiology (3)

KIN2100 Structural Kinesiology (3) This course covers basic anatomical principles concerned specifically with human performance analysis. Students discover types of muscular contractions and how they affect human movement.

KIN 2108 - Care/Prevention of Athletic Injury (3)

KIN2108 Care and Prevention of Athletic Injury (3) The policies and treatment procedures for athletic injuries are addressed, including recognition, management, prevention, and therapeutic conditioning.

KIN 2110 - Wellness/Stress Management (3)

KIN2110 Wellness and Stress Management (3) This course offers a comprehensive discussion of the dimensions of wellness, including such topics as physical fitness, nutrition, psychological well-being, stress management, addictive behaviors, and chronic diseases. The course also includes useful and practical advice for adopting a wellness lifestyle that takes into account individual interests, goals, and life situations. Fulfills General Education Natural and Physical Sciences requirement.

KIN 2114 - Exercise Testing/Prescriptn/Supervs (3)

KIN2114 Exercise Testing, Prescription, and Supervision (3) An introductory lecture, laboratory course in cardiac rehabilitation. Topics presented include the pathophysiology and epidemiology of coronary artery disease, coronary anatomy, basic and advanced electrocardiography, principles of graded exercise testing, exercise prescription and supervision, current consideration in pharmacological treatment of coronary artery disease, and cardiac rehabilitation in a clinical setting.

KIN 2116 - Exercise Physiology (3)

KIN2116 Exercise Physiology (3) Prerequisite: BIO2210 Exercise Physiology teaches how the body responds, adjusts, and adapts to exercise, including muscular, circulatory, respiratory, energy, and endocrine systems.

Prerequisite: Prerequisite: BIO2210.

KIN 2124 - Mechanical Kinesiology (3)

KIN2124 Mechanical Kinesiology (3) Prerequisite: KIN2100 Mechanical Kinesiology is the analysis of human motor performance, kinematic and kinetic. Students use theoretical models to evaluate motor performance skills.

Prerequisite: Prerequisite: KIN2100.

KIN 2132 - Fund of Strength/Conditioning (3)

KIN2132 Fundamentals of Strength and Conditioning (3) This course prepares the student for the National Strength and Conditioning Association (NSCA) Strength and Conditioning certification (CSCS) test. The following concepts introduced: Anatomy, Muscle Physiology, Principles of Biomechanics, Metabolism and Nutrition, Principles of Training, Cardiorespiratory Exercise: Aerobic/Anaerobic, Resistance Training Prescription, Speed and Plyometrics, Exercise Techniques, Measurement and Evaluation, Periodization, Rehabilitation and Reconditioning, Organization and Administration.

KIN 2886 - Sp Tpcs in Kinesiology (3)

KIN 2886 Special Topics in Kinesiology (3) Various courses are offered, providing elective opportunities for Kinesiology majors.

LAT - LATIN

LAT 1001 - Introduction to Latin I (3)

LAT1001 Introduction to Latin (3) Introduces the language and culture of the Latin-speaking world, from classical Latin through the Middle Ages. Students develop reading skills, learning the basics of grammar and vocabulary which are useful in many fields. The Latin classics will be read.

LAT 1008 - Introduction to Latin II (3)

LAT1008 Introduction to Latin II (3) Continuation of LAT1001.

LAT 1999 - IS: (1-3)

MTH - MATHEMATICS

MTH 1012 - Beginning Algebra (3)

MTH1012 Beginning Algebra (3) Prerequisite: Math Placement Level 1 or MTH7003 with a Passing grade Topics include sets of real numbers, intervals, absolute values, linear equations and functions, inequalities,

polynomials, factoring, and rational expressions. Note: Does not satisfy the General Education Mathematics requirement; however, units do apply toward a bachelor's degree.

Prerequisite: Prerequisite: Math Placement Level 1 or MTH7003 with a Passing grade.

MTH 1105 - Math and Life (3)

MTH1105 Mathematics and Life (3) Prerequisite: Math Placement Level 1 or MTH7003 with a Passing grade This course is designed for day students in Arts, Humanities, and other majors that do not use Mathematics as a prerequisite in their curriculum. The topics are selected to introduce students to the role and usefulness of mathematics in everyday life. The focus is on understanding the concepts and the process of applying mathematical analysis to current and real problems. With only simple mathematical tools, students get a glimpse of the power of mathematical thinking. Satisfies the NDNU General Education Mathematics Requirement.

Prerequisite: Prerequisite: Math Placement Level 1 or MTH7003 with a Passing grade.

MTH 1111 - Statistical Concepts (3)

MTH1111 Statistical Concepts (3) Prerequisite: Math Placement Level 1 or MTH7003 with a Passing grade This evening course is designed for Human Services students. It may also be an option for students in Arts, Humanities, Social Sciences, and other majors that rarely use Mathematics or Statistics in their curriculum. The course covers very basic statistical concepts leading to an understanding of experimental design, mean, median, mode, standard deviation, and correlation and regression analysis. Also gives an introduction to hypothesis testing. With simple statistical and mathematical tools, students get a glimpse of the power of statistical and mathematical thinking. Conceptual approach to understanding basic statistical/mathematical methods and their use in analyzing and interpreting data. For Excel based statistical applications, enroll concurrently in MTH1111L. Note: This course is not a transferable Statistics course. Satisfies the NDNU General Education Mathematics Requirement.

Prerequisite: Prerequisite: Math Placement Level 1 or MTH7003 with a Passing grade.

MTH 1111 L - Excel for Statistical Concepts (1)

MTH1111L Excel for Statistical Concepts (1) Corequisite: Concurrent enrollment in MTH1111 or instructor's permission Basic statistical applications solved with Excel. Topics are compatible with MTH1111 content:

experimental design, mean, median, mode, standard deviation, correlation and regression analysis, and an introduction to probability, confidence intervals and hypothesis testing.

Corequisite: Corequisite: Concurrent enrollment in MTH1111 or instructor's permission.

MTH 1114 - Algebra for College (3)

MTH1114 Algebra for College (3) Prerequisite: Math Placement Level 2 or MTH1012 with a grade of C or higher Continuation of Beginning Algebra. Topics include roots and radicals, quadratic functions, quadratic equations and inequalities, polynomial and rational functions, inverse functions, and exponential and logarithmic functions. Other topics may include: systems of equations, matrix algebra, complex numbers. Emphasis is placed on developing conceptual understanding and problem-solving skills. Note: Does not satisfy the General Education Mathematics requirement; however, units do apply toward a bachelor's degree.

Prerequisite: Prerequisite: Math Placement Level 2 or MTH1012 with a grade of C or higher.

MTH 1216 - Pre-Calculus With Trigonometry (4)

MTH1216 Precalculus with Trigonometry (4) Prerequisite: Math Placement Level 3 or MTH1114 with a grade of C or higher Covers exponential and logarithmic functions, trigonometric functions of angles and real numbers, trigonometric equations and inequalities, inverse trigonometric functions, the law of sines and cosines, conic sections, vectors in the plane, polar coordinates, sequences and series, binomial theorem, and mathematical induction. The course introduces basic principles of mathematical proofs and elements of inductive and deductive reasoning. Additional topics if time permits: three-dimensional coordinate geometry, polar form of complex numbers, algebra of matrices, and systems of nonlinear equations. Satisfies the General Education Mathematics Requirement.

Prerequisite: Prerequisite: Math Placement Level 3 or MTH1114 with a grade of C or higher.

MTH 1225 - Statistics for Business (3)

MTH1225 Statistics for Business (3) Prerequisite: Math Placement Level 3 or MTH1114 with a grade of C or higher This course studies descriptive statistics, distributions and measures of central tendency and variation, probability concepts, normal distribution, sampling distributions, confidence intervals and hypothesis tests, chi-square procedures, and linear correlation and regression. Other

topics may include analysis of variance or time-series. Conceptual approach to understanding statistical/mathematical methods and their use in analyzing and interpreting typical business and economic situations. For Excel based statistical business applications, enroll concurrently in MTH1225L. Satisfies the General Education Mathematics Requirement.

Prerequisite: Prerequisite: Math Placement Level 3 or MTH1114 with a grade of C or higher.

MTH 1225 L - Excel for Statistics for Business (1)

MTH1225L Excel for Statistics for Business (1)
Corequisite: Concurrent enrollment in MTH1225 – Statistics for Business or instructor's permission
Statistical business and economics applications are solved with Excel. Topics are compatible with MTH1225 content: descriptive statistics, distributions and measures of central tendency and variation, probability concepts, normal distribution, sampling distributions, confidence intervals and hypothesis tests, chi-square procedures, linear correlation and regression, and if time permits, analysis of variance or time series.

Corequisite: Corequisite: Concurrent enrollment in MTH1225 – Statistics for Business or instructor's permission.

MTH 1320 - Calculus I (4)

MTH1320 Calculus I (4) Prerequisites: Math Placement Level 4 or MTH1216 or equivalent with a grade of C or higher
Functions, limits, continuity, rates of change, derivatives and their applications, the mean value theorem, curve sketching, min-max problems, antiderivatives, finite sums and sigma notation, double and triple finite sums, and arithmetic and geometric series and sums are studied. The course also includes sequences and limits of sequences, definite integrals, the fundamental theorem of calculus, and integration by substitution. Intended for students with a strong precalculus background. Satisfies the General Education Mathematics Requirement.

Prerequisite: Prerequisites: Math Placement Level 4 or MTH1216 or equivalent with a grade of C or higher.

MTH 1321 - Calculus II (4)

MTH1321 Calculus II (4) Prerequisite: MTH1320 or equivalent with a grade of C or higher
Covers applications of definite integrals, areas and volumes, derivatives and integrals of transcendental functions, techniques of integration, and improper integrals. The course also includes more on sequences and limits of sequences,

overview of simple, double, and triple finite sums, arithmetic and geometric series, induction method, infinite series, series of functions, power series, and Taylor and Maclaurin series. Satisfies the General Education Mathematics Requirement.

Prerequisite: Prerequisite: MTH1320 or equivalent with a grade of C or higher.

MTH 1322 - Applied Calculus (4)

MTH1322 Applied Calculus (4) Prerequisite: Math Placement Level 3 or MTH1114 with a grade of C or higher
This course is designed for students in Social or Life Sciences or Business. Covers basic notions of derivative and integral along with standard techniques of differentiation and integration with a focus on application. Satisfies the General Education Mathematics Requirement.

Prerequisite: Prerequisite: Math Placement Level 3 or MTH1114 with a grade of C or higher.

MTH 1330 - Calculus III (4)

MTH1330 Calculus III (4) Prerequisite: MTH1321 or equivalent with a grade of C or higher (PHY1304, PHY1306 recommended)
Covers parameterized curves and polar coordinates; vectors and three-dimensional analytic geometry; cylindrical and spherical coordinates; and topics in functions of two or more variables, including continuity, differentiability, partial derivatives, directional derivatives, gradient vectors, tangent planes, min-max and saddle points, and Lagrange multipliers. Double and triple integrals in various systems of coordinates and substitutions in multiple integrals are included. Satisfies the General Education Mathematics Requirement.

Prerequisite: Prerequisite: MTH1321 or equivalent with a grade of C or higher (PHY1304, PHY1306 recommended).

MTH 1999 - IS: (1-3)

MTH 2419 - Discrete Mathematics (4)

MTH2419 Discrete Mathematics (4) Prerequisite: MTH1320 or MTH1322 with a grade of C or higher or permission of instructor (MTH1321 is recommended)
Covers logic and propositional calculus, sets, functions, sequences and summations, complexity of algorithms and big-O notation, methods of proof, matrices, induction, arithmetic and geometric progressions, recursion, program correctness, basic combinatorics, recurrence relations and algorithms, divide-and-conquer, inclusion-exclusion, relations, representing relations, equivalence relations and classes, boolean algebra, introduction to graphs and trees, and tree traversals. Satisfies the General

Education Mathematics Requirement, or credit may be applied toward General Education Computational Sciences.

Prerequisite: Prerequisite: MTH1320 or MTH1322 with a grade of C or higher or permission of instructor (MTH1321 is recommended).

MTH 2450 - Linear Algebra (4)

MTH2450 Linear Algebra (4) Prerequisites: MTH1321, MTH2419 with grades of C or higher or permission of instructor (MTH1330 is recommended) Studies linear systems of equations, matrices, determinants, and techniques of inverting matrices. Topics include finite dimensional vector spaces, linear independence, basis and dimension, change of basis, orthonormal bases and the Gram-Schmidt process, linear transformations and matrices, kernel and range, eigenvalues and eigenvectors, diagonalization, and the Jordan canonical form. Applications of Linear Algebra are also studied. Satisfies the General Education Mathematics Requirement, or credit may be applied toward General Education Computational Sciences.

Prerequisite: Prerequisites: MTH1321, MTH2419 with grades of C or higher or permission of instructor (MTH1330 is recommended).

MTH 2485 - Resrch/Project in Math/Statistics (4)

MTH2485 Research/Project in Mathematics/Statistics (4) Prerequisite: Permission of instructor Provides an opportunity for students to produce original research, participate in projects, and/or write a paper under the supervision of an instructor. Topics may be selected from Math/Stat theory or applications in Biology, Finance, Business, Social and Behavioral Sciences, Arts, or another area. May be repeated for credit.

Prerequisite: Prerequisite: Permission of instructor.

MTH 2502 - Statistics (3)

MTH2502 Statistics (3) Prerequisites: Math Placement Level 2 or MTH1012 with a grade of B or higher; MTH1114 with a grade of C or higher (Math Placement Level 3 recommended) Studies descriptive statistics, measures of central tendency and dispersion, probability concepts, normal distribution, sampling distributions, confidence intervals and hypothesis tests, chi-square procedures, correlation and regression, and analysis of variance. Conceptual approach to understanding statistical/mathematical methods and their use in analyzing and interpreting data. For Excel or SPSS based statistical applications, enroll concurrently in MTH2502L

or Mth2503L. Satisfies the General Education Mathematics Requirement.

Prerequisite: Prerequisites: Math Placement Level 2 or MTH1012 with a grade of B or higher; MTH1114 with a grade of C or higher (Math Placement Level 3 recommended).

MTH 2502 L - Excel for Statistics (1)

MTH2502L Excel for Statistics (1) Corequisite: Concurrent enrollment in MTH2502 or instructor's permission Offers hands-on learning of Excel procedures for solving statistical problems. Topics are compatible with MTH2502 content: descriptive statistics, measures of central tendency and dispersion, probability concepts, normal distribution, sampling distributions, confidence intervals and hypotheses tests, chi-square procedures, correlation and regression, and analysis of variance.

Corequisite: Corequisite: Concurrent enrollment in MTH2502 or instructor's permission.

MTH 2503 L - SPSS for Statistics (1)

MTH2503L SPSS for Statistics (1) Corequisite: Concurrent enrollment in MTH2502 or instructor's permission Statistical applications solved with Excel. Topics are compatible with MTH2502 content: descriptive statistics, measures of central tendency and dispersion, probability concepts, normal distribution, sampling distributions, confidence intervals and hypotheses tests, chi-square procedures, correlation and regression, and analysis of variance.

Corequisite: Corequisite: Concurrent enrollment in MTH2502 or instructor's permission.

MTH 2522 - Probability and Statistics (4)

MTH2522 Probability and Statistics (4) Prerequisite: MTH1321 with a grade of C or higher or permission of instructor (MTH1330, and/or MTH2419 are recommended) Uses a calculus-based approach to probability and statistics for natural and computational sciences. Topics include descriptive statistics, probability concepts, counting, independence, conditional probability, Bayes' theorem, random variables, probability distributions, expectation, variance and covariance, univariate and multivariate distributions, joint and conditional distributions, transformations, sampling, central limit theorem, inferences and hypothesis tests, nonparametric tests, correlation, simple and multiple regression, analysis of variance and covariance, quality control, and reliability. Satisfies the General Education

Mathematics Requirement, or credit may be applied toward General Education Computational Sciences.

Prerequisite: Prerequisite: MTH1321 with a grade of C or higher or permission of instructor (MTH1330, and/or MTH2419 are recommended).

MTH 2606 - Math for Elementary Teachers I (3)

MTH2606 Mathematics for Elementary Teachers I (3)
Prerequisite: Math Placement Level 3 or MTH1114 with a grade of C or higher This is the first of two courses designed for future elementary teachers. Students review mathematical topics, deepen their knowledge of the connections between topics, and reflect on how these topics are best taught in the elementary classroom and on how they relate to the strands of the Mathematics Content Standards for California Public Schools. Topics addressed in this course include problem-solving methods, sets, functions and reasoning, numeration systems and operations with numbers, number theory, integers and fractions, decimals, and rational and irrational numbers. Satisfies the General Education Mathematics Requirement, or credit may be applied toward General Education Computational Sciences.

Prerequisite: Prerequisite: Math Placement Level 3 or MTH1114 with a grade of C or higher.

MTH 2607 - Math for Elementary Teachers II (3)

MTH2607 Mathematics for Elementary Teachers II (3)
Prerequisite: MTH2606 This is the second of two courses designed for future elementary teachers. Students review mathematical topics, deepen their knowledge of the connections between topics, and reflect on how these topics are best taught in the elementary classroom and on how the topics relate to the strands of the Mathematics Content Standards for California Public Schools. Topics addressed in this course include statistics and probability concepts, geometrical figures, measurement, and motions in geometry. Satisfies the General Education Mathematics Requirement, or credit may be applied toward General Education Computational Sciences.

Prerequisite: Prerequisite: MTH2606.

MTH 2994 - Teaching Assistant (1-3)

MTH2994 Teaching Assistant (1-3) Prerequisite: Permission of the instructor Provides an opportunity for outstanding mathematics students to earn credit by assisting instructors.

Prerequisite: Prerequisite: Permission of the instructor.

MTH 6216 - Pre-Calculus With Trigonometry (4)

MTH 6320 - Calculus I (4)

MTH 6321 - Calculus II (4)

MTH 6502 - Statistics (3)

MTH 6502 L - Excel for Statistics (1)

MTH 6522 - Probability and Statistics (4)

MTH 7003 - Pre-Algebra (3)

MTH7003 Pre-Algebra (3) Topics include whole numbers; multiplying and dividing fractions; adding and subtracting fractions; decimals; ratio and proportion; percent; measurement and units; geometry; basic algebra; real number system; equations, inequalities and applications; graphs of linear equations and inequalities in two variables; exponents and polynomials; foil, rational expressions, and applications. Course is graded Pass/Not Pass. Note: Does not satisfy the General Education Mathematics requirement; units do not apply toward the baccalaureate degree.

MTH 7999 - IS: (3-3)

MUS - MUSIC

MUS 1000 - Piano/Instrumental Perf/Repertoire (1)

MUS1000 Piano/Instrumental Performance Repertoire (1)
Corequisite: MUS 1605 or permission of instructor. A performance workshop designed to explore and conquer the challenges performers face on stage and in auditions. Students at each level develop knowledge of extensive and varied repertoire from their own work and from that of other performers. May be repeated for credit.

Corequisite: Corequisite: MUS 1605 or permission of instructor.

MUS 1005 - Vocal Performance and Repertoire (1)

MUS 1005 Vocal Performance Repertoire (1) Corequisite: MUS 1600 or permission of instructor. A performance workshop designed to apply the vocal skills learned in the private studio and bring repertoire to audition and performance readiness. Singers learn audition and performance strategies and develop knowledge of extensive and varied repertoire from their own work and that of other performers. May be repeated for credit.

Corequisite: Corequisite: MUS 1600 or permission of instructor.

MUS 1050 - Opera Workshop (1-3)

MUS1050 Opera Workshop (1-3) Prerequisite: Audition and permission of instructor. Students participate in the preparation and performance process for workshops and/or productions. Open to majors and non-majors. Rehearsal and performance time outside class time is required. May be repeated for credit.

Prerequisite: Prerequisite: Audition and permission of instructor.

MUS 1063 - Chanteurs Concert Choir (1)

MUS1063 Chanteurs Concert Choir (1) The choir offers rehearsal and performance of choral works in various styles. Rehearsal and performance time outside class time is required. Open to majors and non-majors.

MUS 1065 - Camerata Chamber Ensemble (1)

MUS1065 Camerata Chamber Ensemble (1) Prerequisite: Audition and permission of instructor. Camerata is a chamber ensemble including both instrumentalists and vocalists. Students study, rehearse, and perform ensemble pieces selected by the instructor. Repertoire includes early music through contemporary styles. Emphasis is on ensemble musicianship, collaboration, and performance skills. Rehearsal and performance time outside class time is required. May be repeated for credit.

Prerequisite: Prerequisite: Audition and permission of instructor.

MUS 1070 - Orchestra (1)

MUS1070 Orchestra (1) Prerequisites: Audition and permission of instructor. This course offers rehearsal and performance of serious orchestral works with the Redwood or Peninsula Symphony. Rehearsal and performance time outside class time is required. May be repeated for credit.

Prerequisite: Prerequisites: Audition and permission of instructor.

MUS 1101 - Music Fundamentals (3)

MUS1101 Music Fundamentals (3) A survey of the basic skills necessary for further study in music for any instrument or voice. Included will be reading clefs, notes, rhythms, musical terms, and basic piano technique. Prerequisite to MUS1200 and the units earned do not contribute toward electives in the major.

Prerequisite: Prerequisite to MUS1200 and the units earned do not contribute toward electives in the major.

MUS 1120 - Musical Theatre Workshop (1-4)

MUS1120 Musical Theatre Workshop (1-4) Prerequisite: Audition and permission of instructor. Students are taught the skills and techniques required to prepare and perform individual and group musical numbers along with audition skills in singing, dancing, and acting. Rehearsal and performance time outside class time is required. May be repeated for credit.

Prerequisite: Prerequisite: Audition and permission of instructor.

MUS 1145 - Keyboard Proficiency (3)

MUS1145 Keyboard Proficiency (3) Intended for Music major instrumentalists and vocalists, this course develops the skills of musicians on the keyboard with emphasis on sight reading and harmonization of melodies. Students will learn appropriate piano playing habits and the skills to accompany themselves or others as well as to learn and enjoy personal repertoire. May be repeated for credit.

MUS 1150 - Computer Applications in Music (3)

MUS1150 Computer Applications in Music (3) Prerequisite: Permission of instructor A study of computer and synthesizer applications in music, including performance and sequencing, recording, transposing, and programs for developing musicianship skills, creating original compositions, and notating music.

Prerequisite: Prerequisite: Permission of instructor.

MUS 1200 - Music Theory I (3)

MUS1200 Music Theory I (3) Prerequisite: MUS1101 or by placement at this level. Students are taught the basics of piano technique and the fundamentals of music theory, including melody, harmony, rhythm, timbre, and texture. The student develops sight-reading and beginning sight-singing skills. The course includes utilization of music technology and experience in music listening. This course is open to majors and non-majors. Fulfills General Education Visual and Performing Arts requirement.

Prerequisite: Prerequisite: MUS1101 or by placement at this level.

MUS 1201 - Musicianship (1)

MUS1201 Musicianship (1) Students are taught the basics of applied rhythm skills, interval recognition, and sight reading. The student develops sight-reading and beginning sight-singing skills. May be repeated once for credit.

MUS 1205 - Music Theory II (3)

MUS1205 Music Theory II (3) Prerequisite: MUS 1200 or permission of instructor. This course continues from MUS1200, with increasing focus on musicianship skills, sight singing, music dictation, diatonic harmony, and keyboard skills.

Prerequisite: Prerequisite: MUS 1200 or permission of instructor.

MUS 1210 - Music Theory III (3)

MUS1210 Music Theory III (3) Prerequisite: MUS 1200 or permission of instructor. This course continues focus on musicianship and keyboard skills, as well as use of music technology, with a new focus on chromatic harmony.

Prerequisite: Prerequisite: MUS 1200 or permission of instructor.

MUS 1215 - Music Theory IV (3)

MUS1215 Music Theory IV (3) Prerequisite: MUS 1200 or permission of instructor. Advanced musicianship skills, keyboard skills, 20th Century techniques, and music of diverse cultural sources.

Prerequisite: Prerequisite: MUS 1200 or permission of instructor.

MUS 1310 - Creative Arts Experience (3)

MUS1310 Creative Arts Experience (3) This course explores the abundant musical, theatrical and artistic events on the NDNU campus by offering students the opportunity to attend recitals, concerts, musicals, plays, operas, and gallery events for credit. Through lectures and discussions, students will gain a deeper understanding of the context and meaning behind each event, leading to a more enriching experience. Fulfills the General Education Visual and Performing Arts Requirement.

MUS 1315 - Rock Music History and Culture (3)

MUS1315 Rock Music History and Culture (3) This course explores the history and evolution of rock music in our popular culture.

MUS 1320 - World Music (3)

MUS1320 World Music (CDiv) (3) A study of music in cultures throughout the world, including China, Japan, India, Bali, Java, Africa, South America, and the Near East. Fulfills three units of the General Education Cultural Diversity requirement.

MUS 1405 - Beginning Voice Class (1-3)

MUS1405 Beginning Voice Class I (3) This course is an introduction to basic vocal techniques. This course may be repeated for credit. Three units satisfy the Core Curriculum Arts Requirement if taken within a four-semester sequence.

MUS 1407 - Beginning Voice Class (1-1)

MUS1407 Beginning Voice Class (1) This course teaches basic techniques for singing in all styles from classic through rock. It is open to nonmajors. May be repeated for credit.

MUS 1600 - Indiv Instruction:Voice (1-4)

MUS1600 Individual Instruction: Voice (1-4) Prerequisite: Audition for Department Chair and permission of instructor. Additional fees apply. Lower division students take individual weekly lessons in voice. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's chosen area of emphasis, prior vocal study and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. Satisfies the General Education Visual and Performing Arts requirement if three units are taken within a four-semester sequence. May be repeated for credit.

Prerequisite: Prerequisite: Audition for Department Chair and permission of instructor. Additional fees apply.

MUS 1605 - Indiv Instruction:Piano (0.50-4)

MUS1605 Individual Instruction: Piano (0.5-4) Prerequisite: Audition for Department Chair and permission of instructor. Additional fees apply. Lower division students take individual weekly lessons in piano. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's chosen area of emphasis, prior study and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. Satisfies the General Education Visual and Performing Arts requirement if three units are taken within a four-semester sequence. May be repeated for credit.

Prerequisite: Prerequisite: Audition for Department Chair and permission of instructor. Additional fees apply.

MUS 1607 - Individual Inst:Collaborative Piano (1-4)

MUS1607 Individual Instruction: Collaborative Piano (1-4) Prerequisites: Permission of Department Chair and

instructor. Additional fees apply. Lower-division students study the art of vocal and instrumental piano collaboration on an individual basis. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

Prerequisite: Prerequisites: Permission of Department Chair and instructor.

MUS 1610 - Indiv Instruction:Instrument (1-4)

MUS1610 Individual Instruction: Instrument (1-4)
Prerequisite: Audition for Department Chair and permission of instructor. Additional fees apply. Lower division students take individual weekly lessons in an instrument. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's chosen area of emphasis, prior study and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. Satisfies the General Education Visual and Performing Arts requirement if three units are taken within a four-semester sequence. May be repeated for credit.

Prerequisite: Prerequisite: Audition for Department Chair and permission of instructor. Additional fees apply.

MUS 1612 - Individual Instruction:Conducting (1-4)

MUS1612 Individual Instruction: Conducting (1-4)
Prerequisite: Permission of Department Chair and instructor. Additional fees apply. Lower-division students study conducting history, styles, and techniques on an individual basis with assigned faculty. Written and applied projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

Prerequisite: Prerequisite: Permission of Department Chair and instructor.

MUS 1613 - Individual Instruction:Composition (1-4)

MUS1613 Individual Instruction: Composition (1-4)
Prerequisite: Permission of Department Chair and instructor. Additional fees apply. Lower-division students study music composition on an individual basis with assigned faculty. Written and performance projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

Prerequisite: Prerequisite: Permission of Department Chair and instructor.

MUS 1614 - Individual Instruction:Music Theory (1-4)

MUS1614 Individual Instruction: Music Theory (1-4)
Prerequisite: Permission of Department Chair and instructor. Additional fees apply. Lower-division students study music theory on an individual basis with assigned faculty. Written projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

Prerequisite: Prerequisite: Permission of Department Chair and instructor.

MUS 1615 - Vocal Coaching (0.50-1)

MUS1615 Vocal Coaching (0.5-1) Prerequisites: Audition for Department Chair and permission of instructor
Corequisite: MUS1600 or MUS1605 Lower-division students rehearse and perfect repertoire as determined by the Individual Vocal Instructor. May be repeated for credit.

Prerequisite: Prerequisites: Audition for Department Chair and permission of instructor. Corequisite: Corequisite: MUS1600 or MUS1605.

MUS 1700 - Beginning Guitar (3)

MUS1700 Beginning Guitar (3) Basic guitar techniques and training in reading music for guitar, presented in a class setting so that beginners can learn more quickly. Open to nonmajors. May be repeated for credit.

MUS 1725 - Class Piano (2)

MUS1725 Class Piano (2) This is an introduction to basic piano technique and repertoire for beginners. May be repeated for credit.

MUS 1730 - Ensemble (1-3)

MUS1730 Ensemble (1-3) Prerequisite: Permission of instructor. Ensemble offers flexible rehearsal and performance opportunities in the student's chosen area of emphasis. May be repeated for credit.

Prerequisite: Prerequisite: Permission of instructor.

MUS 1750 - Introduction to Music Management (3)

MUS1750 Introduction To Music Management (3)
Prerequisite: Permission of instructor This course focuses on in-depth study of concert, musical theatre and opera presentation and production, including fundraising, promotion, and audience development. Rehearsal and performance time outside class time is required.

Prerequisite: Prerequisite: Permission of instructor.

MUS 1786 - Sp Tpcs in Music (1-3)

MUS1786 Special Topics (1-3) Prerequisite: Permission of instructor. Topics include seminars and special lectures that are not offered on a regular basis. The course addresses a specific need, a current interest and/or a trend in the field pertaining to the program's curriculum. Consult syllabus as content will vary from semester to semester. May be repeated for credit with different syllabus.

Prerequisite: Prerequisite: Permission of instructor.

MUS 1890 - Music Management Internship (1-3)

MUS1890 Music Management Internship (1-3) Prerequisite: Permission of instructor This internship provides classroom training and in-the-field experience in concert, musical theatre, and opera management and promotion. Rehearsal and performance time outside class time is required. May be repeated for credit.

Prerequisite: Prerequisite: Permission of instructor.

MUS 2000 - Piano/Instrumental Perf/Repertoire (1)

MUS2000 Piano/Instrumental Performance and Repertoire (1) Corequisite: MUS2605 or permission of instructor A performance workshop designed to explore and conquer the challenges performers face on stage and in auditions. Students at each level develop knowledge of extensive and varied repertoire from their own work and from that of other performers. May be repeated for credit.

Corequisite: Corequisite: MUS2605 or permission of instructor.

MUS 2005 - Vocal Performance and Repertoire (1)

MUS2005 Vocal Performance and Repertoire (1) Corequisite: MUS2600 or permission of instructor A performance workshop designed to apply the vocal skills learned in the private studio and bring repertoire to audition and performance readiness. Singers learn audition and performance strategies and develop knowledge of extensive and varied repertoire from their own work and that of other performers. May be repeated for credit.

Corequisite: Corequisite: MUS2600 or permission of instructor.

MUS 2050 - Opera Workshop (1-3)

MUS2050 Opera Workshop (1-3) Prerequisite: Audition and permission of instructor. Open to majors and non-majors. Students participate in the preparation and

performance process for workshops and/or productions. Upper division students have additional responsibilities. Rehearsal and performance time outside class time is required. May be repeated for credit.

Prerequisite: Prerequisite: Audition and permission of instructor.

MUS 2063 - Chanteurs Concert Choir (1)

MUS2063 Chanteurs Concert Choir (1) The choir offers rehearsal and performance of choral works in various styles. Upper division students have additional responsibilities in preparation and performance. Rehearsal and performance time outside class time is required. May be repeated for credit.

MUS 2065 - Camerata Chamber Ensemble (1)

MUS2065 Camerata Chamber Ensemble (1) Prerequisite: Audition and permission of instructor. Camerata is a chamber ensemble including both instrumentalists and vocalists. Students study, rehearse, and perform ensemble pieces selected by the instructor. Repertoire includes early music through contemporary styles. Emphasis is on ensemble musicianship, collaboration, and performance skills. Upper division students will have additional preparation and performance responsibilities. Rehearsal and performance time outside class time is required. May be repeated for credit.

Prerequisite: Prerequisite: Audition and permission of instructor.

MUS 2070 - Orchestra (1)

MUS2070 Orchestra (1) Prerequisites: Audition and permission of instructor. This course offers rehearsal and performance of serious orchestral works with the Redwood or Peninsula Symphony. Open to majors and nonmajors. Upper division students have additional preparation and performance responsibilities. Rehearsal and performance time outside class time is required. May be repeated for credit.

Prerequisite: Prerequisites: Audition and permission of instructor.

MUS 2120 - Musical Theatre Workshop (1-4)

MUS2120 Musical Theatre Workshop (1-4) Prerequisites: Audition and permission of instructor. Students are taught the skills and techniques required to prepare and perform individual and group musical numbers along with audition skills in singing, dancing, and acting. Upper division students have additional preparation and performance requirements. Rehearsal and performance

time outside class time is required. May be repeated for credit.

Prerequisite: Prerequisites: Audition and permission of instructor.

MUS 2125 - Music Theatre:Hist and Repertoire I (3)

MUS2125 Musical Theatre History/Repertoire I (3) This is a survey of the development of the modern musical. The course traces the beginnings of theatrical musicals from the 17th and 18th centuries and studies the major innovations in structure, composition, and performance to the present.

MUS 2150 - Computer Applications in Music (3)

MUS2150 Computer Applications in Music (3)
Prerequisite: Permission of instructor. A study of computer and synthesizer applications in music, including performance and sequencing, recording, transposing, and programs for developing musicianship skills, creating original compositions, and notating music. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

Prerequisite: Prerequisite: Permission of instructor.

MUS 2201 - Advanced Musicianship (1)

MUS2201 Advanced Musicianship (1) Prerequisite: MUS 1201 or approval of instructor Students develop complex applied rhythm skills, interval recognition, and sight reading. May be repeated once for credit.

Prerequisite: Prerequisite: MUS 1201 or approval of instructor.

MUS 2225 W - History of Musical Performance I (4)

MUS2225W History of Musical Performance I (4)
Prerequisite: Permission of instructor. This is the first of a four course/four-semester sequence that explores the history and literature of musical performance from ancient Greece to the present. Fulfills one unit of the Upper Division Writing requirement.

Prerequisite: Prerequisite: Permission of instructor.

MUS 2230 W - History of Musical Performance II (4)

MUS2230 History of Musical Performance II (4)
Prerequisite: Permission of instructor. This is the second of a four course/four-semester sequence that explores the history and literature of musical performance from ancient Greece to the present. Fulfills one unit of the Upper Division Writing requirement.

Prerequisite: Prerequisite: Permission of instructor.

MUS 2235 W - History of Musical Performance III (4)

MUS2235W History of Musical of Musical Performance III (4) Prerequisite: Permission of instructor. This is the third of a four course/four-semester sequence that explores the history and literature of musical performance from ancient Greece to the present. Fulfills one unit of the Upper Division Writing requirement.

Prerequisite: Prerequisite: Permission of instructor.

MUS 2240 W - History of Musical Performance IV (4)

MUS2240W History of Musical Performance IV (4)
Prerequisite: Permission of instructor. This is the fourth of a four course/four-semester sequence that explores the history and literature of musical performance from ancient Greece to the present. Fulfills one unit of the Upper Division Writing requirement.

Prerequisite: Prerequisite: Permission of instructor.

MUS 2310 - Creative Arts Experience (3)

MUS2310 Creative Arts Experience (3) This course explores the abundant musical, theatrical and artistic events on the NDNu campus by offering students the opportunity to attend recitals, concerts, musicals, plays, operas, and gallery events for credit. Through lectures and discussions, students will gain a deeper understanding of the context and meaning behind each event, leading to a more fulfilling experience. Upper division students fulfill additional requirements. Fulfills the General Education Visual and Performing Arts Requirement.

MUS 2315 - Rock Music History and Culture (3)

MUS2315 Rock Music History and Culture (3) This course explores the music of the Beatles in popular culture. Upper-Division students fulfill additional requirements.

MUS 2320 - World Music (3)

MUS2320 World Music (CDiv) (3) A study of music in cultures throughout the world, including China, Japan, India, Bali, Java, Africa, South America, and the Near East. Upper-division students fulfill additional requirements. Fulfills 3 units of the General Education Cultural Diversity requirement.

MUS 2325 - Voice/Speech for Musical Thtr (1)

MUS2325 Voice and Speech for Music Theatre (1)
Prerequisite: Permission of instructor. This course explores speech production and projection for the music theatre performer. May be repeated for credit.

Prerequisite: Prerequisite: Permission of instructor.

MUS 2405 - Vocal Pedagogy I (3)

MUS2405 Vocal Pedagogy I (3) An in-depth study of teaching others how to sing in various techniques from classic to rock. This course explores the physical makeup of the vocal instrument as well as practical exercises to help build the singing voice.

MUS 2407 - Vocal Pedagogy II (3)

MUS2407 Vocal Pedagogy II (3) Prerequisite: MUS2405 or permission of instructor A continuation of MUS2405 with guided teaching in the voice studio. May be repeated for credit.

Prerequisite: Prerequisite: MUS2405 or permission of instructor.

MUS 2500 - Conducting (3)

MUS2500 Conducting (3) Prerequisites: Permission of instructor. This course explores techniques of vocal and instrumental conducting, including beat patterns, classical instruments requiring transposition, cueing, and dynamics.

Prerequisite: Prerequisites: Permission of instructor.

MUS 2505 - Composing/Improvising (3)

MUS2505 Composing and Improvising (3) Prerequisite: Permission of instructor. This is a workshop in musical composition and improvisation. May be repeated for credit.

Prerequisite: Prerequisite: Permission of instructor.

MUS 2520 - Form and Analysis (3)

MUS2520 Form and Analysis (3) Prerequisite: Permission of instructor. Students study musical forms and analyze compositions of various styles and periods.

Prerequisite: Prerequisite: Permission of instructor.

MUS 2525 - English Diction for Singers (2)

MUS2525 English Diction for Singers (2) Prerequisite: MUS 2600 or permission of instructor. This is an introduction to the International Phonetic Alphabet and its use in learning to sing clearly in English.

Prerequisite: Prerequisite: MUS 2600 or permission of instructor.

MUS 2530 - Italian Diction for Singers (2)

MUS2530 Italian Diction for Singers (2) Prerequisite: MUS 2525 or permission of instructor. This course discusses

the fundamentals of Italian grammar, vocabulary and phonetics, and their use in learning to sing effectively in Italian.

Prerequisite: Prerequisite: MUS 2525 or permission of instructor.

MUS 2535 - French Diction for Singers (2)

MUS2535 French Diction for Singers (2) Prerequisite: MUS 2525 or permission of instructor. This course discusses the fundamentals of French grammar, vocabulary and phonetics, and their use in learning to sing effectively in French.

Prerequisite: Prerequisite: MUS 2525 or permission of instructor.

MUS 2540 - German Diction for Singers (2)

MUS2540 German Diction for Singers (2) Prerequisite: MUS 2525 or permission of instructor. This course discusses the fundamentals of German grammar, vocabulary and phonetics, and their use in learning to sing effectively in German.

Prerequisite: Prerequisite: MUS 2525 or permission of instructor.

MUS 2600 - Indiv Instruction:Voice (1-4)

MUS2600 Individual Instruction: Voice (1-4) Prerequisites: Audition for Department Chair and permission of instructor. Additional fees apply. Upper division students take individual weekly lessons in voice. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's chosen area of emphasis, prior vocal study and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. Satisfies the General Education Visual and Performing Arts requirement if three units are taken within a four-semester sequence. May be repeated for credit.

Prerequisite: Prerequisites: Audition for Department Chair and permission of instructor.

MUS 2605 - Indiv Instruction:Piano (1-4)

MUS2605 Individual Instruction: Piano (1-4) Prerequisites: Audition for Department Chair and permission of instructor. Additional fees apply. Upper division students take individual weekly lessons in piano. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's chosen area of emphasis, prior study and experience. Students are evaluated at entry to the

program and through jury evaluations at the end of each semester. Satisfies the General Education Visual and Performing Arts requirement if three units are taken within a four-semester sequence. May be repeated for credit.

Prerequisite: Prerequisites: Audition for Department Chair and permission of instructor. Additional fees apply.

MUS 2607 - Indiv Instr:Collaborative Piano (1-4)

MUS2607 Individual Instruction: Collaborative Piano (1-4)
Prerequisite: Permission of Department Chair and instructor Additional fees apply. Upper-division students study the art of vocal and instrumental piano collaboration on an individual basis. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

Prerequisite: Prerequisite: Permission of Department Chair and instructor.

MUS 2610 - Indiv Instruction:Instrument (1-4)

MUS2610 Individual Instruction: Instrument (1-4)
Prerequisites: Audition for Department Chair and permission of instructor Additional fees apply. Upper division students take individual weekly lessons in an instrument. Repertoire,ensemble participation, and technical development projects are determined by the instructor according to the student's chosen area of emphasis, prior study and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. Satisfies the General Education Visual and Performing Arts requirement if three units are taken within a four-semester sequence. May be repeated for credit.

Prerequisite: Prerequisites: Audition for Department Chair and permission of instructor.

MUS 2612 - Individual Instruction:Conducting (1-4)

MUS2612 Individual Instruction: Conducting (1-4)
Prerequisite: Permission of Department Chair and instructor Additional fees apply. Upper-division students study conducting history, styles, and techniques on an individual basis with assigned faculty. Written and applied projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

Prerequisite: Prerequisite: Permission of Department Chair and instructor.

MUS 2613 - Individual Instruction:Composition (1-4)

MUS2613 Individual Instruction: Composition (1-4)
Prerequisite: Permission of Department Chair and instructor Additional fees apply. Upper-division students study music composition on an individual basis with assigned faculty. Written and performance projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

Prerequisite: Prerequisite: Permission of Department Chair and instructor.

MUS 2614 - Individual Instruction:Music Theory (1-4)

MUS2614 Individual Instruction: Music Theory (1-4)
Prerequisite: Permission of Department Chair and instructor Additional fees apply. Upper-division students study music theory on an individual basis with assigned faculty. Written projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

Prerequisite: Prerequisite: Permission of Department Chair and instructor.

MUS 2615 - Vocal Coaching (1)

MUS2615 Vocal Coaching (1) Prerequisites: Audition for Department Chair and permission of instructor
Corequisite: MUS2600 or MUS2605 Upper-division students rehearse and perfect repertoire as determined by the Individual Vocal Instructor. May be repeated for credit.

Prerequisite: Prerequisites: Audition for Department Chair and permission of instructor. Corequisite: Corequisite: MUS2600 or MUS2605.

MUS 2700 - Guitar (0-3)

MUS2700 Guitar (3) Guitar techniques and training in reading music for guitar, presented in a class setting. Open to nonmajors. Upper-division students fulfill additional requirements. May be repeated for credit.

MUS 2705 - Recital (1)

MUS2705 Recital (1) Prerequisite: Permission of Department Chair and instructor Corequisite: Individual Instruction in the major (and/or MUS2615 for Vocal Performance) and Musical Theate emphasis during semesters of recital preparation and performance.Students give a public presentation of selected musical repertoire under the guidance of the student's individual instructor. May be repeated for credit.

Prerequisite: Prerequisite: Permission of Department Chair and instructor. Corequisite: Corequisite: Individual Instruction in the major (and/or MUS2615 for Vocal Performance) and Musical Theatre emphasis during semesters of recital preparation and performance. Students give a public presentation of selected musical repertoire under the guidance.

MUS 2725 - Class Piano (2)

MUS2725 Class Piano (2) Students learn piano technique and repertoire. Upper-division students fulfill additional requirements. May be repeated for credit.

MUS 2730 - Ensemble (1-3)

MUS2730 Ensemble (1-3) Prerequisite: Permission of instructor. Ensemble offers flexible rehearsal and performance opportunities in the student's chosen area of emphasis. May be repeated for credit.

Prerequisite: Prerequisite: Permission of instructor.

MUS 2786 - Sp Tpcs in Music (1-3)

MUS2786 Special Topics (1-3) Prerequisite: Permission of instructor. Special topics utilized for seminars and special lectures that are not offered on a regular basis. The course addresses a specific need, a current interest and/or a trend in the field pertaining to the program's curriculum. Consult syllabus as content will vary from semester to semester. May be repeated for credit with different syllabus.

Prerequisite: Prerequisite: Permission of instructor.

MUS 2800 - Musical Theatre Acting Styles (3)

MUS2800 Music Theatre Acting Styles (3) Prerequisites: Audition and permission of instructor This is an advanced workshop in techniques for the music and musical theatre performer working in both real- and suspended-time with strategies for integrating these techniques into the complete lyric theatre performance. May be repeated for credit.

Prerequisite: Prerequisites: Audition and permission of instructor.

MUS 2805 - Musical Theatre Dance Styles (1)

MUS2805 Music Theatre Dance Styles (3) Prerequisites: Audition and permission of instructor This workshop deals with techniques for the music and musical theatre performer with strategies for integrating these techniques into the complete lyric theatre performance. May be repeated for credit.

Prerequisite: Prerequisites: Audition and permission of instructor.

MUS 2810 - Musical Theatre Vocal Styles (1)

MUS2810 Music Theatre Vocal Styles (1) Prerequisites: Audition and permission of instructor This workshop deals with techniques for the music and musical theatre performer with strategies for integrating these techniques into the complete lyric theatre performance. May be repeated for credit.

Prerequisite: Prerequisites: Audition and permission of instructor.

MUS 2890 - Music Management Internship (1-3)

MUS2890 Music Management Internship (1-3) Prerequisite: Permission of instructor This internship provides classroom training and in-the-field experience in concert, musical theatre, and opera management and promotion. Upper division students assume additional projects and responsibilities. May be repeated for credit.

Prerequisite: Prerequisite: Permission of instructor.

MUS 2891 - Musical Theatre Internship (3)

MUS2891 Musical Theatre Internship (3) Prerequisite: Permission of Department Chair Students apply accumulated skills and techniques in a performance position in an off-campus, professionally produced musical theatre production. May be repeated for credit.

Prerequisite: Prerequisite: Permission of Department Chair.

MUS 2985 - Musical Theatre Project (1-3)

MUS2985 Musical Theatre Project (1-3) Prerequisites: Audition and permission of instructor. Students prepare and present a musical theatre program under faculty direction. May be repeated for credit.

Prerequisite: Prerequisites: Audition and permission of instructor.

MUS 2986 - Musical Theatre Final Project (3)

MUS2986 Musical Theatre Final Project (3) Prerequisites: Permission of Department Chair and Instructor. Students prepare and present a musical theatre program as a final project under faculty direction.

Prerequisite: Prerequisites: Permission of Department Chair and Instructor.

MUS 2994 - Teaching Assistant (1-3)

MUS2994 Teaching Assistant (1-3) Prerequisite: Permission of Instructor. Students assist instructors in various areas of class management, course development and instruction.

Prerequisite: Prerequisite: Permission of Instructor.

MUS 4000 - Piano/Instrumental:Perf/Repertoire (1)

MUS4000 Piano/Instrumental Performance Repertoire (1) Corequisite: MUS 4605 (concurrently) or permission of instructor. A performance workshop designed to explore and conquer the challenges performers face on stage and in auditions. Students at each level develop knowledge of extensive and varied repertoire from their own work and from that of other performers. Graduate students have additional responsibilities and may assist directors. May be repeated for credit.

Corequisite: Corequisite: MUS 4605 (concurrently) or permission of instructor.

MUS 4005 - Vocal Performance/Repertoire (1)

MUS4005 Vocal Performance Repertoire (1) Corequisite: MUS 4600 or permission of instructor. A performance workshop designed to apply the vocal skills learned in the private studio and bring repertoire to audition and performance readiness. Singers learn audition and performance strategies and develop knowledge of extensive and varied repertoire from their own work and that of other performers. Graduate students have additional responsibilities and may assist directors. May be repeated for credit.

Corequisite: Corequisite: MUS 4600 or permission of instructor.

MUS 4050 - Opera Workshop (1-3)

MUS4050 Opera Workshop (1-3) Prerequisites: Audition and permission of instructor. Students participate in the preparation and performance process for workshops and/or productions. Graduate students have additional responsibilities and may assist directors. Rehearsal and performance time outside class time is required. May be repeated for credit.

Prerequisite: Prerequisites: Audition and permission of instructor.

MUS 4063 - Chanteurs Concert Choir (1)

MUS4063 Chanteurs Concert Choir (1) The choir offers rehearsal and performance of choral works in various styles. Graduate students have additional preparation

and performance responsibilities and may assist directors. Open to MFA and non-music students. Rehearsal and performance time outside class time is required. May be repeated for credit.

MUS 4065 - Camerata Chamber Ensemble (1)

MUS4065 Camerata Chamber Ensemble (1) Prerequisites: Audition and permission of instructor. Camerata is a chamber ensemble including both instrumentalists and vocalists. Students study, rehearse, and perform ensemble pieces selected by the instructor. Repertoire includes early music through contemporary styles. Emphasis is on ensemble musicianship, collaboration, and performance skills. Graduate students have additional preparation and performance responsibilities, and may assist directors. Rehearsal and performance time outside class time is required. May be repeated for credit.

Prerequisite: Prerequisites: Audition and permission of instructor.

MUS 4070 - Orchestra (1)

MUS4070 Orchestra (1) Prerequisites: Audition and permission of instructor. Open to MFA and non-music students, this course offers rehearsal and performance of serious orchestral works with the Redwood or Peninsula Symphony. Upper division students have additional preparation and performance responsibilities. Rehearsal and performance time outside class time is required. May be repeated for credit.

Prerequisite: Prerequisites: Audition and permission of instructor.

MUS 4120 - Musical Theatre Workshop (1-4)

MUS4120 Musical Theatre Workshop (1-4) Prerequisite: Audition and permission of instructor. Students are taught the skills and techniques required to prepare and perform individual and group musical numbers along with audition skills in singing, dancing, and acting. Graduate students have additional preparation and performance requirements and may assist directors. Rehearsal and performance time outside class time is required. May be repeated for credit.

Prerequisite: Prerequisite: Audition and permission of instructor.

MUS 4125 - Musical Theatre Hist/Repertoire I (3)

MUS4125 Musical Theatre: History and Repertoire I (3) This is a survey of the development of the modern musical. The course traces the beginnings of theatrical musicals from the 17th and 18th centuries and studies the

major innovations in structure, composition, and performance to the present. Students participating at the graduate level have additional research, writing, and presentation responsibilities appropriate to the advanced student.

MUS 4300 - History and Lit of Piano Music (3)

MUS4300 History and Literature of Piano Music (3)
Prerequisite: Permission of instructor. This is an in-depth study of the forms and literature of keyboard music.

Prerequisite: Prerequisite: Permission of instructor.

MUS 4305 - History of Opera/Music Theatre (3)

MUS4305 History of Opera and Musical Theatre (3)
Prerequisite: Permission of instructor. This is an in-depth study of the development of the lyric theatre.

Prerequisite: Prerequisite: Permission of instructor.

MUS 4310 - History of Vocal Literature (3)

MUS4310 History of Vocal Literature (3) Prerequisite: Permission of instructor. This is an in-depth study of the development of song.

Prerequisite: Prerequisite: Permission of instructor.

MUS 4315 - Rock Music:History/Culture (3)

MUS4315 Rock Music History and Culture (3) This course explores the music of the Beatles in popular culture. Students participating at the graduate level have additional research, writing and presentation responsibilities appropriate to the advanced student.

MUS 4325 - Voice and Speech for Musical Thtr (1)

MUS4325 Voice and Speech for Music Theatre (1)
Prerequisite: Permission of instructor. This course deals with the speech production and projection for the music theatre performer. Graduate students must master requirements appropriate to the advanced performer. May be repeated for credit.

Prerequisite: Prerequisite: Permission of instructor.

MUS 4400 - Pedagogy: Piano I (3)

MUS4400 Piano Pedagogy I (3) Prerequisite: Permission of instructor. This course explores piano studio teaching techniques.

Prerequisite: Prerequisite: Permission of instructor.

MUS 4402 - Pedagogy: Piano II (3)

MUS4402 Piano Pedagogy II (3) Prerequisite: Permission of instructor. MUS4402 builds on MUS4400 with an in-depth exploration of piano studio teaching techniques.

Prerequisite: Prerequisite: Permission of instructor.

MUS 4405 - Vocal Pedagogy I (3)

MUS4405 Vocal Pedagogy I (3) Prerequisite: Permission of instructor. This is an in-depth course exploration of teaching others how to sing. This course explores the physical make-up of the vocal instrument, as well as practical exercises to help build the singing voice.

Prerequisite: Prerequisite: Permission of instructor.

MUS 4407 - Vocal Pedagogy II (3)

MUS4407 Vocal Pedagogy II (3) Prerequisite: MUS 4405 or Permission of Instructor. MUS4407 is a continuation of MUS 4405 with guided teaching in the voice studio. May be repeated for credit.

Prerequisite: Prerequisite: MUS 4405 or Permission of Instructor.

MUS 4500 - Conducting (3)

MUS4500 Conducting (3) Prerequisite: Permission of Instructor. This is a conducting workshop in application of techniques. Graduate students have additional projects appropriate to the advanced student.

Prerequisite: Prerequisite: Permission of Instructor.

MUS 4505 - Composing/Improvising (3)

MUS4505 Composing and Improvising (3) Prerequisite: Permission of instructor. This is a workshop in musical composition and improvisation. Students participating at the graduate level have additional preparation and performance responsibilities appropriate to the advanced student. May be repeated for credit.

Prerequisite: Prerequisite: Permission of instructor.

MUS 4550 - Graduate Seminar I (3)

MUS4550 Graduate Seminar I (3) Prerequisite: Permission of instructor Student projects focus on research methodology and analysis of musical performance.

Prerequisite: Prerequisite: Permission of instructor.

MUS 4555 - Graduate Seminar II (3)

MUS4555 Graduate Seminar II (3) Prerequisite: MUS4550 or permission of instructor Continuation of MUS4550;

student projects focus on research methodology and analysis of musical performance.

Prerequisite: Prerequisite: MUS4550 or permission of instructor.

MUS 4600 - Indiv Instruction:Voice (1-4)

MUS4600 Individual Instruction: Voice (1-4) Prerequisites: Audition for Department Chair and permission of instructor. Additional fees apply. Graduate students take individual weekly lessons in voice. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's chosen area of emphasis, prior vocal study and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. May be repeated for credit.

Prerequisite: Prerequisites: Audition for Department Chair and permission of instructor.

MUS 4605 - Indiv Instruction:Piano (1-4)

MUS4605 Individual Instruction: Piano (1-4) Prerequisite: Audition for Department Chair and permission of instructor. Additional fees apply. Graduate students take individual weekly lessons in piano. It may include repertoire, ensemble participation, and technical development projects determined by the instructor according to the student's chosen area of emphasis, prior study and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. May be repeated for credit.

Prerequisite: Prerequisite: Audition for Department Chair and permission of instructor.

MUS 4607 - Indiv Inst:Collaborative Piano (1-4)

MUS4607 Individual Instruction: Collaborative Piano (1-4) Prerequisite: Permission of Department Chair and instructor. Additional fees apply. Graduate students study the art of vocal and instrumental piano collaboration on an individual basis. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

Prerequisite: Prerequisite: Permission of Department Chair and instructor.

MUS 4610 - Indiv Instruction:Instrument (1-4)

MUS4610 Individual Instruction: Instrument (1-4) Prerequisites: Audition for Department Chair and permission of instructor. Additional fees apply. Graduate

students take individual weekly lessons in an instrument. It may include repertoire, ensemble participation, and technical development projects determined by the instructor according to the student's chosen area of emphasis, prior study and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. May be repeated for credit.

Prerequisite: Prerequisites: Audition for Department Chair and permission of instructor.

MUS 4612 - Individual Instruction:Conducting (1-4)

MUS4612 Individual Instruction: Conducting (1-4) Prerequisite: Permission of Department Chair and instructor. Additional fees apply. Graduate students study conducting history, styles, and techniques on an individual basis with assigned faculty. Written and applied projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

Prerequisite: Prerequisite: Permission of Department Chair and instructor.

MUS 4613 - Individual Instruction:Composition (1-4)

MUS4613 Individual Instruction: Composition (1-4) Prerequisite: Permission of Department Chair and instructor. Additional fees apply. Graduate students study music composition on an individual basis with assigned faculty. Written and performance projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

Prerequisite: Prerequisite: Permission of Department Chair and instructor.

MUS 4614 - Individual Instruction:Music Theory (1-4)

MUS4614 Individual Instruction: Music Theory (1-4) Prerequisite: Permission of Department Chair and instructor. Additional fees apply. Graduate students study music theory on an individual basis with assigned faculty. Written projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

Prerequisite: Prerequisite: Permission of Department Chair and instructor.

MUS 4615 - Vocal Coaching (1)

MUS4615 Vocal Coaching (1) Prerequisites: Audition for Department Chair and permission of instructor. Corequisite: MUS4600 or MUS4605. Graduate students

rehearse and perfect repertoire as determined by the Individual Vocal Instructor. May be repeated for credit.

Prerequisite: Prerequisites: Audition for Department Chair and permission of instructor. Corequisite: Corequisite: MUS4600 or MUS4605.

MUS 4700 - Graduate Lecture Recital (1)

MUS4700 Graduate Lecture Recital (1) Prerequisite: Permission of Department Chair and instructor
Corequisite: Individual Instruction in the major instrument (and/or MUS4615 for Vocal Performance) and Musical Theatre emphasis during semesters of recital preparation and performance. Students give a public presentation, including both lecture-analysis and performance of selected musical repertoire under the guidance of the student's individual instructor. May be repeated for credit.

Prerequisite: Prerequisite: Permission of Department Chair and instructor. Corequisite: Corequisite: Individual Instruction in the major instrument (and/or MUS4615 for Vocal Performance) and Musical Theatre emphasis during semesters of.

MUS 4705 - Graduate Final Recital (1)

MUS4705 Graduate Final Recital (1) Prerequisite: Permission of Department Chair and instructor
Corequisite: Individual Instruction in the major instrument (and/or MUS4615 for Vocal Performance and Musical Theatre emphasis) during semesters of recital preparation and performance. Students give a public presentation of selected musical repertoire under the guidance of the student's individual instructor. May be repeated for credit.

Prerequisite: Prerequisite: Permission of Department Chair and instructor. Corequisite: Corequisite: Individual Instruction in the major instrument (and/or MUS4615 for Vocal Performance and Musical Theatre emphasis) during semesters of.

MUS 4730 - Ensemble (1-3)

MUS4730 Ensemble (1-3) Prerequisite: Permission of instructor. Ensemble offers flexible rehearsal and performance opportunities in the student's chosen area of emphasis. Graduate students have additional preparation and performance responsibilities, and may assist directors. May be repeated for credit.

Prerequisite: Prerequisite: Permission of instructor.

MUS 4786 - Sp Tpcs in Music (1-3)

MUS4786 Special Topics (1-3) Prerequisite: Permission of instructor. Special topics are utilized for seminars and special lectures that are not offered on a regular basis. The course addresses a specific need, a current interest and/or a trend in the field pertaining to the program's curriculum. Consult syllabus as content will vary from semester to semester. May be repeated for credit with different syllabus.

Prerequisite: Prerequisite: Permission of instructor.

MUS 4800 - Musical Theatre Acting Styles (3)

MUS4800 Music Theatre Acting Styles (3) Prerequisites: Audition and permission of Instructor. This is an advanced workshop in techniques for the music and musical theatre performer working in both real- and suspended-time, with strategies for integrating these techniques into the complete lyric theatre performance. Graduate and certificate students must master additional skill requirements. May be repeated for credit.

Prerequisite: Prerequisites: Audition and permission of Instructor.

MUS 4805 - Musical Theatre Dance Styles (3)

MUS4805 Music Theatre Dance Styles (3) Prerequisites: Audition and permission of Instructor. This workshop deals with techniques for the music and musical theatre performer, with strategies for integrating these techniques into the complete lyric theatre performance. Graduate and certificate students fulfill additional skill requirements. May be repeated for credit.

Prerequisite: Prerequisites: Audition and permission of Instructor.

MUS 4810 - Musical Theatre Vocal Styles (3)

MUS4810 Music Theatre Vocal Styles (3) Prerequisites: Audition and permission of Instructor. This is an advanced workshop in techniques for the music and musical theatre performer, with strategies for integrating these techniques into the complete lyric theatre performance. May be repeated for credit.

Prerequisite: Prerequisites: Audition and permission of Instructor.

MUS 4885 - Graduate Final Project (3)

MUS4885 Graduate Final Project (1) Prerequisites: Audition and permission of instructor. Students prepare individual projects related to performance. May be repeated for credit.

Prerequisite: Prerequisites: Audition and permission of instructor.

MUS 4890 - Music Management Internship (1-3)

MUS4890 Music Management Internship (1-3)
Prerequisite: Permission of instructor This internship provides classroom training and in-the-field experience in concert, musical theatre, and opera management and promotion. Students participating at the graduate level assume additional projects and responsibilities and may assist the instructor in as supervisors to undergraduates. Rehearsal and performance time outside class time is required. May be repeated for credit.

Prerequisite: Prerequisite: Permission of instructor.

MUS 4891 - Musical Theatre Internship (1-3)

MUS4891 Musical Theatre Internship (1-3) Prerequisite: Permission of Department Chair Students apply accumulated skills and techniques in a performance position in an offcampus, professionally produced musical theatre production. Graduate students assume additional projects and may have supervisory duties. May be repeated for credit.

Prerequisite: Prerequisite: Permission of Department Chair.

MUS 4985 - Graduate Musical Theatre Project (1-3)

MUS4985 Graduate Musical Theatre Project (1-3)
Prerequisite: Audition and permission of instructor. Students prepare and present a musical theatre program appropriate to the advanced student under direction of faculty. May be repeated for credit.

Prerequisite: Prerequisite: Audition and permission of instructor.

MUS 4994 - Teaching Assistant (1-3)

MUS4994 Teaching Assistant (1-3) Prerequisite: Permission of instructor. Students assist instructors in various areas of class management, course development and instruction. Graduate students assume additional responsibilities and may have supervisory duties. May be repeated for credit.

Prerequisite: Prerequisite: Permission of instructor.

MUS 6000 - Piano/Instrumental:Perf/Repertoire (1)

MUS6000 Piano/Instrumental Performance Repertoire (1)
Prerequisite: MUS 6605 or permission of instructor. A performance workshop designed to explore and conquer the challenges performers face on stage and in auditions. Students at each level develop knowledge of extensive

and varied repertoire from their own work and from that of other performers. Certificate students have additional responsibilities appropriate to the advanced performer. May be repeated for credit.

Prerequisite: Prerequisite: MUS 6605 or permission of instructor.

MUS 6005 - Vocal Performance/Repertoire (1)

MUS6005 Vocal Performance Repertoire (1) Corequisite: MUS 6600 or permission of instructor. A performance workshop designed to apply the vocal skills learned in the private studio and bring repertoire to audition and performance readiness. Singers learn audition and performance strategies and develop knowledge of extensive and varied repertoire from their own work and that of other performers. Certificate students have additional responsibilities appropriate to the advanced performer. May be repeated for credit.

Corequisite: Corequisite: MUS 6600 or permission of instructor.

MUS 6050 - Opera Workshop (1-3)

MUS6050 Opera Workshop (1-3) Prerequisites: Audition and permission of instructor. Students participate in the preparation and performance process for workshops and/or productions. Certificate students have additional responsibilities appropriate to the advanced performer. Rehearsal and performance time outside class time is required. May be repeated for credit.

Prerequisite: Prerequisites: Audition and permission of instructor.

MUS 6063 - Chanteurs Concert Choir (1)

MUS6063 Chanteurs Concert Choir (1) The choir offers rehearsal and performance of choral works in various styles. Certificate students have additional performance responsibilities appropriate to the advanced performer. Rehearsal and performance time outside class time is required. May be repeated for credit.

MUS 6065 - Camerata Chamber Ensemble (1)

MUS6065 Camerata Chamber Ensemble (1) Prerequisites: Audition and permission of instructor. Camerata is a chamber ensemble including both instrumentalists and vocalists. Students study, rehearse, and perform ensemble pieces selected by the instructor. Repertoire includes early music through contemporary styles. Emphasis is on ensemble musicianship, collaboration, and performance skills. Rehearsal and performance time outside class time is required. Certificate students have

additional preparation and performance responsibilities appropriate to the advanced performer. May be repeated for credit.

Prerequisite: Prerequisites: Audition and permission of instructor.

MUS 6070 - Orchestra (1)

MUS6070 Orchestra (1) Prerequisites: Audition and permission of instructor. This course offers rehearsal and performance of serious orchestral works with the Redwood or Peninsula Symphony. Certificate students have additional preparation and performance responsibilities appropriate to the advanced performer. Rehearsal and performance time outside class time is required. May be repeated for credit.

Prerequisite: Prerequisites: Audition and permission of instructor.

MUS 6120 - Musical Theatre Workshop (1-3)

MUS6120 Musical Theatre Workshop (1-3) Prerequisites: Audition and permission of instructor. Students are taught the skills and techniques required to prepare and perform individual and group musical numbers along with audition skills in singing, dancing, and acting. Certificate students have additional preparation and performance requirements appropriate to the advanced performer, and may assist the directors. Rehearsal and performance time outside class time is required. May be repeated for credit.

Prerequisite: Prerequisites: Audition and permission of instructor.

MUS 6325 - Voice and Speech for Musical Thtr (1)

MUS6325 Voice and Speech for Music Theatre (1) Prerequisite: Permission of instructor. Students learn speech production and projection for the music theatre performer. Certificate students must master requirements appropriate to the advanced performer. May be repeated for credit.

Prerequisite: Prerequisite: Permission of instructor.

MUS 6600 - Indiv Instruction:Voice (1-4)

MUS6600 Individual Instruction: Voice (1-4) Prerequisites: Audition for Department Chair and permission of instructor. Additional fees apply. Certificate students take individual weekly lessons in voice. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's chosen area of emphasis, prior vocal study and experience. Students are evaluated at entry to the

program and through jury evaluations at the end of each semester. May be repeated for credit.

Prerequisite: Prerequisites: Audition for Department Chair and permission of instructor.

MUS 6605 - Indiv Instruction:Piano (1-4)

MUS6605 Individual Instruction: Piano (1-4) Prerequisites: Audition for Department Chair and permission of instructor. Additional fees apply. Certificate students take individual weekly lessons in piano. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's chosen area of emphasis, prior study and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. May be repeated for credit.

Prerequisite: Prerequisites: Audition for Department Chair and permission of instructor.

MUS 6607 - Indiv Inst:Collaborative Piano (1-4)

MUS6607 Individual Instruction: Collaborative Piano (1-4) Prerequisite: Permission of Department Chair and instructor. Additional fees apply. Certificate students study the art of vocal and instrumental piano collaboration on an individual basis. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

Prerequisite: Prerequisite: Permission of Department Chair and instructor.

MUS 6610 - Indiv Instruction:Instrument (1-4)

MUS6610 Individual Instruction: Instrument (1-4) Prerequisites: Audition for Department Chair and permission of instructor. Certificate students take individual weekly lessons in an instrument. Repertoire, ensemble participation, and technical development projects are determined by the instructor according to the student's chosen area of emphasis, prior study and experience. Students are evaluated at entry to the program and through jury evaluations at the end of each semester. May be repeated for credit.

Prerequisite: Prerequisites: Audition for Department Chair and permission of instructor.

MUS 6612 - Individual Instruction:Conducting (1-4)

MUS6612 Individual Instruction: Conducting (1-4) Prerequisite: Permission of Department Chair and instructor. Additional fees apply. Certificate students

study conducting history, styles, and techniques on an individual basis with assigned faculty. Written and applied projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

Prerequisite: Prerequisite: Permission of Department Chair and instructor.

MUS 6613 - Individual Instruction:Composition (1-4)

MUS6613 Individual Instruction: Composition (1-4)
Prerequisite: Permission of Department Chair and instructor Additional fees apply. Certificate students study music composition on an individual basis with assigned faculty. Written and performance projects are determined by the instructor according to the student's level and chosen area of emphasis. May be repeated for credit.

Prerequisite: Prerequisite: Permission of Department Chair and instructor.

MUS 6615 - Vocal Coaching (1)

MUS6615 Vocal Coaching (1) Prerequisites: Audition for Department Chair and permission of instructor.
Corequisite: MUS6600 or MUS6605. Certificate students rehearse and perfect repertoire determined by the Individual Vocal Instructor. May be repeated for credit.

Prerequisite: Prerequisites: Audition for Department Chair and permission of instructor. Corequisite: Corequisite: MUS6600 or MUS6605.

MUS 6700 - Graduate Lecture Recital (1)

MUS6700 Graduate Lecture Recital (1) Prerequisite: Permission of Department Chair and instructor
Corequisite: Individual Instruction (and/or MUS6615 for Vocal Performance) and Music Theatre emphasis) during semesters of recital preparation and performance. Students give a public presentation, including both lecture-analysis and performance of selected musical repertoire under the guidance of the student's individual instructor. May be repeated for credit.

Prerequisite: Prerequisite: Permission of Department Chair and instructor. Corequisite: Corequisite: Individual Instruction (and/or MUS6615 for Vocal Performance) and Music Theatre emphasis) during semesters of recital preparation and performance. Students give a public presentation, including both lecture-analysis and performance of select.

MUS 6705 - Graduate Final Recital (1)

MUS6705 Graduate Final Recital (1) Prerequisite: Permission of Department Chair and instructor
Corequisite: Individual Instruction in the major instrument (and/or MUS6615 for Vocal Performance and Musical Theatre emphasis) during semesters of recital preparation and performance. Students give a public presentation of selected musical repertoire under the guidance of the student's individual instructor.

Prerequisite: Prerequisite: Permission of Department Chair and instructor. Corequisite: Corequisite: Individual Instruction in the major instrument (and/or MUS6615 for Vocal Performance and Musical Theatre emphasis) during semesters of recital preparation and performance. Students give a public presentation of selected musical repertoire un.

MUS 6730 - Ensemble (1-3)

MUS6730 Ensemble (1-3) Prerequisite: Permission of instructor. Ensemble offers flexible rehearsal and performance opportunities in the student's chosen area of emphasis. Certificate students have additional preparation and performance requirements appropriate to the advanced performer, and may assist the directors. May be repeated for credit.

Prerequisite: Prerequisite: Permission of instructor.

MUS 6786 - Sp Tpcs in Music (1-3)

MUS6786 Special Topics (1-3) Prerequisite: Permission of instructor. This course is utilized for topics that are not offered on a regular basis. The course addresses a specific need, a current interest and/or a trend in the field. Consult syllabus as content will vary from semester to semester. Certificate students have additional preparation and performance requirements appropriate to the advanced performer, and may assist the directors. May be repeated for credit with different syllabus.

Prerequisite: Prerequisite: Permission of instructor.

MUS 6800 - Musical Theatre Acting Styles (3)

MUS6800 Music Theatre Acting Styles (3) Prerequisites: Audition and permission of instructor. This is an advanced workshops in techniques for the music and musical theatre performer working in both real- and suspended-time, with strategies for integrating these techniques into the complete lyric theatre performance. Emphasis for Certificate students is on application of skills to professional audition/performance. May be repeated for credit.

Prerequisite: Prerequisites: Audition and permission of instructor.

MUS 6805 - Musical Theatre Dance Styles (3)

MUS6805 Music Theatre Dance Styles (3) Prerequisites: Audition and permission of instructor. This workshop deals with techniques for the music and musical theatre performer, with strategies for integrating these techniques into the complete lyric theatre performance. Emphasis placed on a student's ability to quickly learn and perform dance combinations in an audition situation. Emphasis for Certificate students is on application of skills to professional audition/performance. May be repeated for credit.

Prerequisite: Prerequisites: Audition and permission of instructor.

MUS 6810 - Musical Theatre Vocal Styles (3)

MUS6810 Music Theatre Vocal Styles (3) Prerequisites: Audition and permission of instructor. This workshop deals with techniques for the music and musical theatre performer, with strategies for integrating these techniques into the complete lyric theatre performance. Emphasis for Certificate students is on application of skills to professional audition/performance. May be repeated for credit.

Prerequisite: Prerequisites: Audition and permission of instructor.

MUS 6885 - Graduate Final Project (3)

MUS6885 Graduate Final Project (1-3) Prerequisites: Audition and permission of instructor. Students prepare individual projects related to performance. Certificate students have additional preparation and performance requirements appropriate to the advanced performer, and may assist the directors. May be repeated for credit.

Prerequisite: Prerequisites: Audition and permission of instructor.

MUS 6890 - Music Management Internship (1-3)

MUS6890 Music Management Internship (1-3) Prerequisite: Permission of instructor. The internship provides classroom training and in-the-field experience in concert, musical theatre, and opera management and promotion. Certificate students assume additional projects and responsibilities and may assume supervisory duties. May be repeated for credit.

Prerequisite: Prerequisite: Permission of instructor.

MUS 6891 - Musical Theatre Internship (1-3)

MUS6891 Musical Theatre Internship (1-3) Prerequisite: Permission of Department Chair. Students apply accumulated skills and techniques in a performance position in an offcampus, professionally produced musical theatre production. Certificate students have additional preparation and performance requirements appropriate to the advanced performer, and may assist the directors. May be repeated for credit.

Prerequisite: Prerequisite: Permission of Department Chair.

MUS 6985 - Musical Theatre Project (3)

MUS6985 Graduate Musical Theatre Project (1-3) Prerequisite: Audition and permission of instructor. Students prepare and present a musical theatre program. Certificate students have preparation and performance requirements appropriate to the advanced performer, and may assist the directors. May be repeated for credit.

Prerequisite: Prerequisite: Audition and permission of instructor.

MUS 6994 - Teaching Assistant (1-3)

NSC - NATURAL SCIENCE

NSC 1001 - Sci/Tech in Developing Countries (3)

NSC1001 Science and Technology in Developing Countries (CDiv) (3) Three hours lecture, discussion. Through the lens of the Millennium Development Goals (MDG), this course explores five aspects of life in developing countries: education, individual and community life, water, health, and the environment. Examination of the impact of science and technology from a "bottom-up" approach is emphasized, focusing on the efforts of individuals and local organizations to use technologies in ways that make a significant improvement in the lives of the local people.

NSC 1003 - Revolutionary Women/Minorities in Sci (3)

NSC1003 Revolutionary Women and Minorities in Science (CDiv)(3) Three hours lecture, discussion. How long have women and minorities been active in science? This course explores the disparity between the contributions of women and minorities in science and engineering throughout history and their under-representation in these fields. We will study the contributions of many notable scientists including Marie Curie, Gerty Cory, St. Elmo Brady, Marie Daly, Alejandro Zaffaroni, and Luis Frederico Lelois, and examine the gender, class, and racial prejudices they experienced.

NSC 1012 - Introduction to Nutrition (3)

NSC1012 Introduction to Nutrition (3) Prerequisite: Math Placement Level 1 Three hours lecture. Studies the major nutrients and their functions. Includes digestion, metabolism, disorders, food fads, obesity, and proper diet for health. Fulfills General Education Natural and Physical Sciences requirement.

Prerequisite: Prerequisite: Math Placement Level 1.

NSC 1018 - Nutrition/Health in Devel Countries (3)

NSC1018 Nutrition and Health in Developing Countries (CDiv) (3) Prerequisite: Math Placement Level 1 Three hours lecture, discussion. Studies nutrition and health issues in developing countries, including a critical look at causes and solutions to world hunger. Introduces the major nutrients and proper diet for health. Not recommended for students who have taken NSC1012.

Prerequisite: Prerequisite: Math Placement Level 1.

NSC 2001 - Sci/Tech in Developing Countries (3)

NSC2001 Science and Technology in Developing Countries (CDiv) (3) Three hours lecture, discussion. Through the lens of the Millennium Development Goals (MDG), this course explores five aspects of life in developing countries: education, individual community life, water, health, and the environment. Examination of the impact of science and technology from a bottom-up approach is emphasized, focusing on the efforts of individuals and local organizations to use technologies in ways that make a significant improvement in the lives of the local people. The amount of work required for upper -division credit will differ in both quantity and quality from that required for lower-division credit.

NSC 2003 - Revolutnry Women/Minorities in Sci (3)

NSC2003 Revolutionary Women and Minorities in Science (CDiv) (3) Three hours lecture, discussion. How long have women and minorities been active in science? This course explores the disparity between the contributions of women and minorities in science and engineering throughout history and their under-representation in these fields. We will study the contributions of many notable scientists including Marie Curie, Gerty Cory, St. Elmo Brady, Marie Daly, Alejandro Zaffaroni, and Luis Frederico Lelois, and examine the gender, class, and racial prejudices they experienced. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

NSC 2007 - Development of Scientific Thinking (3)

NSC2007 Development of Scientific Thinking (3) Lecture, discussion. Explores the nature of scientific thinking processes in the context of child development. Studies the roles of direct experience, technology, and conceptual changes in scientific learning with reference to values and ethical principles.

NSC 2012 - Introduction to Nutrition (3)

NSC2012 Introduction to Nutrition (3) Prerequisite: Math Placement Level 1 Three hours lecture. Studies the major nutrients and their functions. Includes digestion, metabolism, disorders, food fads, obesity, and proper diet for health. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills General Education Natural and Physical Sciences requirement.

Prerequisite: Prerequisite: Math Placement Level 1.

NSC 2018 - Nutrition/Health in Devel Countries (3)

NSC2018 Nutrition and Health in Developing Countries (CDiv) (3) Prerequisite: Math Placement Level 1 Three hours lecture, discussion. Studies nutrition and health issues in developing countries, including a critical look at causes and solutions to world hunger. Introduces the major nutrients and proper diet for health. Not recommended for students who have taken NSC1012. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

Prerequisite: Prerequisite: Math Placement Level 1.

NSC 2086 - Sp Tpcs in Natural Science (1-4)**NSC 2086 C - Sp Tpcs: (3-4)****NSC 2099 - IS: (1-3)****NSC 2432 - Writing for the Sciences (3)**

NSC2432 Writing for the Sciences (3) Prerequisite: ENG1030 This advanced writing course is designed for students in the natural and social sciences. Students will practice and develop mastery of the conventions, formats, structures, and precise language essential for effective writing in the sciences. This course emphasizes writing as a process, using peer review and multiple revisions as keys to developing writing skills. This course satisfies the General Education Upper-Division Writing requirement.

Prerequisite: Prerequisite: ENG1030.

NSC 2880 - Environmental Justice Capstone (4)

NSC2880 Environmental Justice Capstone (4) Three hours lecture, three hours laboratory/field work. Taken by juniors and seniors, this capstone course helps students integrate and build on prior learning experiences in the Environmental Justice minor. It incorporates community based learning, laboratory/field work, and GIS.

NSC 6012 - Introduction to Nutrition (3)

NSC6012 Introduction to Nutrition (3) Prerequisite: Math Placement Level 1 Three hours lecture. Studies the major nutrients and their functions. Includes digestion, metabolism, disorders, food fads, obesity, and proper diet for health.

Prerequisite: Prerequisite: Math Placement Level 1.

PED - PHYSICAL EDUCATION**PED 1201 - Lacrosse-Intercollegiate Men (1)**

PED1201 Intercollegiate Men's Lacrosse (1) Covers theory and practice of fundamentals. Intercollegiate competition.

PED 1208 - Golf-Intercollegiate Men (1)

PED1208 Intercollegiate Men's Golf (1) Covers theory and practice of fundamentals. Intercollegiate competition.

PED 1216 - Soccer: Intercollegiate Men (1)

PED1216 Intercollegiate Men's Soccer (1) Covers theory and practice of fundamentals. Intercollegiate competition.

PED 1224 - Intercollegiate Basketball: Men (1)

PED1224 Intercollegiate Men's Basketball (1) Covers theory and practice of fundamentals. Intercollegiate competition.

PED 1232 - Cross-Country:Intercollegiate Men (1)

PED1232 Intercollegiate Men's Cross-Country (1) Covers theory and practice of fundamentals. Intercollegiate competition.

PED 1308 - Intercollegiate Soccer: Women (1)

PED1308 Intercollegiate Women's Soccer (1) Covers theory and practice of fundamentals. Intercollegiate competition.

PED 1316 - Intercollegiate Volleyball: Women (1)

PED1316 Intercollegiate Women's Volleyball (1) Covers theory and practice of fundamentals. Intercollegiate competition.

PED 1324 - Intercollegiate Basketball: Women (1)

PED1324 Intercollegiate Women's Basketball (1) Covers theory and practice of fundamentals. Intercollegiate competition.

PED 1332 - Cross-Country:Intercollegiate Women (1)

PED1332 Intercollegiate Women's Cross-Country (1) Covers theory and practice of fundamentals. Intercollegiate competition.

PED 1340 - Intercollegiate Softball: Women (1)

PED1340 Intercollegiate Women's Softball (1) Covers theory and practice of fundamentals. Intercollegiate competition.

PED 1401 - Tennis: Intercollegiate Coed (1)

PED1401 Tennis: Intercollegiate (Coed) (1) Cover theory and practice of fundamentals.

PED 1416 - Soccer: Coed (1)

PED1416 Soccer (Coed) (1) Covers theory and practice of fundamentals.

PED 1424 - Basketball: Coed (1)

PED1424 Basketball (Coed) (1) Covers theory and practice of fundamentals.

PED 1432 - Weight Training: Coed (1)

PED1432 Weight Training (Coed) (1) Covers conditioning through the use of weight machines and free weights.

PED 1440 - Volleyball:Coed (1)

PED1440 Volleyball (Coed) (1) Covers theory and practice of fundamentals.

PED 1994 - Teaching Assistant (1-3)**PED 2999 - IS: (1-1)****PHL - PHILOSOPHY****PHL 1001 - Introduction to Philosophy (3)**

PHL1001 Introduction to Philosophy (3) Introduces some of the major figures and doctrines in the history of philosophy and some enduring and contemporary philosophical questions. Fulfills General Education Philosophy requirement.

PHL 1100 - Ancient Philosophy (3)

PHL1100 Ancient Philosophy (3) Examines the origins of philosophical inquiry in the ancient world. Figures to be discussed may range from Confucius and Lao-Tzu to

Plotinus and the Neo-Platonists. There is special emphasis on the writings of Plato and Aristotle and their continued influence. Fulfills General Education Philosophy requirement.

PHL 1105 - Modern Philosophy (3)

PHL1105 Modern Philosophy (3) The seventeenth and eighteenth centuries were marked by the intellectual turmoil produced by the scientific revolution. This course introduces students to the ideas of some of the major philosophers of this period, from Descartes to Kant, and their efforts to come to terms with developments that remain crucial for us today. Topics to be discussed include the nature and limits of knowledge, science and religion, and freedom and determinism. Fulfills General Education Philosophy requirement.

PHL 1110 - Nineteenth Century Philosophy (3)

PHL1110 Nineteenth Century Philosophy (3) Offers detailed discussions of the philosophical work of such figures as Hegel, Schopenhauer, Kierkegaard, Marx, and Nietzsche. This course is essential background for anyone who wants to understand the contemporary intellectual scene. Fulfills General Education Philosophy requirement.

PHL 1200 - Moral Problems (3)

PHL1200 Moral Problems (3) After a brief introduction to some basic ideas in ethical theory, this course allows students to examine and discuss critically various contemporary moral problems, such as abortion, the death penalty, affirmative action, free speech, and civil disobedience. Fulfills General Education Philosophy requirement.

PHL 1205 - Law, Morality, Society (3)

PHL1205 Law, Morality, and Society (3) Introduces a variety of urgent moral, political, and social controversies that are closely connected with the law. There will be special emphasis on issues of race, gender, and class. Fulfills General Education Philosophy requirement.

PHL 1205 C - Law, Morality, Society (3)

PHL1205C - Law, Morality, Society 3.0 (CE) Students in this class will discuss the philosophy of labor and the philosophy of immigration - such as immigrant and post-immigrant phenomenology, the rights of non-citizens, the defense and critique of several economic and political assumptions about immigration - and reflect on these topics through community-based engagement. This course satisfies the GE Philosophy requirement and Community Engagement requirements.

PHL 1210 - Political/Social Philosophy (3)

PHL1210 Political and Social Philosophy (3) Reading important historical philosophers from Plato to Marx, and examining how Eastern philosophers from Confucius to Ibn Khaldun have answered the question of what is good government?, this course raises basic questions about politics, society, and social change. Why is government necessary? What are the limits of government action? When is revolution justified? Why is democracy a good thing? When are human beings genuinely free? Does capitalism promote or undermine democracy and freedom? Are there feasible alternatives to capitalism? The course will include contemporary problems and questions about government and society. Fulfills General Education Philosophy requirement.

PHL 1215 - Theories of the Good Life (3)

PHL1215 Theories of the Good Life (3) What constitutes a good life for a human being? Where, if anywhere, is human happiness to be found? What makes a human life worth living? What gives meaning or purpose to a human life? Beginning with Plato and Aristotle and continuing into modern philosophy we will examine what makes a life worth living. Fulfills General Education Philosophy requirement.

PHL 1220 - Philosophy and the Environment (3)

PHL1220 Philosophy and the Environment (3) Offers a philosophical examination of a variety of key environmental issues. Topics to be discussed include the value of nature, property rights, world hunger, and the moral status of animals. Fulfills General Education Philosophy requirement.

PHL 1300 - Logic and Critical Thinking (3)

PHL1300 Logic and Critical Thinking (3) An introduction to the analysis and evaluation of arguments using both formal and informal methods. Recommended for everyone who wants to improve their critical thinking and reading skills. Especially useful for anyone planning to take a graduate school admissions test, including the Graduate Record Examination (GRE), the Law School Admission Test (LSAT), and the Medical College Admission Test (MCAT). Fulfills General Education Philosophy requirement.

PHL 1400 - Philosophy of Science (3)

PHL1400 Philosophy of Science (3) Prerequisite: A previous course in Philosophy or Natural Science, or permission of the instructor. The philosophy of science addresses questions about the nature and methods of science, about conceptual and foundational issues within

the various sciences, and about the broader implications of scientific research. Specific topics may vary, but students will be introduced to competing views of the nature of scientific reasoning, learn to think critically about important scientific developments, and consider some of the ethical, social, political, and religious questions which they raise. Fulfills General Education Philosophy requirement.

Prerequisite: Prerequisite: A previous course in Philosophy or Natural Science, or permission of the instructor. .

PHL 1405 - Philosophy of Mind (3)

PHL1405 Philosophy of Mind (3) Prerequisite: A previous course in Philosophy or Psychology, or permission of the instructor The nature of mind and its relation to the physical world has been a perennial philosophical question. Can modern science offer a solution to this problem? This course examines both traditional issues (such as the mind-body problem, personal identity, and free will) and contemporary variants of these issues raised by research into artificial intelligence and work in cognitive science. Fulfills General Education Philosophy requirement.

Distribution: Fulfills General Education Philosophy Requirement. Prerequisite: Prerequisite: A previous course in Philosophy or Psychology, or permission of the instructor.

PHL 1410 - Women and Philosophy (3)

PHL1410 Woman and Philosophy (CDiv) (3) Examines philosophical questions related, or of special concern, to women. Topics include the nature, status and role of women in influential religious, philosophical and cultural contexts, and theoretical and practical feminist issues addressed by traditional and contemporary philosophers. Emphasis is placed on ethical and political problems facing women today. Fulfills General Education Philosophy requirement.

PHL 2100 - Ancient Philosophy (3)

PHL2100 Ancient Philosophy (3) Examines the origins of philosophical inquiry in the ancient world. Figures to be discussed may range from Confucius and Lao-Tzu to Plotinus and the Neo-Platonists. There is special emphasis on the writings of Plato and Aristotle and their continued influence. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

PHL 2105 - Modern Philosophy (3)

PHL2105 Modern Philosophy (3) The seventeenth and eighteenth centuries were marked by the intellectual turmoil produced by the scientific revolution. This course introduces students to the ideas of some of the major philosophers of this period, from Descartes to Kant, and their efforts to come to terms with developments that remain crucial for us today. Topics to be discussed include the nature and limits of knowledge, science and religion, and freedom and determinism. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

PHL 2110 - Nineteenth Century Philosophy (3)

PHL2110 Nineteenth Century Philosophy (3) Offers detailed discussions of the philosophical work of such figures as Hegel, Schopenhauer, Kierkegaard, Marx, and Nietzsche. This course is essential background for anyone who wants to understand the contemporary intellectual scene. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

PHL 2115 - Asian Philosophies (3)

PHL2115 Asian Philosophies (CDIV) (3) This course introduces students to the philosophical schools, thinkers, and arguments produced in China, India, and Japan between 4000 BCE and the present. Particular focus will be given to Daoism, Confucianism, Buddhism, and the Astika Indian Schools. Fulfills General Education Philosophy requirement.

PHL 2200 - Moral Problems (3)

PHL2200 Moral Problems (3) After a brief introduction to some basic ideas in ethical theory, this course allows students to examine and discuss critically various contemporary moral problems, such as abortion, the death penalty, affirmative action, free speech, and civil disobedience. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

PHL 2205 - Law, Morality, Society (3)

PHL2205 Law, Morality, and Society (3) Introduces a variety of urgent moral, political, and social controversies that are closely connected with the law. There will be

special emphasis on issues of race, gender, and class. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

PHL 2210 - Political and Social Philosophy (3)

PHL2210 Political and Social Philosophy (3) This course raises basic questions about politics, society, and social change. Why is government necessary? What are the limits of government action? When is it permissible to disobey the law? When is revolution justified? Why is democracy a good thing? When are human beings genuinely free? Does capitalism promote or undermine democracy and freedom? Are there feasible alternatives to capitalism? Readings may be from historical figures (e.g., Plato, Hobbes, Locke, Marx, Mill) or contemporary sources or both. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

PHL 2215 - Theories of the Good Life (3)

PHL2215 Theories of the Good Life (3) What constitutes a good life for a human being? Where, if anywhere, is human happiness to be found? What makes a human life worth living? What gives meaning or purpose to a human life? Beginning with Plato and Aristotle and continuing into modern philosophy, we will examine what makes a life worth living. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

PHL 2220 - Philosophy and the Environment (3)

PHL2220 Philosophy and the Environment (3) Offers a philosophical examination of a variety of key environmental issues. Topics to be discussed include the value of nature, property rights, world hunger, and the moral status of animals. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

PHL 2225 -

PHL 2230 - Ethics/Professional Responsibility (3)

PHL2230 Ethics and Professional Responsibility (3) Examines major ethical theories and explores the application of those theories to current business, moral, and social issues. Illustrative case studies are used as well as other group exercises to enable the student to identify

justice issues involved in specific problem areas of the work environment. Fulfills General Education Philosophy requirement.

PHL 2235 - Bioethics (3)

PHL2235 Bioethics (3) Considers some of the many ethical issues arising from the biological and medical sciences. Topics may include: reproductive rights, genetic research and engineering, ethical, social, and legal implications of the Human Genome Project, euthanasia and assisted suicide, resource allocation, organ donation, experimentation with humans and non-humans, and ethical issues in health care. Fulfills General Education Philosophy requirement.

PHL 2300 - Logic and Critical Thinking (3)

PHL2300 Logic and Critical Thinking (3) An introduction to the analysis and evaluation of arguments using both formal and informal methods. Recommended for everyone who wants to improve their critical thinking and reading skills. Especially useful for anyone planning to take a graduate school admissions test, including the Graduate Record Examination (GRE), the Law School Admission Test (LSAT), and the Medical College Admission Test (MCAT). The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

PHL 2301 - Logic (3)

PHL2301 - Logic (3) This course introduces students to formal, symbolic logic and to informal, non-symbolic logic. The formal component of the course may be satisfied by first-order sentential logic, first-order predicate logic, Nyaya logic, or Aristotelian syllogistic logic. The informal logic covered in the course may include such items as fallacies, the logic of question and answer, hermeneutics, as well as the logic of persuasion. Recommended for anyone who wants to improve his/her critical thinking and reading skills. Fulfills General Education Philosophy requirement.

PHL 2400 - Philosophy of Science (3)

PHL2400 Philosophy of Science (3) Prerequisite: A previous course in Philosophy or Natural Science, or permission of the instructor The philosophy of science addresses questions about the nature and methods of science, about conceptual and foundational issues within the various sciences, and about the broader implications of scientific research. Specific topics may vary, but students will be introduced to competing views of the nature of scientific reasoning, learn to think critically

about important scientific developments, and consider some of the ethical, social, political, and religious questions which they raise. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

Prerequisite: Prerequisite: A previous course in Philosophy or Natural Science, or permission of the instructor.

PHL 2405 - Philosophy of Mind (3)

PHL2405 Philosophy of Mind (3) Prerequisite: A previous course in Philosophy or Psychology, or permission of the instructor The nature of mind and its relation to the physical world has been a perennial philosophical question. Can modern science offer a solution to this problem? This course examines both traditional issues (such as the mind-body problem, personal identity, and free will) and contemporary variants of these issues raised by research into artificial intelligence and work in cognitive science. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

Prerequisite: Prerequisite: A previous course in Philosophy or Psychology, or permission of the instructor.

PHL 2410 - Women and Philosophy (3)

PHL2410 Women and Philosophy (CDiv) (3) Examines philosophical questions of special concern to women. Topics include the nature, status and role of women in religious, philosophical and various cultural contexts, and theoretical and practical feminist issues addressed by traditional and contemporary philosophers throughout the world. Emphasis is placed on ethical and political problems facing women today. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills General Education Philosophy requirement.

PHL 2415 - Philosophy of Religion (3)

PHL2415 Philosophy of Religion (3) Surveys traditional and modern problems associated with religion. Topics may include the nature of God, arguments for theism, the problem of evil, foreknowledge and freedom, science and religion, faith and the nature of religious belief, myths, symbols, and rituals, and spirituality. Satisfies three units of elective credit for Religious Studies majors. Fulfills General Education Philosophy requirement or three units of the General Education Religious Studies requirement.

PHL 2420 - Philosophy of Love (3)

PHL2420 Philosophy of Love (3) "What is love?" Does love have a core or essence? We talk about love all the time, we all "know" that love is the alchemy of life. We all experience it, yet it is diverse and largely unexamined. This class will study love in its many forms from filial love, friendship, compassion, and empathy for the other, a desire for justice, and passionate and sexual love to divine love and the longing to become one with the universe. Through poetry, film, and philosophy, we will discuss the many ways in which love forms our world and in which we form it. We explore this vague, all-embracing, and constantly desired feeling or concept from the point of view of different philosophers, beginning with Plato but also covering Freud, Kierkegaard, Heidegger, Rumi, and de Beauvoir on love, among others. Fulfills General Education Philosophy requirement.

PHL 2886 - Sp Tpcs in Philosophy (1-3)

PHL 2994 - Teaching Assistant (1-3)

PHL2994 Teaching Assistant (1-3) Philosophy majors are required to earn at least one unit of credit as a teaching assistant to an instructor.

PHL 2997 - Senior Thesis (3)

PHL2997 Senior Thesis (3) Taken by majors in their senior year. Students write a 15-25 page paper on a topic of their choice in conjunction with an upper-division Philosophy course being offered in the same semester.

PHY - PHYSICS

PHY 1001 - Physical Geology (3)

PHY1001 Physical Geology (3) Prerequisites: High school chemistry or CHE1101 or PHY1109, and PHY1109L; Math Placement Level 1 Studies the structure of the earth and the agents of its dynamic changes: global plate tectonics, weathering, mass wasting, and glaciation, within the context of mineral formation, the rock cycle, and geologic time. Includes a consideration of human activity in regards to mineral and energy resources and land use. The format consists of lectures, discussion, demonstrations, laboratories, and field trips.

Prerequisite: Prerequisites: High school chemistry or CHE1101 or PHY1109, and PHY1109L; Math Placement Level 1.

PHY 1008 - Physical Geography (3)

PHY1008 Physical Geography (3) Prerequisite: A high school science or geography course is recommended

Physical Geography provides an introduction to the major components of our physical environment. Topics include: the Earth and its place in the solar system, plate tectonics, climate and weather, geology, soils, and human interaction with the natural world. The format of the course includes lectures, discussion, and demonstrations, with computer support by way of geographic information system (GIS) applications. This course is useful for all students interested in human-environment relationships, especially: natural sciences, medicine, social and political sciences, business, marketing, management and law.

Prerequisite: Prerequisite: A high school science or geography course is recommended.

PHY 1109 - Introduction to Physical Science (3)

PHY1109 Introduction to Physical Science (3)
Prerequisite: Math Placement Level 2 Three hours lecture, Introduces topics selected from physics, astronomy, chemistry, and meteorology. Emphasizes the nature of discovery and the formation of concepts, laws, and theories in science. Laboratory exercises demonstrate lecture topics. Required for Liberal Studies majors.

Prerequisite: Prerequisite: Math Placement Level 2.

PHY 1109 L - Intro to Physical Science Lab (0.50)

PHY1109L Introduction to Physical Science Lab (.5) Lab component of PHY1109 Introduction to Physical Science.

PHY 1114 - Astronomy (3)

PHY1114 Astronomy (3) Prerequisite: High school math or science course Three hours lecture and field trips. This is an introductory course in astronomy. The topics addressed in the course include the structure and dynamics of the universe, galaxies, stars, and our solar system. We discuss electromagnetic radiation, atomic structure, and the evolution of the constituents of space, as well as the technology, from earthbound telescopes to space probes, used to collect information. The course is open to non-science majors as well as science majors.

Prerequisite: Prerequisite: High school math or science course.

PHY 1203 - College Physics I (3)

PHY1203 College Physics I (3) Prerequisite: Math Placement Level 4 or equivalent; high school physics or PHY1109 recommended Three hours lecture. This course does not require calculus and is the first course in a two-part sequence. Topics include kinematics, dynamics, properties of solids, liquids, gasses, heat, wave motion, and sound. Laboratory emphasizes error calculations for

objective evaluation of data. Standard equipment and air tracks are used extensively.

Prerequisite: Prerequisite: Math Placement Level 4 or equivalent; high school physics or PHY1109.

PHY 1203 L - College Physics I-Lab (1)

PHY1203L College Physics I Lab (1) Three hours laboratory component of PHY1203 College Physics.

PHY 1205 - College Physics I (3)

PHY1205 College Physics II (3) Prerequisite: PHY1203 Three hours lecture. This course is a continuation of PHY1203 covering optics, electricity, and magnetism. Laboratory uses basic electronic measuring devices in electrical circuits, meters, pulse generators, and oscilloscopes.

Prerequisite: Prerequisite: PHY1203.

PHY 1205 L - College Physics II Lab (1)

PHY1205L College Physics II Lab (1) Three hours laboratory component of PHY1205.

PHY 1304 - Physics for Scientists I (3)

PHY1304 Physics for Scientists I (3) Prerequisites: MTH1320/1322 and two semesters high school physics or PHY1109, or permission of instructor Three hours lecture. This is a calculus-based course in general physics, the first part of a two-course sequence. Topics include mechanics, properties of matter, heat and thermodynamics, and simple harmonic motion including sound. Laboratory emphasizes error calculations for objective evaluation of data. Standard equipment and air tracks are used extensively.

Prerequisite: Prerequisites: MTH1320/1322 and two semesters high school physics or PHY1109, or permission of instructor.

PHY 1304 L - Physics for Scientists I Lab (1)

PHY1304L Physics for Scientists I Lab (1) Lab component of PHY1304 Physics for Scientists I.

PHY 1306 - Physics for Scientists II (3)

PHY1306 Physics for Scientists II (3) Prerequisite: Grade of C or higher in PHY1304 Three hours lecture. This course is calculus-based, the second part of a two-course sequence in general physics. Topics include electricity, magnetism, and optics. Laboratory uses basic electronic measuring devices in electrical circuits, meters, pulse generators, and oscilloscopes.

Prerequisite: Prerequisite: Grade of C or higher in PHY1304.

PHY 1306 L - Physics for Scientists II Lab (1)

PHY1306L Physics for Scientists Lab II (1) Three hour lab component of PHY1306.

PHY 2000 - Science in Action (4)

PHY2000 Science in Action (CE) (4) Prerequisites: BIO1009 or PHY1009 or BIO1101 or CHE1101 or CHE1202 or by permission Three hours lecture, three hours laboratory. In this community-based learning course, students design and test science experiments for children and then partner with a local elementary school to work with/lead the elementary students through those experiments. Students choose projects from the physical, life, and earth sciences that support the learning outcomes outlined in the Science Content Standards found in the Science Framework for California Public Schools. Fulfills General Education Natural and Physical Science Requirement.

Prerequisite: BIO1009 or PHY1009 or BIO1101 or CHE1101 or CHE1202 or by permission.

PHY 2000 C - Science in Action (4)

PHY2000C Science in Action (CE) (4) Prerequisites: BIO1009 or PHY1009 or BIO1101 or CHE1101 or CHE1202 or by permission Three hours lecture, three hours laboratory. In this community-based learning course, students design and test science experiments for children and then partner with a local elementary school to work with/lead the elementary students through those experiments. Students choose projects from the physical, life, and earth sciences that support the learning outcomes outlined in the Science Content Standards found in the Science Framework for California Public Schools. Fulfills General Education Natural and Physical Science Requirement.

Prerequisite: Prerequisites: BIO1009 or PHY1009 or BIO1101 or CHE1101 or CHE1202 or by permission.

PHY 2994 - Laboratory Assistant (1-3)

PHY2994 Laboratory Assistant (1-3) Prerequisite: Permission of instructor Provides an opportunity for Natural Science majors to earn credit assisting instructors.

Prerequisite: Prerequisite: Permission of instructor.

PHY 6000 - Science in Action (4.00)

PHY 6203 - College Physics I (3.00)

PHY 6203 L - College Physics I-Lab (1.00)

PHY 6304 - Physics for Scientists (3.00)

PHY 6304 L - Physics for Scientists I Lab (1.00)

PSC - POLITICAL SCIENCE

PSC 1000 - Introduction to American Government (3)

PSC1000 Introduction to American Government (3) Introduces American government and institutions. Fulfills General Education Social and Behavioral Science requirement.

PSC 1100 - Intro to Comparative Government (3)

PSC1100 Introduction to Comparative Governments (3) Surveys comparative governments and institutions. Fulfills General Education Social and Behavioral requirement.

PSC 2100 - Intro to Comparative Government (3)

PSC2100 Introduction to Comparative Governments (3) Surveys comparative governments and institutions. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills General Education Social and Behavioral requirement.

PSC 2110 - International Relations (3)

PSC2110 International Relations (3) Examines the history and values out of which nations have devised ways of relating to one another. Fulfills General Education Social and Behavioral requirement.

PSC 2120 - World Geography (3)

PSC2120 World Geography (CDiv) (3) Introduces the cultural and physical geography with special emphasis upon the relationship between geography and social/political and economic developments. Fulfills General Education Social and Behavioral requirement.

PSC 2130 - Latin American Area Studies (3)

PSC2130 Latin American Area Studies (CDiv) (3) Reviews geography, history, and politics in light of colonialism and independence of the states of Latin America with emphasis on current international relations. Fulfills General Education Social and Behavioral requirement.

PSC 2140 - African Area Studies (3)

PSC2140 African Area Studies (CDiv) (3) Surveys African events in the light of precolonial, colonial, and modern

developments. Fulfills General Education Social and Behavioral requirement.

PSC 2150 - Asian Area Studies (3)

PSC2150 Asian Area Studies (CDiv) (3) Surveys the geography, history, culture, ethics, politics, and economics of the Asian countries with special emphasis on current geopolitical relations. Fulfills General Education Social and Behavioral requirement.

PSC 2160 - Middle East Area Studies (3)

PSC2160 Middle East Area Studies (CDiv) (3) Studies the geography, history, politics, economics, and culture of the states of the Middle East with emphasis on Islam and its impact on the region; familiarizes the student with a key geopolitical region. Fulfills General Education Social and Behavioral requirement.

PSC 2161 - Model Arab League (1)

PSC2161 Model Arab League (CDiv) (1) Model Arab League (MAL), like its better known exemplar the Model UN, is an educational program aimed at educating students about the Arab world and the 22 states that comprise the Arab League. MAL holds an annual event in a number of regions throughout the US. Students from each of the participating universities form a delegation representing one of the 22 Arab states in a three day assembly organized by MAL. In preparation for sending a delegation to this assembly, students study economic, political, social, and cultural aspects of the Arab country that they represent in that year's MAL event.

PSC 2301 - State and Local Government - CE (4)

PSC 2301 State and Local Government (CE) (4) This course is an introduction to the structure, functions, and inter-relations of state and local governments, emphasizing real-world problem solving through personal engagement. This class incorporates a community engagement component. Fulfills General Education Social and Behavioral Science requirement.

PSC 2301 C - State and Local Government (4)

PSC2301C State and Local Government (CE) (4) This course is an introduction to the structure, functions, and inter-relations of state and local governments, emphasizing real-world problem solving through personal engagement. This class incorporates a community engagement component. Fulfills General Education Social and Behavioral Science requirement.

PSC 2310 - Parties, Politics, and Campaigning (3)

PSC2310 Parties, Politics, and Campaigning (3) Surveys the history of the development of political parties in the United States and examines their current ideologies and functions. Fulfills General Education Social and Behavioral requirement.

PSC 2320 - The Constitution (3)

PSC2320 The Constitution (3) Surveys the history of the U.S. Constitution. Includes article-by-article analysis, study of outstanding Supreme Court cases related to the document, and research in constitution-making processes. Fulfills institutional U.S. History requirement. Fulfills General Education Social and Behavioral Science requirement.

PSC 2330 - Gender and the Law (3)

PSC2330 Gender and the Law (3) Introduces the question of gender relations and the law, with particular emphasis on recent developments in law and on issues of sexual harassment. Particularly recommended for pre-law students. Fulfills General Education Social and Behavioral requirement.

PSC 2340 - Legal Reasoning (3)

PSC2340 Legal Reasoning (3) This course examines strategies for maximizing a student's chance of entry into law school. It includes exercises for developing logical and analytical reasoning, reading comprehension and writing. It is suited for students who plan to take the LSAT, and gain admission to a law school. Students majoring in Political Science may not take PSC 2340 to fulfill their major or elective requirements.

PSC 2400 - Methods and Methodology (3)

PSC2400 Methods and Methodology (3) Introduces qualitative and quantitative methods used in history and political science and briefly discusses the epistemological foundations of these methods.

PSC 2400 L - Statistical Software:Beh Sci Resrch (1)

PSC2400L Statistical Software in Behavioral Science Research (1) Prerequisite: MTH2502 or permission of instructor Corequisite: PSC2400 Reviews basic statistical concepts and procedures, both descriptive and inferential, through a software approach with examples from behavioral and social sciences. Hands-on application of statistical software (e.g.SPSS) is integrated with the design analysis of various research paradigms. Students receive individualized assistance to develop and implement the

statistical design, analysis, interpretation, and reporting suitable to their research projects.

Prerequisite: Prerequisite: MTH2502 or permission of instructor. Corequisite: Corequisite: PSC2400.

PSC 2410 - Political Psychology (3)

PSC2410 Political Psychology (3) Studies the psychological roots of political behavior and decision-making as well as theories relating to political activism and violence.

PSC 2880 - Capstone (4)

PSC2880 Capstone (4) Intended to be taken close to a student's graduation, this is a summative course in which students learn to synthesize their learning over the course of the program by means of articulating their own visions for a better society.

PSC 2886 - Sp Tpcs in Political Science (1-3)

PSC2886 Special Topics in Political Science (3) Current issues and special courses may be offered periodically.

PSC 2994 - Teaching Assistant (1-3)

PSY - PSYCHOLOGY

PSY 1001 - Introduction to Psychology (3)

PSY1001 Introduction to Psychology (3) Surveys the content and method of psychology, the scientific study of behavior and mental processes. The course provides an overview of topics such as how the brain impacts behavior, how we develop, personality, psychopathology, and group and individual behavior. Fulfills the General Education Social and Behavioral Science requirement.

PSY 1886 - Sp Tpcs in Psychology (1-3)

PSY 2101 - Personality Theory (3)

PSY2101 Personality Theory (3) Prerequisite: PSY1001 for psychology majors; no prerequisite for non-majors Surveys classic and modern theories of personality development in their biographical and historical context, e.g. Sigmund and Anna Freud, Carl Jung, Alfred Adler, Karen Horney, Margaret Mahler, Melanie Klein, D.W. Winnicott, Heinz Kohut, Abraham Maslow, and Rollo May. Fulfills the General Education Social and Behavioral Science Requirement.

Prerequisite: Prerequisite: PSY1001 for psychology majors; no prerequisite for non-majors.

PSY 2109 W - Research Methods (4)

PSY 2109W Research Methods (4) Prerequisites: PSY 1001 and MTH 2502 (or other approved statistics course). Introduces empirical, quantitative, and qualitative research in the behavioral sciences. This is a writing-intensive course.

Prerequisite: Prerequisites: PSY 1001 and MTH 2502 (or other approved statistics course).

PSY 2117 - Psychobiology (3)

PSY2117 Psychobiology (3) Prerequisite: PSY1001 Studies the brain and its functions as they relate to behavior. This course explores topics such as learning and memory, the rhythms of the brain, emotions, and the senses. Some disorders such as epilepsy, Alzheimer's, Huntington's Chorea, and memory defects are reviewed.

Prerequisite: Prerequisite: PSY1001.

PSY 2125 - Cognitive Psychology (3)

PSY2125 Cognitive Psychology (3) Prerequisite: PSY1001 and PSY2117 This course is designed to provide a general overview of the field of cognitive psychology. Topics include sensation and perception, learning, thinking, problem-solving, inductive and deductive reasoning, creativity, language and memory, and cognitive neuroscience. Both theory and research will be discussed.

Prerequisite: Prerequisite: PSY1001 and PSY2117.

PSY 2133 - Social Psychology (3)

PSY2133 Social Psychology (3) Prerequisite: PSY1001 for psychology majors; no prerequisite for non-majors Gives an overview of the classic research areas in social psychology, including conformity, group influence, persuasion, prejudice, aggression, altruism, and interpersonal attraction. In addition, the newer approaches of social cognition, gender and cross-cultural factors, and applied social psychology are discussed. Required for Sociology majors; may be used to satisfy three units of elective for Sociology (general) minor. Fulfills the General Education Social and Behavioral Science requirement.

Prerequisite: Prerequisite: PSY1001 for psychology majors; no prerequisite for non-majors.

PSY 2141 - Developmental Psychology (3)

PSY2141 Developmental Psychology (3) Prerequisite: PSY1001. Student who have received credit for PSY 2149 or PSY 2150 may not take this course. Studies human growth and development from prenatal stages through

adolescence. Attention is given to various developmental theories, interdisciplinary research, interconnected roles of biological and environment, and practical applications. Fulfills the General Education Social and Behavioral Science requirement.

Prerequisite: Prerequisite: PSY1001. Student who have received credit for PSY 2149 or PSY 2150 may not take this course.

PSY 2149 - Dev Psych in Classroom/Community (4)

PSY2149 Developmental Psychology in the Classroom and Community (4) (CE) Prerequisite: PSY1001 Student who have received credit for PSY 2141 or PSY 2150 may not take this course. Studies human growth and development from prenatal stages through adolescence. Attention is given to various developmental theories, interdisciplinary research, interconnected roles of biological and environment, and practical applications. PSY2149 allows students to choose a particular area of interest and participate in the community in some way exploring that interest. Fulfills the General Education Social and Behavioral Science requirement.

Prerequisite: Prerequisite: PSY1001 Student who have received credit for PSY 2141 or PSY 2150 may not take this course.

PSY 2149 C - Dev Psych in Classroom/Community (4)

PSY2149C Developmental Psychology in the Classroom and Community (4) (CE) Prerequisite: PSY1001 Student who have received credit for PSY 2141 or PSY 2150 may not take this course. Studies human growth and development from prenatal stages through adolescence. Attention is given to various developmental theories, interdisciplinary research, interconnected roles of biological and environment, and practical applications. PSY2149C allows students to choose a particular area of interest and complete 15 hours in a community engagement placement. Fulfills the General Education Social and Behavioral Science requirement.

Prerequisite: Prerequisite: PSY1001 Student who have received credit for PSY 2141 or PSY 2150 may not take this course.

PSY 2150 - Lifespan Development (3)

PSY 2150: Life Span Development (3) Prerequisite: PSY 1001 Student who has received credit for PSY 2141 or PSY 2149 may not take this course. This course examines human development across the lifespan, from conception through death, including physical, cognitive, social and emotional changes. Attention is given to various

developmental theories, interdisciplinary research, interconnected roles of Biology and environmental and practical applications. Fulfills General Education Social and Behavioral Science requirement.

Prerequisite: Prerequisite: PSY 1001 Student who has received credit for PSY 2141 or PSY 2149 may not take this course.

PSY 2157 - Abnormal Psychology (3)

PSY2157 Abnormal Psychology (3) Prerequisite: PSY1001 for psychology majors; no prerequisite for non-majors Focuses on introduction to mental disorders: classification, causes, diagnosis, and treatment. Emphasizes diagnosis using the current edition of the Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association. Fulfills the General Education Social and Behavioral Science requirement.

Prerequisite: Prerequisite: PSY1001 for psychology majors; no prerequisite for non-majors.

PSY 2157 W - Abnormal Psychology (4)

PSY2157W Abnormal Psychology (4) Prerequisite: PSY1001 Focuses on an introduction to mental disorders: classification, diagnosis, causes, and treatment. Emphasizes diagnosis according to the current edition of the Diagnostic and Statistical Manual (DSM) of the American Psychiatric Association. This version will include a writing intensive component, focusing on issues in the general writing of scholarly papers, as well as the specifics of APA-style writing. This is a writing intensive-course. Fulfills the General Education Social and Behavioral Science requirement.

Prerequisite: Prerequisite: PSY1001.

PSY 2175 W -

PSY 2180 - History/Systems of Psychology (3)

PSY2180 History and Systems of Psychology (Capstone Course) (3) Prerequisite: PSY1001 Taken by graduating seniors, this course provides an overview of the field of psychology from a historical perspective. The course examines the major systems, theoretical models, and personalities that have shaped the field since its inception.

Prerequisite: Prerequisite: PSY1001.

PSY 2180 W - History/Systems of Psychology (4)

PSY2180W History and Systems of Psychology (Capstone Course) (4) Prerequisite: PSY1001 Taken by graduating seniors, this course provides an overview of the field of psychology from a historical perspective. The course

examines the major systems, theoretical models, and personalities that have shaped the field since its inception. This is a writing intensive-course.

Prerequisite: Prerequisite: PSY1001.

PSY 2201 - Counseling/Psychotherapy (3)

PSY2201 Counseling and Psychotherapy (3) Prerequisite: PSY1001 Reviews the theoretical foundations and clinical techniques of a wide variety of psychotherapeutic approaches, including psychoanalytic, behavioral, cognitive, humanistic, existential, Gestalt, group, and family therapy. Basic counseling skills, useful in a vast range of context, are also explored and practiced. Fulfills the General Education Social and Behavioral Science requirement.

Prerequisite: Prerequisite: PSY1001.

PSY 2209 - Psychological Assessment (3)

PSY2209 Psychological Assessment (3) Prerequisite: PSY1001 Introduces the design, validation, and use of different kinds of psychological tests: ability, personality, psychopathology, interests, attitudes, and intelligence. Useful for those going on to graduate school, or interested in clinical, organizational, neuropsychological, occupational, and educational psychology.

Prerequisite: Prerequisite: PSY1001.

PSY 2217 - Conflict Resolution (3)

PSY2217 Conflict Resolution (3) This course gives students the basic skills needed to be a mediator, including an introduction to conflict theory and conflict styles, active-listening and collaborative-speaking techniques, skills for managing interaction in conflict settings, and knowledge about the stages of a mediation process. There is a strong emphasis on practice through role-play activities and sharing of real-life experience. May be used to satisfy 3 units of electives for Sociology (general) majors or minors. Fulfills the General Education Social and Behavioral Science requirement.

PSY 2233 - Jungian Psychology (3)

PSY2233 Jungian Psychology (3) Prerequisite: PSY1001 for psychology majors; no prerequisite for non-majors Surveys the basic concepts in Jungian psychology, or Analytic Psychology, including the persona, shadow, anima and animus, the Self, the process of individuation, as well as the application of the Jungian system in the analysis of case histories, literature, film, and the political process. Fulfills the General Education Social and Behavioral Science requirement.

Prerequisite: Prerequisite: PSY1001 for psychology majors; no prerequisite for non-majors.

PSY 2309 - Community Psychology (4)

PSY2309 Community Psychology (4) (CE) Prerequisite: PSY1001 for psychology majors; no prerequisite for non-majors Studies a wide variety of forces and structures in the community which affect the positive growth, development, and functioning of its members. As a service learning course, this class includes community work, theoretical discussions, and reflection activities. May be used to satisfy one unit of the Community-Based Learning Requirement. May be used to satisfy four units of electives for Sociology (general) major or minor. Fulfills the General Education Social and Behavioral Science requirement.

Prerequisite: Prerequisite: PSY1001 for psychology majors; no prerequisite for non-majors.

PSY 2309 C - Community Psychology (4)

PSY2309C Community Psychology (4) (CE) Prerequisite: PSY1001 for psychology majors; no prerequisite for non-majors Studies a wide variety of forces and structures in the community which affect the positive growth, development, and functioning of its members. As a community- learning course, this class includes community work, theoretical discussions, and reflection activities. May be used to satisfy four units of electives for Sociology (general) major or minor. Fulfills the General Education Social and Behavioral Science requirement.

Prerequisite: Prerequisite: PSY1001 for psychology majors; no prerequisite for non-majors.

PSY 2409 - Building Community Thru Diversity (1)

PSY2409 Building Community through Diversity (CDiv) (1) This course examines cultural diversity as it relates to leadership development and community building. Students explore the impact of diversity on four levels: intrapersonally, interpersonally, in groups, and in the community. This is a weekend course totaling 15 hours. Elements of the course include discussion, experiential activities, small group sharing, dialogues, and reflection. Maybe be used to satisfy one unit of elective for Sociology (general) major and minor. Fulfills one unit of the General Education Social and Behavioral Science requirement.

PSY 2701 - Human Sexuality (3)

PSY2701 Human Sexuality (3) Prerequisite: PSY1001 Explores personal, interpersonal, and transpersonal dimensions of sexual experience: awareness, attitudes, meaning, expression, response, and different sexual

orientations. Fulfills the General Education Social and Behavioral Science requirement.

Prerequisite: Prerequisite: PSY1001.

PSY 2709 - Learning and Memory (3)

PSY2709 - Learning and Memory (3) Prerequisite: PSY2117 This course serves as an advanced Psychology elective focused on the cognitive neuroscience of memory. Both the cognitive and neural basis will be covered in depth. Topics include amnesia, simple and complex circuits, roles of the cerebral cortex, working, declarative, procedural, and emotional memory. The emphasis throughout the course will include memory research methods. Additionally the course will cover case studies such as on transience, blocking, misattribution, bias, suggestibility, persistence, and absent-mindedness.

Prerequisite: Prerequisite: PSY2117.

PSY 2717 - Women, Shakespeare, Psychoanalysis (3)

PSY2717 Women, Shakespeare, and Psychoanalysis (CDiv) (3) Examines some of the sophisticated ways in which Shakespeare explores the feminine psyche across the stages of psychological development. The course incorporates into this investigation the concepts of certain modern psychologists, including C. G. Jung, D. W. Winnicott, and Heinz Kohut. Fulfills the General Education Social and Behavioral Science requirement.

PSY 2725 - Death and Dying (3)

PSY2725 Death and Dying (3) This course commences with theoretical principles of death awareness in illnesses, accidents, suicides and homicides. This course continues with therapeutic processes and clinical case studies of mourning and healing. It concludes with theological meanings of death and immortality from world cultures and world spiritualities.

PSY 2778 - Intro to Clinical Art Therapy I (1)

PSY2778 Introduction to Clinical Art Therapy I (1) Explores the uses of art therapy in schools, special education, and psychiatric settings as well as in personal growth.

PSY 2779 - Intro to Clinical Art Therapy II (2)

PSY2779 Introduction to Clinical Art Therapy II (2) This course is a continuation of PSY2778 Introduction to Clinical Art Therapy I. It is not necessary to take PSY2778 prior to this class.

PSY 2886 - Sp Tpcs in Psychology (1-3)

PSY2886 Special Topics in Psychology (3) Various topics are offered, providing elective opportunities for psychology majors.

PSY 2886 C - Sp Tpcs in Psychology (4)

PSY2886C Special Topics (4)

PSY 2994 - Teaching Assistant (1-3)

PSY2994 Teaching Assistant (1-3) This is an opportunity for advanced students to earn credit by special arrangement with the Psychology Department Chair.

REL - RELIGIOUS STUDIES

REL 1000 - Introduction to the Old Testament (3)

REL1000 Introduction to the Old Testament (3) Reviews the Sacred Scriptures, which Jews and Christians share, as interpreted by the latest Biblical scholarship. This course includes guided reading of the Old Testament. Special attention is given to the role of women in the Bible and to issues of justice and peace. Fulfills General Education Religious Studies requirement.

REL 1005 - Introduction to the New Testament (3)

REL1005 Introduction to the New Testament (3) Offers an overview of the New Testament in keeping with the document of Vatican II on Revelation. In this course, special attention is given to the way in which the teaching of the historical Jesus was transmitted in preaching before the final production of the canonical gospels. Fulfills General Education Religious Studies requirement.

REL 1105 - Jesus and the Gospels (3)

REL1105 Jesus and the Gospels (3) Introduces the messianic activity and person of Jesus proclaimed in the synoptic gospels. Fulfills General Education Religious Studies requirement.

REL 1200 - Christianity: Beginnings to 1500 (3)

REL1200 Christianity: Beginnings to 1500 (3) Covers Christianity during its formative early period, growth and reaction to the Imperial Church, the rise of monasticism, the development of scholastic theology, and the precursors to Protestantism. This course emphasizes richness and diversity of life-giving faith within the Christian communities from first to the 16th centuries. Fulfills General Education Religious Studies requirement.

REL 1205 - Modern Christianity (3)

REL1205 Modern Christianity (3) Explores Christianity from the Reformation to the present. It emphasizes the richness and diversity of various Christian communities. We analyze how developments in Christianity reflect the needs of the times. Students explore the diversity of Christian faiths in their own communities and the interaction of Christianity with politics in the modern world. Fulfills General Education Religious Studies requirement.

REL 1250 - Religions of the World (3)

REL1250 Religions of the World (CDiv) (3) Focuses on a critical survey of world religions, exploring the beliefs, rituals, sacred texts, and ethical ideals of representative religious manifestations of the past and present. It covers characteristic traits and patterns in tribal, imperial, naturalistic, mystical, and national religions. It also examines the role assigned to women by world religions and the importance given to building a just and peaceful society. Fulfills General Education Religious Studies requirement.

REL 1300 - Church/Sacraments (3)

REL1300 Church and Sacraments (3) Explores the history and theology of the Christian sacramental life with special emphasis on contemporary understandings of Baptism and Eucharist. Fulfills General Education Religious Studies requirement.

REL 1400 - Challenged by Christian Ethics (3)

REL1400 Challenged by Christian Ethics (3) Focuses on Christian ethical responsibility, including introductory moral foundations and selected contemporary issues of individual and social morality. Fulfills General Education Religious Studies requirement.

REL 1405 - The Christian in Society (3)

REL1405 The Christian in Society (3) Considers revolutionary forces in the fields of economics, politics, culture, and religion which have been and are still shaping the modern world, and the responses formulated and being formulated by Christian theologians. Fulfills General Education Religious Studies requirement.

REL 1500 - Meditation (1)

REL1500 Meditation (1) This seven-week course will introduce students to Buddhist and Christian thought on Meditation and specific Meditation practices from both traditions. This class is being offered with the intention of creating a space for students to come to better

understand Meditation through both knowledge and practice. The course will explore how Meditation can create the conditions needed for transformation and healing and how it can help us to become more mindful and present in our daily lives. Students will have the opportunity to engage in Meditation practices during class times and are encouraged to have their own daily Meditation practice for the duration of the course. Students will document their experience with Meditation through journaling and will be asked to research one kind of Meditation that particularly interests them. The course includes a half-day field trip to Green Gulch Meditation Center in Marin.

REL 1620 - Way of the Earth (3)

REL1620 Way of the Earth (CDiv) (3) Explores the profound links between ecology and spirituality, between Mother Nature (Gaia concept) and conceptions of human/divine nature(s). The course aims to integrate perspectives on such topics as science and religion, the spirituality of indigenous peoples, eco-feminism, Creation Spirituality, and reverence for nature in the teachings of the world religions. Fulfills General Education Religious Studies requirement.

REL 2100 - Jesus of History/Christ of Faith (3)

REL2100 Jesus of History, Christ of Faith (3) Examines Jesus Christ as a person in the light of the questions Who do people say that I am? and Who do you say that I am? (Mark 8:27, 29), and in the light of the answers given to these questions from the beginning of Christianity down to our own day. Fulfills General Education Religious Studies requirement.

REL 2110 - The Study of the Gospel of Mark (3)

REL2110 The Study of the Gospel of Mark (3) Explores the earliest Gospel and attempts to discern the purposes of Mark in creating the Gospel-genre. Interpretive approaches through modern critical and feminist scholarship are studied. Fulfills General Education Religious Studies requirement.

REL 2120 - Study of Gospel of Luke and Acts (3)

REL2120 Study of the Gospel of Luke and Acts (3) An in-depth study of the two volume work known as the Gospel of Luke and the Acts of the Apostles. Luke is credited with being the first Christian historian and the only evangelist to carry the story of Jesus into the early Christian era. In addition to a verse-by-verse examination of Luke-Acts, a special effort will be made to discern Luke's purpose in writing this work, the sociological situation of the community for which he was writing, and his

understanding of Salvation History. Fulfills General Education Religious Studies requirement.

REL 2130 - John: The Gospels and Letters (3)

REL2130 John, Gospel, and Letters (3) Explores the composition and structure of the Gospel of John and analyzes the Book of Signs and the Book of Glory, the relationship between the Gospel and the first Letter of John, and an introduction to a reading of the Apocalypse. Fulfills General Education Religious Studies requirement.

REL 2140 - The Pauline Letters (3)

REL2140 The Pauline Letters (3) Studies the letters of Paul to understand him better and to learn about the struggles and diversity of the earliest Christian communities. Fulfills General Education Religious Studies requirement.

REL 2145 - Mystical Exp Religions of the Book (3)

REL2145 Mystical Experience in the Religions of the Book (3) This course enables students to understand the similarities and originalities of the Judeo-Christian-Islamic religions through the lens of mysticism. We begin with mysticism in the Hebrew Bible and then read from the Christian mystics such as Julian of Norwich and Hildegard of Bingen, Kabbalah and Sufi mystics. We study what occurs when mysticism encounters the scientific revolution and the post-modern world. Fulfills General Education Religious Studies requirement.

REL 2210 - Reel Religion: Christianity in Film (3)

REL2210 Reel Religion: Christianity in Film (3) Designed to be an introduction to the study of the portrayal of Christianity in films. It introduces the vision and vocabulary helpful for film criticism and uses these tools in coordination with those of cultural studies, historical and theological criticism to critique films in terms of their composition, historical accuracy and theological and ethical messages. The interplay of the arts, particularly cinema, and religion in American culture is examined from both a historical and cultural standpoint. Fulfills General Education Religious Studies requirement.

REL 2250 - Religions of the World (3)

REL2250 Religions of the World (CDiv) (3) Focuses on a critical survey of world religions, exploring the beliefs, rituals, sacred texts, and ethical ideals of representative religious manifestations of the past and present. It covers characteristic traits and patterns in tribal, imperial, naturalistic, mystical, and national religions. It also examines the role assigned to women by world religions and the importance given to building a just and peaceful

society. The amount of work required for upper-division credit will differ in both quantity from that required for lower-division credit. Fulfills General Education Religious Studies requirement.

REL 2255 - Social Justice in World Religions (3)

REL2255 Social Justice in the World Religions (CDiv) (3) Prerequisite: One lower-division Religious Studies course This course will explore the way the major world religions teach and advocate for social justice. Central to the study will be an investigation of the way theological thought as well as economic, political, and legal decisions impact our understanding of social justice, its implementation, and adjudication. We will consider the concept of social justice from the ethical teachings of Christianity, Islam, Judaism, Buddhism, and Confucianism in particular. The course will also focus on the application of social justice to particular cases, which will change each semester as the news of the world changes. After successfully completing the course, students will have acquired an understanding of the principal teachings of the world religions as they relate to social justice. Fulfills General Education Religious Studies requirement.

Prerequisite: Prerequisite: One lower-division Religious Studies course.

REL 2255 C - Soc Justice in the World Religions (4)

REL2255C Social Justice in the World Religions (CE) (CDIV) (4) This course will explore the way the major world religions teach and advocate for social justice. Central to the study will be an investigation of the way theological thought, as well as economic, political and legal decisions impact our understanding of social justice, their implementation and adjudication. We will consider the concept of Social Justice from the ethical teachings of Christianity, Islam, Judaism, Buddhism and Confucianism in particular. The course will also focus on the application of social justice to particular cases, which will change each semester as the news of the world changes. After successfully completing the course, students will have acquired an understanding of the principal teachings of the world religions as they relate to social justice. Students must be able to pass a test on world religions at the beginning of the semester. Fulfills General Education Religious Studies requirement.

REL 2260 - Islam: Faith and Practice (3)

REL2260 Islam: Faith and Practice (CDiv) (3) This course seeks to introduce the major religious and cultural dimensions of the Islamic world, both those that express its diversity and those that express its continuity. No

previous work is presupposed. The course has two major purposes: (1) to provide students with a better and deeper understanding of the importance of the Islamic past upon the Islamic world of today and (2) to introduce students to the spiritual, ritual, ethical, and cultural practices of Islam. Fulfills General Education Religious Studies requirement.

REL 2265 - Buddhist Traditions (3)

REL2265 - Buddhist Traditions 3.0 (CDIV) This course will survey the historical developments of the various Buddhist traditions of India, China, and Japan--paying special attention to philosophical positions and arguments, and the corresponding forms of Buddhist religiosity. Fulfills General Education Religious Studies requirement.

REL 2310 - Religion and Technology (3)

REL2310 Religion and Technology (3) Prerequisite: One lower-division Religious Studies course In examining the gray areas among nature, humanity, and technology, this course will consider issues of technology and religion from two perspectives: (1) The theological, environmental, political, and social justice issues surrounding technology. We begin with classes that detail, in stark contrast, the methodology of technology vs. the methodology of religious studies. To broaden our perspective, we will read essays discussing both religion and technology from religions, traditions, and faiths other than Christianity. (2) Technology and spirituality, that is, how technologies shape our very humanity, our meaning-making practices, our value systems, and our imaginations. The course will explore how technologies shape humans and the planetary future from spiritual, religious, and philosophical perspectives. Fulfills General Education Religious Studies requirement.

Prerequisite: Prerequisite: One lower-division Religious Studies course.

REL 2410 - Marriage and Friendship (3)

REL2410 Marriage and Friendship (3) Explores the human and religious dimensions of marriage, family, and friendship. An exploration of the psychological, sociological, cultural, and theological factors that impact the problems, challenges, and possibilities of intimate relationships in the contemporary world. Fulfills General Education Religious Studies Requirement.

REL 2425 - Theologies of Liberation (3)

REL2425 Liberation Theologies (CDiv) (3) Focuses on theologies that strive to liberate oppressed and

marginalized peoples, including Liberation Theology in Latin America, Dalit Theology in India, and Feminist and Black Theology. Fulfills General Education Religious Studies Requirement.

REL 2425 C - Theologies of Liberation (3)

REL2425C Liberation Theologies (CDiv) (CE) (3) This course examines the origins of Liberation Theology in Latin America in the 1960's as well as Black U.S., Feminist/Womanist/Mujerista, queer, dalit, postcolonial theologies that subsequently arose in the ongoing search for and exposing of the 'Intersection of oppressions which burden us all. We will look at these theological movements within their historical, social, political economic and theological contexts. Part of this course will involve community based learning. We will spend the beginning of the semester getting to understand theology and the theories and approaches of the liberation theology movement; we will then move into examining and integrating our insights through our community based learning.

REL 2430 - Dev Gendr/Sexuality in Christianity (3)

REL2430 Developments in Gender and Sexuality in Christianity (CDiv) (3) Discusses and analyzes the evolution of images of masculinity and femininity, sexuality and gender beginning with Greco-Roman and Jewish traditions. It then analyzes their influence upon Christianity, from its origins to the present day. We study changing understandings of celibacy, marriage, homosexuality and power using the tools of queer theory, feminist studies, and men's studies. Fulfills General Education Religious Studies Requirement.

REL 2600 - Voices in Christian Spirituality (3)

REL2600 Voices in Christian Spirituality (3) A course in spiritual autobiography. Reading Augustine's Confessions, medieval mystics, Teresa of Avila, and modern spiritual leaders, this course explores the evolution of a personal spirituality in the Christian life. How do these authors form their personal spirituality, their connection to God, and a better understanding of themselves? How do they then relate this inner spirituality to the world around them? This course also compares the spiritual autobiographies of Christians to those of other religions and allows students to write their own spiritual autobiography. Fulfills General Education Religious Studies Requirement.

REL 2605 - Women's Spirituality (3)

REL2605 Women's Spirituality (CDiv) (3) Focuses on history and experience of women in Christian churches

using women's writings to better understand how women view themselves and their spiritual development. Explores underlying questions: How do women live within the Christian community and express their spirituality? What influences might Christian feminist views have on our world? Fulfills General Education Religious Studies Requirement.

REL 2620 - Way of the Earth (3)

REL2620 Way of the Earth (CDiv) (3) Explores the profound links between ecology and spirituality, between Mother Nature (Gaia concept) and conceptions of human/divine nature(s). The course aims to integrate perspectives on such topics as science and religion, the spirituality of indigenous peoples, ecofeminism, Creation Spirituality, and reverence for nature in the teachings of world religions. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills General Education Religious Studies Requirement.

REL 2886 - Sp Tpcs in Religious Studies (1-3)

REL2886: Special Topics in Religious Studies (1-3)

REL 2994 - Teaching Assistant (1-3)

REL2994 Teaching Assistant (1-3) Offers an opportunity for outstanding Religious Studies majors to earn credit for assisting instructors may be arranged. Three units may be used as upper-division elective units in the major.

REL 2997 - Senior Thesis (3)

REL2997 Senior Thesis (3) Taken by majors in their senior year. Students write a 15-25 page paper on a topic of their choice, written in conjunction with an upper-division Religious Studies course being offered in the same semester.

SOC - SOCIOLOGY

SOC 1001 - Introduction to Sociology (3)

SOC1001 Introduction to Sociology (3) Introduces the general principles that underpin sociology by examining the influence of group life and the larger society on individual behavior. The nature and consequences of contemporary social problems as well as the impact of social inequality in such forms as social class privilege, racism, and sexism are explored. Current trends and social events are incorporated into a conceptual framework to provide an understanding of today's society and tomorrow's world. Fulfills General Education Social and Behavioral Requirement.

SOC 1009 - Cultural Anthropology (3)

SOC1009 Cultural Anthropology (CDiv) (3) This course introduces the study of human societies and cultures through the concepts and methods of cultural anthropology. Course material explores the great diversity of human, social and cultural arrangements through the comparison of a wide variety of peoples around the world. Through investigating how groups of people define themselves and others, make sense of their world, and organize their lives, we consider similar and different ways of constructing society. Themes of the course include anthropological method, race and gender, family and kinship, and contemporary issues of globalization, inequality, and development. Films are shown to complement lectures, readings, and discussions. Fulfills General Education Social and Behavioral Requirement.

SOC 1502 - Exploring Inner World of Inner City (4)

SOC1502 Exploring the Inner World of the Inner City (CDiv) (4) What is the structure of the inner city? What is its culture? What is its economy? What legal and illegal businesses take resources in and out of San Francisco's inner city Tenderloin district? How many children live here? How many families? How many homeless people? What ethnic groups live here? Who else lives here? What is the crime rate here? What kinds of crime? How many theaters? What kinds of theaters? How many art galleries? How many murals? What about graffiti? Who are the taggers? What do they have to say? What else is here? Students in this course will conduct qualitative and quantitative studies of patterns of behavior that characterize the inner city, assessing and explaining them and the greater community's response to the world of the inner city. Fulfills General Education Social and Behavioral Requirement.

SOC 1504 - The Promise of the Inner City (4)

SOC1504 The Promise of the Inner City (CDiv) (4) A discovery of reasons to celebrate life in the Inner City. Includes and examination of the inner city as fertile ground for personal and social development. Areas of interest include the positive impact of government services, human service organizations, the art community, and social activism on the lives of the people of the inner city. Looks at the inner city as a model and catalyst for broad-based social change. Studies methods and opportunities for inner city youth, and others, to learn skills such as democratic leadership, community organizing, and cross-cultural communication, and to develop empathy, sensitivity, and the appreciation of others – abilities and attitudes that are significant in

building meaningful lives anywhere. Fulfills General Education Social and Behavioral Requirement.

SOC 1886 - Sp Tpcs in Sociology (1-3)

SOC 2101 - Classical Sociological Theory (3)

SOC2101 Classical Sociological Theory (3) Surveys ideas and impact of social theorists from the Enlightenment Period to World War I. Course material includes both European and U.S. sociologists with focus on Durkheim, Weber, Marx, Dubois, and selected early feminists. The relevance of theory to daily life is explored through classroom interaction and simulation. Alternates with SOC2105.

SOC 2105 - Contemporary Sociological theory (3)

SOC2105 Contemporary Sociological Theory (3) Surveys ideas of social theorists from World War I to the present and examines their impact on our lives today. Lectures, readings, and discussions focus on the Frankfurt and Chicago schools, Veblen, Mills, Merton, Foucault, Goffman, Smith, and Collins. Non-Western and Third World theorists like Nakane, Freire, and Fanon are also examined. Alternates with SOC2101.

SOC 2110 - Sociological Theory (3)

SOC 2110 - Sociological Theory (3) This reading-based course is designed to introduce students to the ideas of the scholars who are considered the founders of social theory - sociological theory in its broadest sense. The ideas will be explored through a reading of the original texts, as presented in our text book. The over-arching goal of the course is to understand the basic ideas of these influential theorists and tease out the contemporary relevance of these ideas to sociology, but more importantly, to how we make sense of the modern world.

SOC 2117 - Analyzing Social Settings (4)

SOC2117 Analyzing Social Settings (CE) (4) Introduces the use of qualitative methods in the study of community issues by using such research techniques as participant observation, the interview, and focus groups. The class, acting as a research team, selects some aspect of a social setting to study. Past subjects have included social services in San Francisco's Tenderloin district, gay youth in San Francisco's Castro district, the Mexican-American community in the Little Michoacan neighborhood of Redwood City, and pathways for youth in the City of East Palo Alto.

SOC 2117 C - Analyzing Social Settings (4)

SOC2117C Analyzing Social Settings (CE) (4) Taken by graduating seniors, this course introduces the use of qualitative methods in the study of community issues by using such research techniques as participant observation, the interview, and focus groups. The class, acting as a research team, selects some aspect of a social setting to study and applies sociological theory and analysis to understand the forces that are shaping the issues, understandings, and behaviors in the community. Past subjects have included social services in San Francisco's Tenderloin District, gay youth in San Francisco's Castro District, the Mexican-American community in the Little Michoacan neighborhood of Redwood City, and pathways for youth in the City of East Palo Alto.

SOC 2201 - Social Change thru Social Service I (3)

SOC2201 Social Change through Social Service I (3) (CE) Provides students with the knowledge, skills, and encouragement to assist populations in need while learning from community-based experiences. Students learn about the histories and functions of various human service agencies in San Mateo/ San Francisco Counties as well as the characteristics and needs of the clients with whom they work. Students are required to intern on their own time, with a nonprofit organization of their choice for the duration of the semester. A Community-Based Learning course. May be used to satisfy three units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Requirement.

SOC 2201 C - Social Change Thru Social Service I (3)

SOC2201C Social Change through Social Service I (3) (CE) Provides students with the knowledge, skills, and encouragement to assist populations in need while learning from community-based experiences. Students learn about the histories and functions of various human service agencies in San Mateo/ San Francisco Counties as well as the characteristics and needs of the clients with whom they work. Students are required to intern on their own time, with a nonprofit organization of their choice for the duration of the semester. A Community-Based Learning course. May be used to satisfy three units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Requirement.

SOC 2205 - Social Change thru Social ServiceII (3)

SOC2205 Social Change through Social Service II (3) (CE) Students can either continue the internship they began in SOC2201 or start service anew. Supervised community-based learning provides valuable insights into social need

response as well as career opportunities in the social services. Working with professionals, students put theories and skills into practice. One hour of class time per week focuses on specific situations that students encounter in their field work. Communications skills, assertiveness, conflict resolution, and coping techniques are typical topics explored in this class. May be used to satisfy three units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Requirement.

SOC 2205 C - Social Change thru Social ServiceII (3)

SOC2205C Social Change through Social Service II (3) (CE) Students can either continue the internship they began in SOC2201 or start service anew. Supervised community-based learning provides valuable insights into social need response as well as career opportunities in the social services. Working with professionals, students put theories and skills into practice. One hour of class time per week focuses on specific situations that students encounter in their field work. Communications skills, assertiveness, conflict resolution, and coping techniques are typical topics explored in this class. May be used to satisfy three units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Requirement.

SOC 2301 - The Family (3)

SOC2301 The Family (CDiv) (3) Gives a systematic and comparative analysis of the family structure and its relationship to other social institutions. History and evolution of the family are discussed, as are contemporary issues such as violence in the family, intimacy, and the future of the family. May be used to satisfy three units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Requirement.

SOC 2309 - Criminology (3)

SOC2309 Criminology (3) Examines the sociological study of crime, criminal behavior, and society's reaction to perceived crime. The historical roots of criminology and controversial issues in the field today are studied. Theories of criminal behavior are analyzed and related to the broader social picture. Criminal law and the criminal justice system are discussed, as are modern methods of punishment, rehabilitation, prevention, and social reform. May be used to satisfy three units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Requirement.

SOC 2317 - Deviant Behavior (3)

SOC2317 Deviant Behavior (3) Studies the identification of certain behavior and states of being as deviant, from ancient to modern times. The social forces that create definitions of deviance, contribute to patterns of deviant behavior, and attempt to confine, control, and change deviants are addressed. Specific issues explored include crime, mental illness, normal deviants, social control, and social change, including emerging social trends that are redefining what is normal and deviant. May be used to satisfy three units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Requirement.

SOC 2333 - Social Issues in the Community (3)

SOC2333 Social Issues in the Community (3) This course covers selected contemporary social issues in the community at the turn of the 21st century. Five significant topics provide the focus: prostitution, homelessness, violence and gun control, safety in the city, and pornography, with emphasis on child pornography. Numerous other ancillary issues to these are also addressed. Lectures and discussion include policy implications of the subject matter. May be used to satisfy three units of electives for Psychology majors and minors.

SOC 2341 - Crime in American Society (3)

SOC2341 Crime in American Society (3) Focuses on deviant behavior, the social and psychological causes of crime, and how they are related. It explores a conceptually the nature of crime, who commits crime, how crime is studied, why it occurs, and distinguishes between white collar and traditional crime. May be used to satisfy three units of electives for Psychology majors and minors.

SOC 2345 - Color of Crime:Race and Crim Justic (3)

SOC2345 The Color of Crime: Race and the Criminal Justice (CDiv) (3) This course will systematically examine the role that race, ethnicity, and, to a lesser extent, gender play in the American criminal justice system. A central hypothesis of the course is that race is a significant sociological factor that helps explain how people of color experience the criminal justice system and that such different experiences owe to the deep history of systemic racism and its current manifestations. The course will challenge us to examine critically the existing disparities in rates of victimization, criminal behavior, legal procedures, and incarceration rates. Fulfills General Education Social and Behavioral Science Requirement.

SOC 2349 - Youth, Crime, and Society (3)

SOC2349 Youth, Crime, and Society (3) Surveys the field of juvenile delinquency at the turn of the 21st century: the nature and extent of the antisocial behavior of youths, the causes of youthful law violations, the legal rights of juveniles, prevention and treatment, theories of delinquency, and the functions of the juvenile justice system. Particular issues, such as bullying and mental health, are highlighted. Lectures and discussion include policy implications. May be used to satisfy three units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Science Requirement.

SOC 2357 - Careers Community and Criminal Just (0.50)

SOC2357 Careers in Community and Criminal Justice (0.5) Uses the insights and experiences of professionals working in crime prevention, rehabilitation, community safety, and community advocacy to explore the characteristics of these and related careers. Effective career search techniques are also discussed. Pass/No Pass.

SOC 2365 - Careers in Sociology/Social Work (0.50)

SOC2365 Careers in Sociology and Social Work (0.5) Explores career options open to sociologists and social workers along with the characteristics of these careers. Effective career techniques are also examined. Pass/No Pass.

SOC 2401 - Race and Ethnicity (3)

SOC2401 Race and Ethnicity (CDiv) (3) Throughout the world, race and ethnicity are powerful identities that affect how people live their day-to-day lives. While paying some attention to the complexities of race in the United States, this course focuses on how race is socially constructed and experienced in a range of countries and cultures. Issues discussed will include white supremacy, race-mixing, indigenesness, varying forms of discrimination, and potential for political mobilization around race and ethnic identity. May be used to satisfy 3 units of electives for Psychology majors and minors.

SOC 2417 - Interpersonal/Intercultrl Communic (3)

SOC2417 Interpersonal/Intercultural Communication (CDiv) (3) Focuses on the individual as the link in effective communication as well as the impact of culture on personal interactions. Through experiential exercises and group discussions, such areas as self-awareness, emotions, self-concept, perception, body language, and assertiveness are explored. May be used to satisfy three

units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Science requirement.

SOC 2425 - Cultures, Communities, Criminality (3)

SOC2425 Cultures, Communities, and Criminality (CDiv) (3) Addressed by experts in their field, this class explores the relationship between culture, community, and criminality. We investigate changes in the definition of crime and social response throughout history as well as some of the causes and consequences of contemporary crime. We discuss the influence of race/ethnicity, social class, gender, and prison experience on the characteristics of gangs and gang behavior. Within this context, we include the role of animals. Speakers also address some of the newest concerns of criminology, i.e., terrorism, both domestic and international, along with white collar crime. We conclude by considering the merits of balanced and restorative justice. Satisfies three units of electives for Psychology majors and minors.

SOC 2433 - Cross-Cultures and Subcultures (3)

SOC2433 Cross-cultures and Subcultures (CDiv) (3) Analyzes the nature of domination and oppression among various groups in the United States and explores characteristics of various subcultures particularly as they relate to the processes of acculturation, assimilation, and accommodation. The nature and effects of prejudice and discrimination are also addressed.

SOC 2502 - Exploring Inner World of Inner City (4)

SOC2502 Exploring the Inner World of the Inner City (CDiv) (CE) (4) What is the structure of the inner city? What is its culture? What is its economy? What legal and illegal businesses take resources in and out of San Francisco's inner city Tenderloin district? How many children live here? How many families? How many homeless people? What ethnic groups live here? Who else lives here? What is the crime rate here? What kinds of crime? How many theaters? What kinds of theaters? How many art galleries? How many murals? What about graffiti? Who are the taggers? What do they have to say? What else is here? Students in this course will conduct qualitative and quantitative studies of patterns of behavior that characterize the inner city, assessing and explaining them and the greater community's response to the world of the inner city. A community-based course. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. May be used to satisfy four units of electives for Psychology majors and minors. Fulfills

General Education Social and Behavioral Science Requirement.

SOC 2502 C - Exploring Inner World of Inner City (4)

SOC2502C Exploring the Inner World of the Inner City (CDiv) (CE) (4) What is the structure of the inner city? What is its culture? What is its economy? What legal and illegal businesses take resources in and out of San Francisco's inner city Tenderloin district? How many children live here? How many families? How many homeless people? What ethnic groups live here? Who else lives here? What is the crime rate here? What kinds of crime? How many theaters? What kinds of theaters? How many art galleries? How many murals? What about graffiti? Who are the taggers? What do they have to say? What else is here? Students in this course will conduct qualitative and quantitative studies of patterns of behavior that characterize the inner city, assessing and explaining them and the greater community's response to the world of the inner city. A community-based course. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. May be used to satisfy four units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Science Requirement.

SOC 2504 - The Promise of the Inner City (4)

SOC 2504 The Promise of the Inner City (CDiv) (CE) (4) A discovery of reasons to celebrate life in the Inner City, Includes an examination of the inner city as fertile grounds for personal and social development. Areas of interest include the positive impact of government services, humna service organizations, the art community, and social activism on the lives of the people of the inner city. Looks at the inner city as a model and catalyst for broad-based social change. Studies methods and opportunities for inner city youth, and others, to learn skills such as democratic leadership, community organizing, and cross-cultural communication, and to develop empathy, sensitivity, and the apreaciation of others-abilities and attitudes that significant in building meaningful lives anywhere. A community-base course. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-dvision credit. May be used to satisfy three units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Science Requirement.

SOC 2504 C - Promise of the Inner City (4)

SOC2504C The Promise of the Inner City (CDiv) (CE) (4) A discovery of reasons to celebrate life in the Inner City, Includes an examination of the inner city as fertile grounds for personal and social development. Areas of interest include the positive impact of government services, humna service organizations, the art community, and social activism on the lives of the people of the inner city. Looks at the inner city as a model and catalyst for broad-based social change. Studies methods and opportunities for inner city youth, and others, to learn skills such as democratic leadership, community organizing, and cross-cultural communication, and to develop empathy, sensitivity, and the apreaciation of others-abilities and attitudes that significant in building meaningful lives anywhere. A community-base course. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-dvision credit. May be used to satisfy three units of electives for Psychology majors and minors. Fulfills General Education Social and Behavioral Science Requirement.

SOC 2512 - Sports, Service, and Society (1)

SOC2512 Sports, Service, and Society (1) This course develops community leadership skills by integrating the sociological perspective with the practice and teachings of coach John Wooden and others who use athletics as a way of instilling teamwork, discipline, passion, and commitment. By directing the lessons and energy of the class toward community engagement, specifically by establishing and maintaining sports clinics in San Francisco's inner city, the student will develop an appreciation of the application of sociological theory and uses for knowledge and skills, developed in sports activities, in service of the common good. May be repeated one time for academic credit. May be used to satisfy one unit of elective for Psychology majors and minors.

SOC 2519 - Streetwise Sociology (4)

SOC2519 Streetwise Sociology (CDiv) (CE) (4) Streetwise Sociology is designed to familiarize the student with the inner city culture by becoming a part of it. We do this by participating in projects that benefit the community and, in so doing, learn from individuals who live and work there. The goal is to use sociological theory and practice to understand and contribute to the resolution of urban social problems. Instruction involves on-campus classes and workshops and off-campus community activities. Current projects include Halloween in the Tenderloin,

College Night in the Tenderloin, and Miracle on 6th Street (a Christmas event for residents in a hotel for the formerly homeless). May be repeated one time for academic credit.

SOC 2519 C - Streetwise Sociology (4)

SOC2519C Streetwise Sociology (CDiv) (CE) (4) Streetwise Sociology is designed to familiarize the student with the inner city culture by becoming a part of it. We do this by participating in projects that benefit the community and, in so doing, learn from individuals who live and work there. The goal is to use sociological theory and practice to understand and contribute to the resolution of urban social problems. Instruction involves on-campus classes and workshops and off-campus community activities. Current projects include Halloween in the Tenderloin, College Night in the Tenderloin, and Miracle on 6th Street (a Christmas event for residents in a hotel for the formerly homeless). May be repeated one time for academic credit.

SOC 2527 - Urban Sociology (4)

SOC2527 Urban Sociology (CDiv) (4) Using a global and historical perspective, this course examines urban lifestyles, social organization, urban problems, and trends. Classroom work compares characteristics of cities around the world while out-of-class work focuses on Bay Area cities with independent field trips as part of the course experience. A community-based course.

SOC 2601 - Animals in Society (1)

SOC2601 Animals in Society (1) Uses a social scientific approach to explore the capabilities of other-than-human animals along with the implications of these attributes. This seminar-style class examines the link between cruelty and compassion toward animals and the treatment of humans. Ways that animal presence can benefit people and people can enrich the lives of other animals are also considered. May be used to satisfy one unit of elective for Psychology majors and minor. Fulfills General Education Social and Behavioral Science Requirement.

SOC 2609 - The Animal-Human Bond (3)

SOC2609 The Animal-Human Bond (3) Using both sociological and psychological perspectives, this course explores the unique social relationship that humans share with other animals along with the implications of this bond. Focus is not directed at animals per se, but at the mutual impact humans and animals have on each other both micro- and macroscopically. The human-animal bond is examined historically and culturally within the context of such social systems as the family, economics, politics, religion, science, health, and recreation. The social construction of our attitudes toward other animals is

studied and the role of animal domination in maintaining racism, sexism, ageism, and social class privilege is probed. Attention is given to advocacy techniques for promoting animal welfare and animal-related professions for sociology and psychology majors. May be used to satisfy three units of electives for Psychology majors and minor. Fulfills General Education Social and Behavioral Science Requirement.

SOC 2617 - Tchg,Lrng,Healing Thru Animals (3)

SOC2617 Teaching, Learning, and Healing through Animals (3) This course illuminates the intricate part animals play in the education and health of human beings. Through the integration of theory with practice, students develop the skills to teach compassion in a variety of environments and facilitate human well-being through animal-inclusive activities. Students are introduced to animal-centered teaching/learning strategies that contribute to effective lesson and curricular implementation with populations from preschool to elderly adults. Current research related to the effect of animals on the physical, mental, emotional and social health of people is discussed. Students explore the value of animal assisted activities and therapy as alternative modalities. Hands-on demonstrations by professionals and their animal companions familiarize students with the skills, principles and theory underpinning animal facilitated healing. May be used to satisfy three units of electives for Psychology majors and minor. Fulfills General Education Social and Behavioral Science Requirement.

SOC 2625 - Animals, People and the Environment (4)

SOC2625 Animals, People, and the Environment (4) By combining natural sciences with social sciences, this class explores the interactions between people, wildlife, and our ecological environment. Focus is given to the value of animal life and nature in such specific areas as conservation/wildlife management, food production, energy needs assessment, biomes and populations, urban sprawl, biomagnification and chemical pollution, environmental disease, endangerment, extinction, globalization and ecotourism within the context of social inequality and social justice. Particular emphasis is given to the deforestation of Africa and the Amazon; introduction of the kingfish to the Quechua and Imara Indians of Southern Peru; the Arctic wilderness and oil drilling; mountaintop removal in West Virginia; chemical pollution of the Great Lakes; creation of compatible environments in Northern Minnesota; and the impact of tourism on Moorea. This course uses historical, biological, sociological, cultural, institutional, and environmental perspectives to examine the connections between

animals, people and our environment. On-site visits are included in the course content.

SOC 2633 - Animals in Literature (3)

SOC2633 Animals in Literature (3) Through fiction, poetry, drama, and literate nonfiction, this course examines the varied and significant roles that animals have played in human life throughout history and continue to play in contemporary society. Works by U.S. authors as well as some from other cultures are read to explore the ways in which literature uses companion animals and wildlife, real as well as imagined, to shape and reflect social values. Readings are approached from sociological, psychological, and literary perspectives. Students develop their own body of creative writing exercises with animals as theme and character.

SOC 2692 - Animals, People, Environment-Field (1)

SOC2692 Animals, People, Environment-Field (1) This course is a stand-alone, community-based learning class involving on-site visits to locations that facilitate learning about the connections between people, wildlife and our natural environment through direct involvement. Depending on the opportunities available during a given semester, on-site locations might include (but are not limited to) a botanical garden; humane farm; reservoir; wildlife hospital; nature center, museum, community garden project; marine laboratory; salt-marsh ecosystem; woodland preserve; urban restoration endeavor and animal sanctuary/reserve. Within the context of the class, students participate in one or more projects that benefit the eco-community and, in doing so, learn about their part in the local and global systems as well as the complexities of environmental issues. Topics are examined relative to various kinds of cultures including ethnic, social class, gender, region, lifestyle and especially species. Format centers on off-campus activities though classroom-style instruction is involved. This course is deliberately scheduled on weekend days to provide the flexibility and time for the on-site visits. (List of exact activities for the semester are available during early registration). May be repeated for credit one time.

SOC 2725 - Social Problems (4)

SOC2725 Social Problems (CDiv) (4) This community-based learning course studies the social roots of such contemporary community issues as poverty, homelessness, drugs, inequality, HIV/AIDS, domestic abuse, alienation, and institutionalized violence. A significant part of class time is spent in the field, learning from community agencies and individuals involved in the problems that are explored.

SOC 2741 - Social Class, Social Inequality (3)

SOC2741 Social Class and Social Inequality (3) Explores the social class structure in the United States: its roots, trends, and effects of inequality. Values and characteristics of various social classes are explored. Comparisons to stratification systems in other countries are addressed.

SOC 2749 - Political Sociology (3)

SOC2749 Political Sociology (3) Examines political power, activism, and change in workplaces, labor unions, elections, social movements, and local communities. Political attitudes and behavior are analyzed with respect to social class, economic trends, minority/majority status, and media influence.

SOC 2750 - Social Change:Advocacy and Activism (1)

SOC2750 Social Change through Advocacy and Activism (1) Prerequisite: Instructor's approval required for participation at Ft. Benning. Explores the different points of view on the turbulent social, economic, and political reality of Latin America. Through guest speakers, videos, class discussions and projects, the policy-making process along with the nature and consequences of U.S. policy in Latin America will be examined. Students hoping to attend the protest/vigil at Ft. Benning, Georgia must attend the classroom portion to be considered. Fulfills General Education Social and Behavioral requirement. May be repeated for credit.

Prerequisite: Prerequisite: Instructor's approval required for participation at Ft. Benning.

SOC 2765 - Time Management (0.05-1)

SOC2765 Time Management (0.5-1) Examines sociological and psychological issues underlying time utilization and presents a management plan in which daily schedules hinge on life goals. Study techniques that enhance learning and minimize study time are also presented and practiced. Units vary with semester in which class is offered.

SOC 2886 - Sp Tpcs in Sociology (1-3)

SOC2886 Special Topics in Sociology (1-3) Various courses are offered providing elective units in Sociology. Topics offered in the past include Understanding and Assisting Homeless Children, Social Action through the Arts, and Case Studies in Migration, Transmigration, and Exile.

SOC 2994 - Teaching Assistant (1-4)

SPA - SPANISH

SPA 1001 - Introduction to Spanish I (3)

SPA1001 Introduction to Spanish I (3) Introduces the language and culture of the Spanish-speaking world. Students develop listening, speaking, reading, and writing skills with emphasis on communication and introduction to the culture of the Spanish-speaking world. Increasing use of the Internet opens up new worlds to the beginning language student.

SPA 1008 - Introduction to Spanish II (3)

SPA1008 Introduction to Spanish II (3) Spring
Prerequisite: SPA1001 or equivalent Continuation of SPA 1001.

Prerequisite: Prerequisite: SPA1001 or equivalent.

SPA 1016 - Intermediate Spanish I (3)

SPA1016 Intermediate Spanish I (3) Prerequisite: SPA1008 or equivalent, and/or Placement Test Students will continue developing their Spanish skills by reading, writing, researching, and conversing about actual issues facing a diverse community. Students will apply their learning in community-based learning activities that correspond to the focus of the class.

Prerequisite: Prerequisite: SPA1008 or equivalent, and/or Placement Test.

SPA 1024 - Intermediate Spanish II (3)

SPA1024 Intermediate Spanish II (3) Prerequisite: SPA1016, or by permission of the instructor. This course continues building on the structures learned in Spanish 1016, Intermediate Spanish I, while introducing students to the practical application of Spanish to a project in the community, enhancing speaking abilities while learning outside the classroom. A prerequisite for a minor in Spanish Studies.

Prerequisite: Prerequisite: SPA1016, or by permission of the instructor.

SPA 2100 - Adv Spanish Comp/Grammar Review (3)

SPA2100 Advanced Spanish Composition and Grammar Review (3) Prerequisite: SPA1024 or equivalent, and/or Placement Test Building on preceding foundation courses, this course provides a guided development of writing skills in Spanish along with a review of grammatical structures which generally need special

attention at this level. Satisfies a Spanish Studies Minor requirement.

Prerequisite: Prerequisite: SPA1024 or equivalent, and/or Placement Test.

SPA 2106 - Spanish Conversation Through Theatr (3)

SPA2106 Spanish Conversation Through Theatre(3)
Prerequisite: Two years of college Spanish or its equivalent such as completion of SPA1024 Intermediate Spanish II, speaking Spanish at home, or by permission of the instructor. ACTivate your Spanish through reading, discussing and acting out One-Act plays from some of the best known playwrights from the Spanish speaking world. Emphasis is on improving your oral skills in Spanish while learning about theatre written in Spanish from Latin America, Spain and the USA. Banish your inhibitions and have fun discovering how much you can communicate in Spanish after all.

Prerequisite: Prerequisite: Two years of college Spanish or its equivalent such as completion of SPA1024 Intermediate Spanish II, speaking Spanish at home, or by permission of the instructor. .

SPA 2108 - La herencia cultural latinoamerica (3)

SPA2108 Advanced Spanish: La herencia cultural de latinoamérica (CDiv) (3) Prerequisite: SPA2100 or SPA2124 or equivalent and/or Placement Test Taught in Spanish, this course gives a panoramic view of the culture and history of Latin America through journalistic and literary readings and film, not only in textbook form but also through the reading of daily newspapers via the Internet from countries all over the Spanish-speaking world. Satisfies a Spanish Studies minor requirement.

Prerequisite: Prerequisite: SPA2100 or SPA2124 or equivalent and/or Placement Test.

SPA 2124 - Span for Bilingl World:Comm Svc/Bus (3)

SPA2124 Spanish for a Bilingual World: Community Service and Business (3) Prerequisites: SPA1024 (i.e., 4th semester or equivalent) and basic fluency This course is intended to help and prepare those who are working in community service agencies and offices where they are expected to perform a variety of tasks in Spanish for non-English speaking clients and patients. Assignments will focus on the writing of memos, e-mail, letters, reports, and filling out forms, interpreting and translating in role play situations, addressing groups in Spanish, and eliciting information. The content of the class will be tailored to the areas in which students either are or expect to be working during their internships and community service

work. Visits to local agencies and companies will be included, where possible.

Prerequisite: Prerequisites: SPA1024 (i.e., 4th semester or equivalent) and basic fluency.

SPA 2125 - Spanish for the Professions (3)

SPA2125 Spanish for the Professions (3) Prerequisite: Two years of university level Spanish, or equivalent, or permission of the instructor. In almost all professional endeavors involving contact with the public, especially in California., the need for skills in Spanish arises constantly. This course prepares you to respond to that need. You will practice such skills as interviewing clients, writing letters and reports for your organization, interpreting on the spot, and translating. Materials will be selected depending on the fields that members of the class expect to be or already are working or volunteering in. Guest speakers will talk about their organizations and the language skills they find are needed and site visits to the local service organizations and businesses will be arranged whenever possible.

Prerequisite: Prerequisite: Two years of university level Spanish, or equivalent, or permission of the instructor.

SPA 2134 - Reel Latin Am:Continent thru Film (3)

SPA2134 Reel Latin America: A Continent through Film (3) Prerequisite: SPA 1024 or equivalent, and/or Placement Test. We will examine various film interpretations of cultural, political, and social issues of Latin America exploring the interweaving of the Native American, African, and European heritage. These films in Spanish will improve students skills in listening, understanding, writing and speaking. Satisfies a requirement for the Minor in Spanish Studies.

Prerequisite: Prerequisite: SPA 1024 or equivalent, and/or Placement Test.

SPA 2135 - Intro a La Literatura Latinoamerica (3)

SPA2135 Introducción a la literatura latinoamericana (3 units) Prerequisites: A minimum of two years of college level Spanish, or completion of SPA2108, or placement test, or by permission of the instructor. An introduction to and exploration of short works of prose and poetry, by male and female authors, representative of literature from many countries in Latin America since the Mexican Revolution of 1910. When available, films based on the original literary work will be viewed for comparison and discussion. May be repeated for credit, since each time it is offered it will explore different works and authors. Satisfies a Spanish Studies Minor requirement.

Prerequisite: Prerequisites: A minimum of two years of college level Spanish, or completion of SPA2108, or placement test, or by permission of the instructor.

SPA 2136 - Lit and Film: Spanish-Speaking Wrld (3)

SPA2136 Literature and Film of the Spanish-Speaking World (CDiv) (3) Prerequisites: SPA1024, Placement Test, minimum of two years of college Spanish or permission of instructor Taught in Spanish, this course will integrate the study of film, fiction, and poetry from Spain, Latin American, and Latino USA. You will sharpen your critical eye, gain confidence in your interpretive skills, and enhance your writing ability in Spanish. Satisfies a requirement for the minor in Spanish Studies or Latin American Studies.

Prerequisite: Prerequisites: SPA1024, Placement Test, minimum of two years of college Spanish or permission of instructor.

SPA 2886 - Sp Tpcs in Spanish (3)

SPA2886 Special Topics in Spanish (3) Offered as needed to satisfy the General Education requirement in Culture and Language.

SPA 2994 - Teaching Assistant (1-3)

SPA2994 Teaching Assistant (1-3) Advanced undergraduate Spanish students, through classroom observation, tutoring, and some teaching, are shown the techniques used in foreign language instruction. May be used as upper-division units in the minor.

THE - THEATRE ARTS

THE 1000 - Introduction to the Theatre (3)

THE1000 Introduction to the Theatre (3) Provides a survey of artistic collaborations, materials, and processes used in the creation of theatre arts events through a study of the evolution of drama, comparisons of playwrights, actors, directors and performance styles, design processes, and stage technology. Fulfills the General Education Visual and Performing Arts Requirement.

THE 1005 - Oral Interpretation and Comm of Lit (3)

THE1005 Oral Interpretation and Communication of Literature (3) Gives students oral communication and interpretation skills including analysis and oral performance of a wide range of literary genre: fiction and non-fiction, prose and poetry. Fulfills the General Education Visual and Performing Arts Requirement.

THE 1007 - Playwriting/Performance:Short Play (3)

THE1007 Playwriting to Performance: The Short Play (3) The course will cover the basics of playwriting with a special emphasis on developing short projects such as monologues, short scenes, and the ten-minute format. There will be an option for students who want to write in a longer format. There will be a special emphasis on preparing students for the 10 Minute Play Festival at the Kennedy Center American College Theatre Festival (KCACTF). Students will have the opportunity to perform projects in class and workshops with possible presentations in student-directed projects and entering their projects at the festival.

THE 1010 - All the World's a Stage (3)

THE1010 All the World's a Stage (3) Students learn about the history of art forms and focus specifically on several important production companies along with film and television studies. Students attend performances and tour performance and production facilities and attend presentations by professionals from the theatre, dance, film, and television.

THE 1013 - Theatre and Drama in the Schools (3)

THE1013 Theatre and Drama in the Schools (3) Students and faculty create a children's theatre touring production to be presented at elementary and middle schools throughout the Bay Area. Students learn the skills and techniques needed to create play scripts. They learn basic design and construction skills for costumes, properties, scenic elements, and musical components. Although some experience in theatre is preferred, there are no prerequisites for the course. Fulfills the General Education Visual and Performing Arts Requirement.

Prerequisite: prerequisites for the course.

THE 1015 - Beginning Acting (3)

THE1015 Beginning Acting (3) Develops student's awareness of his/her physical response to emotion in order that he/she may truthfully recreate these responses in an appropriate way in acting scenes. The class utilizes constant activity including structured exercise and sensory practice. Fulfills the General Education Visual and Performing Arts Requirement.

THE 1020 - Make-up (1)

THE1020 Makeup (1) Focuses on theory and practice of using theatre makeup. Emphasis is placed on corrective, middle age, old age, and character makeup.

THE 1025 - Theatre Production/Stagecraft I (3)

THE1025 Theatre Production and Stagecraft (3) Provides an introduction to theatre production stage craft practices, reading, drafting, engineering and estimating shop drawings, the tools, materials, techniques, and procedures of scenic construction, stage operations, shop safety, and scenic painting for stage productions. In-class work includes regular quizzes and hands on practice with tools and materials. Course requires a minimum of 10 hours of laboratory stagecraft time.

THE 1030 - Theatre Production/Stagecraft II (3)

THE1030 Theatre Production and Stagecraft II (3) Prerequisite: THE1025 or instructor's approval Advance Assignments in the theatre production principles and practices. May include technical directing student productions, assistant designing, scenic artist, properties master, special construction projects learning techniques on welding, mold casting, rigging and special effects. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower division credit. Fulfills the General Education Visual and Performing Arts Requirement.

Prerequisite: Prerequisite: THE1025 or instructor's approval.

THE 1052 - Multi-cult Perspect in Amer Theatre (3)

THE1052 - Multicultural Perspectives in American Theatre CDiv (3) Students will explore and evaluate contemporary dramatic literature (1965-present) of Native-American, African-American, Asian-Pacific American and Chicano/Latino cultures. They will also examine the historical as well as the cultural and social conditions in which these plays developed.

THE 1055 - Scenic Design and Model-Building (3)

THE1055 Scenic Design and Model Building (3) Prerequisites: THE1000 and THE1025 or THE1030 Corequisite: THE 1076L (1 unit) Provides an in-depth study of the process of creating theatrical scenery through a study of historical staging techniques to the most current scenic technology. Students are taught advance drafting rendering techniques and model-building skills and are challenged through projects in drafting, perspective, drawing, color rendering and CADD presentation to communicate design ideas and construction information. Fulfills the General Education Visual and Performing Arts Requirement.

Prerequisite: Prerequisites: THE1000 and THE1025 or THE1030. Corequisite: Corequisite: THE 1076L (1 unit).

THE 1059 - Introduction to Arts Management (3)

THE1059 Introduction to Arts Management (3) (CE) Provides an in depth and hands-on introduction to a wide range of Theatre management skills and procedures. Students participate in production selection, planning, financing, promotion, and staffing. Study includes a wide variety of performing arts organizations and events and focuses on how they are produced by arts organizations ranging from amateur to professional. Fulfills the General Education Visual and Performing Arts Requirement.

THE 1059 C - Introduction to Arts Management (3)

THE1059C Introduction to Arts Management (3) (CE) Provides an in depth and hands-on introduction to a wide range of Theatre management skills and procedures. Students participate in production selection, planning, financing, promotion, and staffing. Study includes a wide variety of performing arts organizations and events and focuses on how they are produced by arts organizations ranging from amateur to professional. Fulfills the General Education Visual and Performing Arts Requirement.

THE 1060 L - Theatre Administration (1-2)

THE1060L Theatre and Dance Production: Theatre Administration (1-2) Provides practical experience in box office, house management, public relations and audience development.

THE 1065 L - Tht/Dan:Costume Lab (1-2)

THE1065L Theatre and Dance Production: Costume Laboratory (1-2) Provides practical experience in building costumes or working on costume and/or make-up crews for Theatre Arts productions.

THE 1070 L - Tht/Dan:Light&Sound Lab (1-2)

THE1070L Theatre and Dance Production: Lighting and Sound Laboratory (1-2) Provides practical experience in working on light and sound crews for Theatre Arts productions.

THE 1075 L - Tht/Dan:Rehearsal, Performance (1-2)

THE1075 Theatre and Dance Production: Rehearsal and Performance (1-2) Provides credit for participation as a performer in departmental productions. May be repeated for credit.

THE 1076 L - Tht/Dan:Stagecraft&Scenic Const.Lab (1-2)

THE1076L Theatre and Dance Production: Stagecraft and Scenic Construction Laboratory (1-2) Provides practical experience in working stage crews, scenic construction, and painting, lighting for Theatre Arts productions.

THE 1077 - Assistant Stage Manager (1)

THE1077 Assistant Stage Manager (1) Provides the opportunity for students to serve as Assistant Stage Manager for an NDNU Theatre Department production. Student Assistant Stage Managers are responsible for assisting the Stage Manager and the Director. They gain experience in the organization and implementation of the necessary theatre production process.

THE 1078 - Stage Manager (1)

THE1078 Stage Manager (1) Provides the opportunity for students to serve as Stage Manager for an NDNU Theatre Department production. Student Stage Managers are responsible to assist the production Director. They supervise technical crews, auditions, rehearsals, and performances. They gain experience in overseeing all aspects of organizing and implementing the necessary Theatre production process.

THE 1079 - Assistant Director (1)

THE1079 Assistant Director (1) Provides the opportunity for students to serve as Assistant Directors for an NDNU Theatre Department production. Student Assistant Directors assist the Director in planning and preparing all aspects of the play production. They serve as a liaison with the performers, Stage Manager, theatre staff and administration, and production personnel.

THE 2014 - Voice, Diction, Voc Prod for Actors (3)

THE2014 - Voice, Diction, and Vocal Production for Actors (3) In this course, students will develop an awareness of the principles of vocal production for the discipline of acting. These include: Projection, pitch, and articulation; areas of resonance; production for heightened text; production for a variety of venues. The course will focus the student's attention on the voice in acting, and will initiate a regimen of vocal exercises designed to strengthen vocal production.

THE 2100 - Intermediate Acting (3)

THE2100 Intermediate Acting (3) Prerequisite: THE1015 or permission of instructor Provides for intensive work in character analysis and development through exercises and scene study.

Prerequisite: Prerequisite: THE1015 or permission of instructor.

THE 2105 - Oral Interpretation and Comm of Lit (3)

THE2105 Oral Interpretation and Communication of Literature (3) Gives students oral communication and interpretation skills including analysis and oral

performance of a wide range of literary genre: fiction and non-fiction, prose and poetry. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

THE 2107 - Playwriting/Performance:Short Play (3)

THE2107 Playwriting to Performance: The Short Play (3) The course will cover the basics of playwriting with a special emphasis on developing short projects such as monologues, short scenes, and the ten-minute format. There will be an option for students who want to write in a longer format. There will be a special emphasis on preparing students for the 10 Minute Play Festival at the Kennedy Center American College Theatre Festival (KCACTF). Students will have the opportunity to perform projects in class and workshops with possible presentations in student-directed projects and entering their projects at the festival. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

THE 2110 - All the World's a Stage (3)

THE2110 All the World's a Stage (3) Students learn about the history of art forms and focus specifically on several important production companies along with film and television studies. Students attend performances and tour performance and production facilities and attend presentations by professionals from the theatre, dance, film, and television. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

THE 2115 - Advanced Acting (3)

THE2115 Advanced Acting (3) Prerequisites: THE1000, THE1015, THE2100 Provides an intensive study of period acting styles through monologue and ensemble scene work.

Prerequisite: Prerequisites: THE1000, THE1015, THE2100.

THE 2120 - Stage Lighting and Electrics (3)

THE2120 Stage Lighting and Electrics (3) Prerequisites: THE1000, THE1025 or THE1030, and THE1055 Corequisite: THE 1070 L (1 unit) Provides an introduction to the art and technology of theatrical and stage lighting through a study of the nature and psychology of light and the principles of electrics, production, documentation, lighting control systems (including computers), and conceptualization. Hands-on practice and application are highlighted in this course.

Prerequisite: Prerequisites: THE1000, THE1025 or THE1030, and THE1055. Corequisite: Corequisite: THE 1070 L (1 unit).

THE 2123 - Costume Development and Design (3)

THE2123 Costume Development and Design (3) Prerequisites: THE1000 and THE1025 or THE1030 Corequisite: THE 1065 L (1 unit) Provides an introduction to the process of creating theatrical costumes, through a study of clothing style, historically and across cultures. Includes character and script analysis, conceptualization, patterning, and construction techniques. Sewing techniques and rendering skills are taught and exercised. Fulfills the General Education Visual and Performing Arts Requirement.

Prerequisite: Prerequisites: THE1000 and THE1025 or THE1030. Corequisite: Corequisite: THE 1065 L (1 unit).

THE 2125 - Theatre Production/Stagecraft I (3)

THE2125 Theatre Production and Stagecraft I (3) Prerequisite: THE1025 or instructor's approval. Advance assignments in theatre production principles and practices. May include technical directing student productions, assistant designing, scenic artist, properties master, special construction projects learning techniques on welding. Mold casting, rigging, and special effects. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower division credit. Fulfills the General Education Visual ad Performing Arts Requirement.

Prerequisite: Prerequisite: THE1025 or instructor's approval.

THE 2130 - Theatre Production/Stagecraft II (3)

THE2130 Theatre Production and Stagecraft II (3) Prerequisite: THE1025 or instructor's approval Advance Assignments in the theatre production principles and practices. May include technical directing student productions, assistant designing, scenic artist, properties master, special construction projects learning techniques on welding. Mold casting, rigging and special effects. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower division credit.

Prerequisite: Prerequisite: THE1025 or instructor's approval.

THE 2135 W - Devel of Drama and Theatre to 1600 (4)

THE2135W Development of Drama and Theatre to 1600 (4) Prerequisite: THE1000 The literature component of

this course provides the history of the theatre and its literature from ancient Greece to 1620. Approximately one fourth of class time is devoted to the instruction and practice of writing. Instruction will review basic skills and provide instruction in the language of the discipline, common forms for writing, and documentation. Fulfills the General Education Visual and Performing Arts Requirement. Fulfills 1 unit of General Education Upper-Division Writing requirement.

Prerequisite: Prerequisite: THE1000.

THE 2140 W - Dev of Drama and Theatre 1600-1800 (4)

THE2140W Development of Drama and Theatre from 1600 to 1800 (4) Prerequisite: THE1000 The literature component of this course provides the history of theatre and its literature from 1600 to 1830. Approximately one fourth of the class time is devoted to the instruction and practice of writing. Instruction will review basic skills and provide instruction in the language of the discipline, common forms for writing, and documentation. Fulfills the General Education Visual and Performing Arts Requirement. Fulfills one unit of General Education Upper-Division Writing requirement.

Prerequisite: Prerequisite: THE1000.

THE 2145 W - Dev of Drama and Theatre 1800-Pres (4)

THE2145W Development of Drama and Theatre from 1800 to Present (4) Prerequisite: THE1000 The literature component of this course provides the history of theatre and its literature from 1800 to the present. Approximately one fourth of the class time is devoted to the instruction and practice of writing. Instruction will review basic skills and provide instruction in the language of the discipline, common forms for writing, and documentation. Fulfills the General Education Visual and Performing Arts Requirement. Fulfills one unit of General Education Upper-Division Writing requirement.

Prerequisite: Prerequisite: THE1000.

THE 2150 - Directing (3)

THE2150 Directing (3) Prerequisite: THE1000, THE1015 or by permission of instructor Students examine the theories and practices of stage direction. Study includes the emergence of the position of the stage director, script selection and analysis, casting procedures, staging concepts, and discussions of the relationship of the director to the cast, designers, and technicians. Fulfills the General Education Visual and Performing Arts Requirement.

Prerequisite: Prerequisite: THE1000, THE1015 or by permission of instructor.

THE 2151 - Children's Theatre (3)

THE2151 Children's Theatre (3) Provides theory of theatre education in the elementary school with practical projects planned for specific developmental levels.

THE 2153 - Theatre and Drama in the Schools (3)

THE2153 Theatre and Drama in the Schools (3) Students and faculty create a children's theatre touring production to be presented at elementary and middle schools throughout the Bay Area. Students learn the skills and techniques needed to create play scripts. They learn basic design and construction skills for costumes, properties, scenic elements, and musical components. Although some experience in theatre is preferred, there are no prerequisites for the course. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills the General Education Visual and Performing Arts Requirement.

Prerequisite: prerequisites for the course.

THE 2155 - Scenic Design and Model-Building (3)

THE2155 Scenic Design and Model Building (3) Prerequisites: THE1000 and THE1025 or THE1030 Provides an in-depth study of the process of creating theatrical scenery through a study of historical staging techniques to the most current scenic technology. Students are taught drafting and model-building skills and are challenged through projects in drafting, perspective, life drawing, and faux painting to communicate design ideas and construction information. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

Prerequisite: Prerequisites: THE1000 and THE1025 or THE1030.

THE 2157 - Acting for the Camera (3)

THE2157 Acting for the Camera (3) Provides an exploration of specific techniques required for acting in television and film productions.

THE 2159 - Introduction to Arts Management (3)

THE2159 Introduction to Arts Management (3) (CE) Provides an in depth and hands-on introduction to a wide range of Theatre management skills and procedures. Students participate in production selection, planning, financing, promotion, and staffing. Study includes a wide

variety of performing arts organizations and events and focuses on how they are produced by arts organizations ranging from amateur to professional. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills the General Education Visual and Performing Arts Requirement.

THE 2159 C - Introduction to Arts Management (3)

THE2159C Introduction to Arts Management (CE) (3) Provides an in depth and hands-on introduction to a wide range of Theatre management skills and procedures. Students participate in production selection, planning, financing, promotion, and staffing. Study includes a wide variety of performing arts organizations and events and focuses on how they are produced by arts organizations ranging from amateur to professional. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit. Fulfills the General Education Visual and Performing Arts Requirement.

THE 2160 L - Theatre Administration (1-2)

THE2160L Theatre and Dance Production: Theatre Administration (1-2) Provides practical experience in box office, house management, public relations and audience development. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

THE 2165 L - Theatre Production:Costume Lab (1-2)

THE2165L Theatre and Dance Production: Costume Laboratory (1-2) Provides practical experience in building costumes or working on costume and/or make-up crews for Theatre Arts productions. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

THE 2170 L - Theatre Production:Light/Sound Lab (1-2)

THE2170L Theatre and Dance Production: Lighting and Sound Laboratory (1-2) Provides practical experience in working on light and sound crews for Theatre Arts productions. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

THE 2175 L - Tht Danc Prod: Rehrrs and Performanc (1-2)

THE2175 Theatre and Dance Production: Rehearsal and Performance (1-2) Provides credit for participation as a performer in departmental productions. The amount of work required for upper-division credit will differ in both

quantity and quality from that required for lower-division credit. May be repeated for credit.

THE 2176 L - Theatre Production:Stagecraft Lab (1-2)

THE2176L Theatre and Dance Production: Stagecraft Laboratory (1-2) Provides practical experience in working stage crews, scenic construction, painting, and lighting for Theatre Arts productions. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

THE 2177 - Assistant Stage Manager (1)

THE2177 Assistant Stage Manager (1) Provides the opportunity for students to serve as Assistant Stage Manager for an NDNU Theatre Department production. Student Assistant Stage Managers are responsible for assisting the Stage Manager and the Director. They gain experience in the organization and implementation of the necessary theatre production process. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

THE 2178 - Stage Manager (1)

THE2178 Stage Manager (1) Provides the opportunity for students to serve as Stage Manager for an NDNU Theatre Department production. Student Stage Managers are responsible to assist the production Director. They supervise technical crews, auditions, rehearsals, and performances. They gain experience in overseeing all aspects of organizing and implementing the necessary Theatre production process. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

THE 2179 - Assistant Director (1)

THE2179 Assistant Director (1) Provides the opportunity for students to serve as Assistant Directors for an NDNU Theatre Department production. Student Assistant Directors assist the Director in planning and preparing all aspects of the play production. They serve as a liaison with the performers, Stage Manager, theatre staff and administration, and production personnel. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

THE 2883 - Directing Practicum (2)

THE2883 Directing Practicum (2) Prerequisite: THE2150 Offers practical experience in play directing.

Prerequisite: Prerequisite: THE2150.

THE 2886 - Sp Tpcs in Theatre (1-3)

THE2886 Special Topics in Theatre (1-3) Special projects in theatre theory and design are available.

THE 2990 - Theatre Internship (2-3)

THE2990 Theatre Internship (2) Prerequisite: Permission of instructor Provides practical theatrical experience with an off-campus theatre organization.

Prerequisite: Prerequisite: Permission of instructor.

THE 2994 - Teaching Assistant (1-3)

THE2994 Teaching Assistant (1-3) Prerequisite: Permission of instructor Provides an opportunity for advanced Theatre Arts students to earn credit by assisting instructors in planning and conducting theatre courses and production activities.

Prerequisite: Prerequisite: Permission of instructor.

DIRECTORIES

Administrative Offices

Office of the President

Judith Maxwell Greig, Ph.D.
President
Toso Compiègne 1
(650) 508-3503
Fax: (650) 508-3477
jgreig@ndnu.edu

Alison Lyon
Executive Assistant to the President
Toso Compiègne 2
alyon@ndnu.edu

Human Resources

Mary Haesloop
Executive Director, Human Resources
Toso Compiègne 3/Sobrato Building
(650) 508-3651
Fax: (650) 508-3477
mhaesloop@ndnu.edu

Office of the Provost

Paul Ewald, Ph.D.
Provost
Toso Compiègne 5
(650) 508-3494
Fax: (650) 508-3495
pewald@ndnu.edu

Gregory B. White, Ph.D.
Associate Provost and ALO
Toso Residence Compiègne
(650) 508-3436
gwhite@ndnu.edu

Student Affairs

Jean Grech Condé
Dean of Students
Campus Life Building
(650) 508-3513
Fax: (650) 508-3475
jconde@ndnu.edu

College of Arts and Sciences

John Lemmon, Ph.D.
Dean
Toso Compiègne 8
(650) 508-3605
Fax: (650) 508-3682
jlemmon@ndnu.edu

School of Business and Management

Craig Brewer, Ed.D.
Dean
Cuvilly Hall 15
(650) 508-3684
cbrewer@ndnu.edu

School of Education and Leadership

Caryl Hodges, Ed.D.
Dean
St. Joseph's Hall 103
(650) 508-3613
Fax: (650) 508-3457
chodges@ndnu.edu

Registrar

Sandra Lee
Registrar
St. Mary's Hall 110
(650) 508-3516
Fax: (650) 508-3520
slee@ndnu.edu

Academic Success/Tutorial Center

Peggy Koshland-Crane, Ed.D.
Director
Campus Center
(650) 508-3670
Fax: (650) 508-3736
mcrane@ndnu.edu

Institutional Research

Zelda Brown, Ph.D.
Interim Director
Sobrato Building
(650) 508-3620
zbrown@ndnu.edu

Library

Mary Wegmann
Director

Carl Gellert and Celia Berta Gellert Library
 (650) 508-3745
 Fax: (650) 508-3697
 mwegmann@ndnu.edu

Enrollment

Office of Enrollment

Jason Murray
 Vice President for Enrollment Management
 Sobrato Building
 (650) 508-3512
 Fax: (650) 508-3426
 jpmurray@ndnu.edu

Enrollment Marketing

Karen Schornstein
 Director
 Sobrato Building
 (650) 508-3599
 Fax: (650) 508-3428
 kschorstein@ndnu.edu

Enrollment Operations

Suzanne Sharron
 Manager
 Sobrato Building
 (650) 508-3534
 Fax: (650) 508-3426
 ssharron@ndnu.edu

Financial Aid

Wilbert Lleses
 Director
 St. Mary's 105
 (650) 508-3600
 Fax: (650) 508-3580
 finaids@ndnu.edu

Communications

Richard Rossi
 Director
 Sobrato Building
 (650) 508-3585
 Fax: (650) 508-3760
 rrossi@ndnu.edu

Athletics

Josh Doody
 Director
 Gleason Gymnasium
 (650) 508-3638
 Fax: (650) 508-3691
 jdoody@ndnu.edu

Finance and Administration

Finance

Henry Roth
 Vice President for Finance and Administration
 Sobrato Building
 (650) 508-3721
 Fax: (650) 508-3661
 hroth@ndnu.edu

Shahan Shahvekilian
 Director of Planning
 Sobrato Building
 (650) 508-3573
 Fax: (650) 508-3439
 sshahvekilian@ndnu.edu

Emiko Yamada
 Director of Accounting
 Sobrato Building
 (650) 508-3749
 eyamada@ndnu.edu

Business Office

Stacey Haynes
 Business Office Manager
 St. Mary's Hall 106
 (650) 508-3584
 shaynes@ndnu.edu

Bookstore

(650) 594-1257
 bookstore@ndnu.edu

Office of Information Technology

Merle Mason
 Executive Director
 St Mary's Hall 102/Sobrato Building
 (650) 508-3739
 mmason@ndnu.edu

Facilities and Grounds

Deidre Mefford
 Senior Facilities Coordinator
 Madison Art Center, Ground Floor
 (650) 508-3559
 Fax: (650) 508-3408
 dmefford1@ndnu.edu

Central Services

David Baird
 Senior Central Services Coordinator
 Ralston Hall 103
 (650) 508-3530
 Fax: (650) 508-3660

DBaird@ndnu.edu

Division of University Advancement

University Advancement

Dino Hernandez
Vice President for Advancement
Sobrato Building
(650) 508-3512
Fax: (650) 508-3426
dhernandez@ndnu.edu

Manny Nungaray
Executive Director of Major and Planned Gifts
Sobrato Building
(650) 508-3442
Fax: (650) 508-3760
mnungaray@ndnu.edu

Advancement Events and Conference Services

Denise Winkelstein
Director
Sobrato Building
(650) 508-3501
advevents@ndnu.edu

Advancement Services

Niki Nielsen '11
Director
Sobrato Building
(650) 508-3652
nnielsen@ndnu.edu

Alumni and Parent Relations

Elizabeth Valente
Director
Sobrato Building
(650) 508-3515
alumni@ndnu.edu

Philanthropy

Maureen Freschet '98, '07
Senior Director
Sobrato Building
(650) 508-3484
mfreschet@ndnu.edu

Jason Katz
Director
Sobrato Building
(650) 508-3581
jkatz@ndnu.edu

Student Affairs

Public Safety

Daniel Torrez
Director
St. Mary's Hall
(650) 508-3505
dtorrez@ndnu.edu

Career Development

Carrie McKnight
Director
JB 150
(650) 508-3717
Fax: (650) 508-3719
cmcknight@ndnu.edu

Dorothy Stang Center

James McGarry
Director
(650) 508-4120
jmcgarry@ndnu.edu

Student Life & Leadership

Richard Watters
Director
Campus Center - SLL
(650) 508-3725
Fax: (650) 508-3736
rwatters@ndnu.edu

Housing

Kyle Pretsch
Assistant Director for Student Life & Leadership
Campus Center - SLL
(650) 508-3424
Fax: (650) 508-3492
kpretsch@ndnu.edu

Counseling and Health Services

Karin Sponholz
Director
New Hall E18
(650) 508-3714
Fax: (650) 508-3475
ksponholz@ndnu.edu

Spirituality

Amy Jobin
Director
Julie Billiard Hall 110
(650) 508-3671
ajobin@ndnu.edu

Dining Hall/Bon Appetit

Susan Mamlok
Cafeteria
(650) 654-6105
Fax: (650) 654-1982
smamlok@ndnu.edu

Emeriti Faculty

College of Arts and Sciences

Arrington, Doris Banowsky, Professor of Art Therapy Psychology, 1979; Emerita, 2006
BS, University of Houston; MAT, College of Notre Dame; Ed.D., University of San Francisco

Bennett, Christine E, Professor of Modern Languages, 1991; Emerita, 2012
BA, McGill University; MA, Ph.D., Stanford University

Boyling, Mary Ellen, Professor of English, 1957; Emerita, 1993
BA, St. Joseph's College (New York); MA, University of California, Berkeley; Ph.D., Stanford University

Center, Elizabeth M., Professor of Biology, 1977; Emerita, 2004
AB, Augustana College (Illinois); Ph.D., Stanford University

Fee, Diana G., Associate Professor of Philosophy, 1964; Emerita, 1995
AB, MA, Ph.D. (candidate), University of Michigan

Gasper, Phillip, Professor of Philosophy, 1995; Emeritus 2009
BA, Cambridge University; MA, University of Calgary; Ph.D., Cornell University

Hutchison, Sr. Patricia, SND, Professor of History, 1977; Emerita, 2003
BA, College of Notre Dame; MA, Santa Clara University; Ph.D., Stanford University

LaRatta, Thomas, Professor of Music and Artist in Residence, 1964; Emeritus, 2001
BM, MM, Chicago Musical College

Maxwell, Kevin, Professor of Philosophy and Religious Studies, 1986; Emeritus 2012
BA, MA, Gonzaga University; STM, Jesuit School of Theology, Berkeley; MA, Ph.D., Rice University

McCarron, Sr. Mary Pat, SND, Professor of Religious Studies, 1988; Emerita, 2003
BA, College of Notre Dame; MA, Ph.D. Graduate Theological Union

McGlenn, Sr. Patricia T., SND, Professor in History, 1977; Emerita, 2007
AB, College of Notre Dame; MA, California State University, Sacramento

McQuinn, Anna, Professor of Clinical Psychology and Gerontology, 1988; Emerita, 2004
Teaching Credential, Carysfort College (Ireland); MA, Ed.D., University of San Francisco; Ph.D., Sierra University

Milani, Abbas, Professor of History, 1986; Emeritus, 2005
BA, University of California, Berkeley; Ph.D., University of Hawaii

Moreen, Denis C., Professor of Music, 1971; Emeritus, 2000
BME, MM, Northwestern University; DMA, Stanford University

Morrison, Shirley L., Senior Lecturer in English, Honorary Professor, 1966; Emerita, 2008
BS, Northwestern University; MA, University of Washington

Moyer, Birgitte, Professor of Music, 1976; Emerita, 2004
BA, MA, Ph.D., Stanford University; MM Equivalent, University of Copenhagen

Murphy, Sr. Roseanne, SND, Professor of Sociology, 1960; Emerita, 1999
BA, Mount St. Mary's College; MA, Stanford University; Ph.D., University of Notre Dame

Ramsey, David, Professor of Art, 1971; Emeritus, 1995
BFA, Chicago Art Institute; MFA, Mexico City College; Ph.D., St. Louis University

Rogers, Sylvia, Professor of English, 1986; Emerita 2005
BS, Rollins College; MA, Boston University; Ph.D., Stanford University

St. John, Terry, Professor of Art, 1990; Emeritus 2001
BA, University of California, Berkeley; MFA, California College of Arts and Crafts

Siegel, Linda, Professor of Music, 1967; Emerita, 1999
BMF, Oberlin Conservatory of Music; MM, Ph.D., Boston University

Strong, Charles, Professor of Art, 1970; Emeritus, 1999
BFA, MFA, San Francisco Art Institute (*deceased, July 2013*)

Sullivan, Mark W., Professor of Philosophy and Humanities, 1952; Emeritus, 1995
BA, Santa Clara University; MA, University of Notre Dame; Ph.D., Stanford University

Titlow, Robert T., Professor of Theatre Arts, 1962; Emeritus, 1992
BA, Humboldt State University; MA, Stanford University; MA, San Francisco State University

School of Business and Management

Barden, Lillian, Professor Emerita and Director, Intensive Business Administration, 1989; Emerita, 2000
BA, California State University, Fullerton; MBA, Pepperdine University; Ph.D., Golden Gate University

Cash, Deborah, Professor of Behavioral Science, 1984; Emerita, 2008
BA, MA, Oakland University; Ed.D., University of San Francisco

Hannen, Thomas A., Associate Professor of Business Administration, 1991; Emeritus, 2006
BA, University of California, Berkeley; MA, Oxford University; MBA, Ph.D., University of California, Berkeley

Laxague, Sr. Mary, S.N.D., Professor of Business Administration, 1967; Emerita, 2007
B.S., College of Notre Dame; M.A., San Jose State University

Sanford, Dorothy Zerzan, Professor of Business Administration, 1954; Emerita, 1995
BA, Willamette University; MA, University of Oregon; Ph.D., St. Louis University

Shafto, Sylvia, Professor of Business Administration Management, 1994; Emerita, 2007
BA, Carleton College; MS, Ph.D., Rutgers, The State University of New Jersey

Zimmerman, Miriam, Professor of Communication, 1994; Emerita 2005
BS, Northwestern University; MA, San Francisco State University; Ed.D., University of San Francisco

School of Education and Leadership

Chapin, June R., Professor of Education, 1967; Emerita, 1996
BA, MA University of Chicago; Ed.D., Stanford University

Cohen, Elaine L., Professor of Education and Public Administration and Graduate Dean, 1975; Emerita, 2002
BS, University of Pennsylvania; M.Ed., Trinity University; Ed.D., University of San Francisco

Eide, Carla, Professor of Education, 1989; Emerita, 2002
BA, University of California, Berkeley; MA, San Francisco State University; Ed.D., Nova University

Guay, Diane A., Professor of Education and Director, Administrative Services Credential Program and Acting Director, Master of Education in Technology Leadership Program, 1987; Emerita, 2008
BS California State University, Hayward; MAT, MPA, College of Notre Dame; Ed.D., University of San Francisco

McCarron, Sr. Nancy, SND, Professor of Education, 1979; Emerita, 2003
BA, Dominican College; MA, Seattle University; Ph.D., University of California, Berkeley

Faculty

Full-time Faculty are ranked as: Instructor, Associate Professor, or Professor. Part-time Faculty are listed as Lecturer. Library Faculty are full-time unless otherwise indicated.

College of Arts and Sciences

Acton, DeAnn, Lecturer in Art Therapy, 2004
BFA, University of Texas, Austin 1991; MA, Notre Dame de Namur University, 1998

Agundes, Rachelle, Lecturer in Art, 2013
MA, Boston University

Aivazova, Inna, Lecturer in English, 2012
MA, Moscow Linguistic University, Moscow, Russia; MA, San Francisco State University

Andrews, Patricia, Lecturer in History, 1999
BA, College of Notre Dame; MA, University of California, Berkeley

Arrington, Doris, Professor of Art Therapy Psychology, 1979; Emerita, 2006
BS, University of Houston; MAT, College of Notre Dame; Ed.D, University of San Francisco

Ashley, Mary, Lecturer in Philosophy & Religious Studies, 2014
BA, University of Colorado, Boulder; MSW, University of California, Los Angeles

Askari, Nusha, Professor of Psychology, 2000
BA, University of California, Los Angeles; MA, Cal State Northridge; Ph.D., Claremont Graduate School

Averch, Michael, Lecturer in Psychology, 2012
BA, University of Massachusetts, Amherst; Ed.M, Harvard University, Cambridge

Backos, Amy, Assistant Professor of Art Therapy, 2011
BA, Kent State University; MA, Ursuline College; Ph.D., Alliant International University

Bari, Emese, Lecturer in Mathematics/Computer Science, 2011

MS, Eotvos Lorand University of Sciences, Budapest, Hungary

Basso, Lawrence, Lecturer in Biology, 2009

BS, University of San Francisco; MS, MD, University of California, San Francisco

Beltramini, Enrico, Lecturer in Religious Studies, 2009

BA, Catholic University of Milan; MBA, MPhil, University of Stirling, Scotland; Ph.D., University of Manchester, England; Ph.D., University of London, London, England

Bennett, Paige, Lecturer in Music, 2009

AS, Cañada College

Berger, Jacqueline L., Associate Professor of English and

Program Director, Master of Arts in English, 1999

BA, Goddard College; MFA, Mills College

Bernhard, Sandra, Lecturer in English, 1999

BA, Dartmouth College, MA, University of Rochester

Bjerknes, Lisa, Associate Professor of Natural Sciences and

Program Director, Post-Baccalaureate Premedical

Certificate Program, 2007

BA, University of California, Berkeley; MBA, University of Pennsylvania; MD, Stanford

Bjerknes, Wendy, Lecturer in Political Science, 2011

BA, Smith College; JD, Georgetown University Law Center

Burton, Constance, Lecturer in Clinical Psychology, 2014

BA, Brown University; JD, University of Cincinnati College

of Law; Psy.D., California School of Professional Psychology, San Francisco, CA

Bynum, Vicki, Lecturer in Art Therapy Psychology, 2011

BA, University of Arizona; MA, Chapman University; MA,

MFT, Notre Dame de Namur University

Cabrol-Easton, Darth, Lecturer in English, 2002

BA, University of California, Santa Cruz; MA, Simmons

College

Chaffee, Paula O'Sullivan, Lecturer in

Psychology/Sociology, 2014

BA, College of Notre Dame; MS, Ph.D., Pacific Graduate School of Psychology

Chang, Cathy, Lecturer in Mathematics, 2011

BS, University of Hawaii, Honolulu; MS, Northwestern University

Cole, Stephen, Professor of History, 2003

BA, University of Sussex; PGCE, University of Durham; MA, Ph.D., Indiana University

Coloma, Jennifer Professor in Clinical Psychology, 2013

BA, San Francisco University, 2007; Phd, Clinical Psychology Alliant International University- CSPP

Costigan-Kerns, Louise, Lecturer in Music, 2009

BA, MA, New England Conservatory

Covello, Linda, Lecturer in Art, 2003

BA, University of California, Santa Cruz; MFA, Parson's School of Design

Crawford, Lois R., Lecturer of Chemistry, 1978

BS, College of Notre Dame; MS, Fordham University

Criscione, Mary, Lecturer in Philosophy, 2007

BA, MA, University of San Francisco; Ph.D., Graduate Theology Union, Berkeley

Damm, Michael, Lecturer in Art, 2012

BA, San Francisco State University; MFA, Millis College, California

Dawe, Albert Timothy, Lecturer in Natural Sciences, 1999

BA, MS, San Francisco State University

Delaporte, Marianne, Professor of Religious Studies and

Chair, Department of Philosophy and Religious Studies, 2003

BA, University of Chicago; MA, Graduate Theological Union; Ph.D., Princeton Theological Seminary

Delay, Romelia, Lecturer in Natural Sciences, 2012

BS, MS, Cauca Valley State University

Denton, Jason, Lecturer in Mathematics/Computer

Science, 2012

BS, Graceland College; MS, Colorado State University; PhD, Colorado State University

Deragon, Frederick, Lecturer in Art, 2011

BA, MA, California State University, Chico

Dimaandal, Rolando, Lecturer in Mathematics/Computer Science, 2014

BS Mathematics, University of San Tomas, Philippines; MBA Pace University, New York

Dolan, Kerry Judith, Lecturer in English, 2003

BA, University of Chicago; MS, Columbia University; MFA, Cornell University

Dorani, Sahar, Lecturer in Psychology, 2013

BA, San Francisco State University; MA, The Wright Institute

Drexler, Michael, Lecturer in Clinical Psychology, 2012

BA, University of Colorado; MA, Ph.D., California School of Professional Psychology

Dronkers, Marcelle, Lecturer in Music, 2006
BMU, Indiana University

Dumans, Isabelle, Lecturer in English, 2013
BA, Université de Savoie, France; MA, University of South Dakota, Vermillion; Ph.D., University of South Dakota, Vermillion

Dupain, Mandi, Lecturer in Natural Science, 2009
BA, Dominican University of California; MA, Saint Mary's College of California; Ph.D., University of Pittsburgh

Earlywine, Jennifer, Lecturer in Theatre and Dance, 2012
BA, Notre Dame de Namur University

Edwards, Kristen, Lecturer in History, 2012
MA, Stanford University; PhD, Stanford University

Elkins, Michael B., Professor of Theatre Arts and Chair, Department of Theatre Arts, 1978
BA, San Francisco State University; MFA, Pennsylvania State University

Erekuff, Paul, Lecturer in Philosophy, 2011
BA, University of California, Davis, in Philosophy and Religious Studies; MA, San Francisco State University

Etherington, Arnell, Professor of Art Therapy, 1990
BA, Rutgers University; MA, Lone Mountain College; Ph.D., Professional School of Psychology, San Francisco

Fathman, Ann K., Lecturer in English and Program Director, English for International Students and Teaching English as a Second Language, 1984
BA, University of California, Davis; MA, Ph.D., Stanford University

Fazio, Rebecca Vincenza Jobling, Lecturer in Theatre and Dance, 2013
BA, Notre Dame de Namur University

Feinman, Lena, Lecturer in Mathematics, 2001
MS, Krakov State University

Ferdowsi, Ali, Professor of Political, 1998
BA, MA, Shiraz University, Iran; MA, University of Florida; MA, Ph.D., University of Pennsylvania

Fitzgerald, Madeline, Assistant Professor of History, 2009
BA, Macalester College; Ph.D., MPhil, Yale University

Fitzgerald, Vincent, Professor of English and Director, Core Program, 1994
BA, University of California, Berkeley; MA, Georgetown University; Ph.D., University of Southern California

Florero Salinas, Wilson, Lecturer in Mathematics, 2012
BS, California State University, East Bay; MS, San Jose State University

Folsom, Jing, Lecturer in Natural Sciences, 2013
BS, MS, Zhejiang University, China; MS, Ph.D, Iowa State University

Fontes, George, Lecturer in History/Political Science, 2014
BA, MA, California State University, Fresno; Ph.D., Stanford University

Foster, Anne, Lecturer in Natural Sciences, 2001
BS, University of Washington; Ph.D., University of California, Davis

Friedman, Betty, Professor of Art and Chair, Department of Art, 1995
BFA, MFA, California College of Arts and Crafts

Fritsch, Gregory J., Lecturer in Music, 2006
B Ed, MA, University of Miami

Fritz, Robin, Professor of Theatre Arts, 1995
BA, MS, University of South Dakota; MFA, University of Arizona

Ghan, Courtney, Lecturer in English, 2012
BA, Sonoma State University; MA, San Francisco State University

Giachetti, Lorenzo, Lecturer in Modern Language, 2012
BA, International School of Florence, Italy; BA, Reed College, Oregon; MA, Stanford University

Glover, Daniel, Lecturer in Music and Vocal Arts, 2003
BS, New York University; MM, Julliard School of Music; Ph.D., New York University

GuhaMajumdar, Monica, Associate Professor of Biology and Chair, Department of Natural Sciences, 2006
B.Sc., Presidency College, University of Calcutta, India; Ph.D., Michigan State University

Gurskaya, Marina, Lecturer in Mathematics, 2008
MS, Belarusian State University; MS, California State University, Hayward

Haithcox, Isabelle G., Professor of Chemistry, 1997
BS, University of Miami; MS, Ph.D., Cornell University

Haley, Michelle, Lecturer in Art Therapy Psychology, 2014
BS, MA, California State Polytechnic College

Hamilton, Kenneth, Lecturer in Philosophy, 2009
BA, Divine Word College Seminary; MA, M Div, Catholic Theological University, Ph.D., Union Institute and University

Hansen, Thomas, Lecturer in Music, 1984
BM, New England Conservatory of Music; MM, University of Michigan

Harrison, Jennifer, Assistant Professor in Art Therapy Psychology, 2014

BFA, Academy of Art University; BA, San Francisco State University; Ph.D., Columbia University; Psy.D., Adler School of Professional Psychology

Herlekar, Shubhada, Lecturer in Clinical Psychology, 2013

BS, MS, Santa Clara University; Psy.D, Psychoanalytic Institute of Northern California (*in progress*)

Hill, Kimberly, Lecturer in Musical Arts, 2006

BA, San Jose State University; MFA, American Conservatory Theater

Holt, Kathleen, Lecturer in Math, 2013

BS, University of Pittsburgh, PA; MA, University of Pittsburgh, MA

Jackson, Louvenia, Instructor of Art Therapy, 2013

BA, Morris Brown University, Atlanta, Georgia; MS, Notre Dame de Namur University, Belmont, CA

Jacobs, Marc, Lecturer in Music, 2002

BA, San Francisco State University; MFA, California State, Long Beach

Johnson, Carol, Lecturer in Art, 2005

BA, San Jose State University; MA, Notre Dame de Namur University

Jordan, Joseph, Assistant Professor in English, 2009

BA, Princeton University; Ph.D., University of California, Berkeley

Joseph, Cheryl, Professor of Sociology, 1988

BA, Wayne State University; MA, University of Detroit; Ph.D., Wayne State University

Kashani, Ali, Lecturer in Philosophy, 2009

BA, MA, San Francisco State University

Khatchirian, Arpy, Lecturer in Philosophy/Religious Studies, 2013

Baccalaureat Francois, Lycee Guist'hau; BA, Rutgers University; MA, University of California, Berkeley

Kinney, Steven, Lecturer in English, 2002

BA, MA, Notre Dame de Namur University

Kortenkamp, Leon, Senior Lecturer in Art, 1982

BA, Loras College; MA, MFA, University of Notre Dame

Kremer, Sarah, Lecturer in Art Therapy, 2011

BA, University of California, San Diego; MA, School of Art Institute of Chicago

Krylova, Irina, Lecturer in Natural Sciences, 2013

BS, Samara State University, Russia; MS, San Francisco State University; Ph.D, Institute of Biochemistry

LaPlante, Stephen, Lecturer in Psychology and Sociology, 2005

BA, University of San Francisco; MA, University of Chicago

Lambert, Debra, Professor of Music and Chair, Department of Music, 2000

BFA, Carnegie-Mellon University; MM, Hartt School of Music

Laroche-Davis, Hélène, Professor of French, Chair, Department of Modern Languages and Cultures, and Program Director, Day and Intensive Liberal Studies, 1965

BA, Université de Lyon France; MA, Université de Paris Sorbonne; Ph.D., Stanford University

LaRatta, Thomas, Lecturer in Music, 2010

BM, Chicago Musical College; MM, Chicago Musical College

Lazo-Fuentes, Nelda Elizabeth, Lecturer in Modern Languages, 2012

BA, California State University East Bay; MA, San Francisco State University

Lee, Gloria, Lecturer in Psychology, 2013

BA, University of California, Los Angeles; MA, Alliant International University; PhD, Alliant International University

Lehrke, Eliza, Lecturer in Psychology, 2014

BA, University of California, Santa Cruz; MA, The Wright Institute

Lim, Genevieve, Lecturer in English, 2013

BA, San Francisco State University; MA, San Francisco State University

Lipowitz, Cassie, Lecturer in Philosophy and Religious Studies, 2012

BA, University of California Berkeley; MA, California State University, Sacramento

Liu, Ying, Lecturer in Natural Sciences, 2014

BS, Nankai University, Tianjin, China; MS University of South Carolina; Ph.D., UT Southwestern Medical Center, Dallas, Texas

Lockert, Daniel, Lecturer in Music, 2010

BA, Loma Linda University; MA, University of Southern California

Lopez, Sarah, Lecturer in Theatre and Dance, 2013

BA, Notre Dame de Namur University

Lopez-Gomez, Natasha, Lecturer in Culture, 2006

BA, University of California, Berkeley; M.Ed., Harvard University

Lorenz, Coleen H., Lecturer in Dance, 2003
BA, MA, University of California, Los Angeles; Advanced Certificate in Dance Therapy, Columbia University

Lorch, Thomas, Lecturer in English, 2012
BA, Ph. D., Yale University; MA, University of Chicago

Lotspiech, Justin, Lecturer in English, 2013
BA, Notre Dame de Namur University; MA, State University of New York at Buffalo

Maat, Howard, Lecturer in Art, 2013
BA, University of California, Los Angeles

Mahbod, Bahram, Assistant Professor of Computer Science, 2012
BS, Iowa State University; MEng, Iowa State University; MS, Oregon State University; PhD, Oregon State University

Manthe, Lisa A., Lecturer in Art, 2004
BA, Miami University; MA, Notre Dame de Namur University

Marks, Kai, Lecturer in English, 2012
BA, Single-Subject Teaching Credential, MA, Notre Dame de Namur University; MFA, University of San Francisco

Marlo, Helen, Professor of Clinical Psychology and Chair, Clinical Psychology Department, 2000
BA, University of Missouri; Ph.D., University of South Carolina

Martinez, Ricardo A., Lecturer in Mathematics, 2007
BS, California State University, Chico; MS, California State University, Hayward

Mason, Jennifer, Lecturer in Psychology, 2013
BA, Notre Dame de Namur University; Ph.D, Pacific Graduate School of Psychology (*in progress*)

Matevia, Marilyn, Lecturer in Philosophy/Religion, 2013
BA, Wittenberg University, Springfield, Ohio; MPH, Hunter College, City University of New York; MA, Graduate Theological Union, Berkeley; PhD, Graduate Theological Union, Berkeley

McAlexander, Melissa B., Associate Professor of Natural Sciences, 2007
BS, Birmingham – Southern College; Ph.D., Baylor College of Medicine

McCabe-Wackwitz, Ellen, Lecturer in Art Therapy Psychology, 2003
MFT, Notre Dame de Namur University

McNeil, Geoffrey, Lecturer in English, 2011

BA, Lake Forest College; MA, Ph.D, University of California, Santa Barbara (*in progress*)

Mellberg, Carol, Lecturer in Art Therapy Psychology, 2011
BS, California Polytech State University; MA, Notre Dame de Namur University

Meng, Hongyan, Lecturer in Mathematics, 2005
BS, MS, Jilin University; Ph.D., SUNY Buffalo, New York

Miller, Benjamin, Lecturer in Philosophy/Religious Studies, 2013----

Mok, Caroline, Lecturer in Psychology, 2013
BA, University of Miami, Florida; MA, John Jay College of Criminal Justice, NY; MS, Palo Alto University; PhD, Palo Alto University (*in progress*)

Moore, Steven, Lecturer in Art Therapy Psychology, 2014
BS, BA, LeMoyne College; MA, Theological College at the Catholic University; MA, California School of Professional Psychology at Alliant International University

Morris, Eric, Lecturer in Music, 2003
BM, San Francisco Conservatory of Music

Musante, Virginia, Lecturer in Theatre Arts, 2004
BA, Secondary Credential, San Francisco State University; MAT, Notre Dame de Namur University

Nadim, Hatem, Lecturer in Music, 2012
BA, Cairo Conservatory, Egypt; MA, Musik Hochschule, Germany

Nguyen, William, Lecturer in Clinical Psychology, 2012
BS, Saint Mary's College; MA, Ph.D., Alliant International University: California School of Professional Psychology

Norako, Leila, Lecturer in English Literature, 2012
BA, The College of William and Mary; MA, University of Rochester; PhD, University of Rochester

Nyland, Jean, Professor of Psychology, 1989
BA, University of Oregon; MA, University of Hawaii; MA, University of California, Berkeley; Ph.D., University of Hawaii

Oliveira, Brian, Lecturer in Psychology, 2010
BS, Penn State University; MA, University of South Florida; Ph.D., University of South Florida

Oringer, Jonathan, Lecturer in Psychology, 2013
BA, University of California, Berkeley; Ph.D, California School of Professional Psychology at Alliant International University

Ortiz Bautista, Lourdes, Lecturer in Philosophy, 2014
Ph.D., University of California, Santa Cruz

Ostlund, Lori, Lecturer in English, 2014
BA, Minnesota State University Moorhead; MA, University of New Mexico

Ostrowski, David, Lecturer in Math/Computer Science, 2012
BBA, University of Michigan; MS, Wayne State University; PhD, Wayne State University

Panomitros, Eugenia, Lecturer in Biology, 2000
BS, Ph.D., University of California, Davis

Papay, Lauri, Lecturer in Mathematics/Computer Science, 2014
BS, Montclair State University; MS, San Jose State University

Parker, Anjana, Lecturer in Chemistry, 2011
BA, Hollins College; Ph.D., University of Southern California

Patterson, Richard, Lecturer in Music, 1982
BA, University of California, Santa Cruz; MA, San Francisco State University

Poelke, Gina, Lecturer in Clinical Psychology, 2014
BA, San Francisco State University; MA, Ph.D., California School of Professional Psychology

Poplack, Robert, Professor of Art, 1991
BA, University of California, Santa Cruz; MA, MFA, University of California, Berkeley

Radian, Eugen, Professor of Mathematics and Computer Science and Chair, Mathematics and Computer Science Department, 1992
BS, MS, Ph.D., University of Bucharest (Romania)

Rende, Michael, Lecturer in Philosophy, 2007
BA, University of San Francisco; Ph.D., Marquette University

Rodriguez, Adam, Assistant Professor in Clinical Psychology, 2014
BA, San Francisco State University; MA, The Wright Institute, Berkeley, CA

Royce, Matthew, Lecturer in Music, 2008
BA, Beloit College; MFA, University of California, Los Angeles

Ryan, Michael, Lecturer in Art, 2013
BFA, Virginia Commonwealth University, Richmond

Sanders, Gwen, Assistant Professor of Art Therapy Psychology, 2000
BFA, California Senior College of Arts and Crafts; MA, Notre Dame de Namur University

Satterberg, Melissa, 2013, Lecturer in Art Therapy, 2013
BA, San Diego State University; MA, Notre Dame de Namur University

Schmitz, Michael, Professor of Music, 1999
BM, MM, Notre Dame de Namur University; DMA, University of Arizona

Schneider, Renee, Lecturer in Psychology/Sociology, 2012
BA, University of California; MS, University of Georgia; PhD, University of Georgia

Shaw, Natacha, Lecturer in Natural Science, 2009
BS, University of California, San Diego; Ph.D., Cornell University

Shellabarger, Rachel Marie, Lecturer in Natural Sciences, 2012
BA, Wartburg College, Waverly; MS, North Carolina State University, North Carolina

Simons, Robert, Senior Lecturer in Art, 1978
BFA, MFA, California College of Arts and Crafts

Sitzer, David, Lecturer in Art Therapy Psychology, 2012
BA, University of California, Los Angeles; MA, Ph.D., California School of Professional Psychology

Snyder, Adam, Lecturer in Philosophy, 2014
AA, Cabrillo College; BA, University of California, Berkeley; MA, Stanford University

Springhorn, William, Lecturer in Theatre, 2007
BA, University of Minnesota; MA, Mountview Theater School

Stabno, Carolee, Senior Lecturer in Art Therapy Psychology, 1991
BS, University of San Francisco; MA, College of Notre Dame; Psy.D., Western Graduate School of Psychology

Stannard-Friel, Donald L., Professor of Sociology, 1978
BA, MA, San Francisco State University; Ph.D., University of California, Davis

Strawn, Lee, Lecturer in Music, 2001
BME, Ohio State University; MM, DMA, Eastman School of Music

Streicher, Megan, Lecturer in History, 2012
BA, College of William and Mary; MA, Brown University

Sudmeier, Gregory, Lecturer in Music, 2011
Dip. Mus, Oakland High School

Syvertson, Patti, Lecturer in Kinesiology, 2006
BA, Humboldt State University; MS, Humboldt State University

Torres, Erika, Lecturer in Psychology/Sociology, 2012
BA, San Francisco State University; MA, PhD, Alliant International University

Tran, Ann, Lecturer in Clinical Psychology, 2013
BA, University of Irvine; MA, Ph.D Alliant International University

Tribuzi, Robyn, Lecturer in Dance, 2010
AA, College of San Mateo; Multiple Subjects Teaching Credential, BA, San Francisco State University; Single Subject Teaching Credential, Notre Dame de Namur University

Trimble, Michael, Lecturer in Physiology/Kinesiology, 2013
B.S Physical education San Jose State University; M.A, Saint Mary's College

Tropashko, Vadim, Lecturer in Mathematics/Computer Sciences, 2013
BS, MS, Moscow Institute of Physics & Technology

Vaughn, Bobby, Professor of Anthropology, 2004
AB, Lafayette College; MA, Ph.D., Stanford University

Villarreal, Lisa, Lecturer in English, 2012
BA, Loyola University Chicago Honors College; Ph.D., Stanford University

Visser Knoth, Maeve, Lecturer in English, 2012
BA, Willamette University; MA, Simmons College

Wallace, Joanna, Lecturer in Art, 2004
BA, Loyola College; MA, Notre Dame de Namur University

Webster, Rachael, Lecturer in Biology, 2012
BA, Rice University, Texas; PhD, University of California, San Francisco

Wehrle, Gretchen, Professor of Psychology and Chair, Department of Psychology/Sociology, 1999
BA, University of California, Riverside; Ph.D., State University of New York at Stonybrook

White, Dorothea, Lecturer in Dance, 2004
Special Teaching Credential, State-Issued

Wilcox, Allan, Lecturer in Natural Sciences, 2013
BS, Eastern Illinois University, Charleston; Ph.D., University of Missouri, Columbia

Williams, Bruce, Lecturer in Theatre and Dance, 2005
Certificate of Completion, American Conservatory Theater Advanced Training Program

Wolterbeek, Marc, Professor of English and Chair, Department of English, 1987
BA, MA, Ph.D., University of California, Berkeley

Wong, Winnie, Lecturer in Mathematics, 2008
BA, University of California, Berkeley; MA, Ph.D., University of California, Los Angeles

Wright, Clifford, Lecturer in Theatre, 2012
BA, University of California, Los Angeles

Young, Heather, Assistant Professor of Psychology/Sociology, 2012
BA, University of Cincinnati; MA, University of New Hampshire; PhD, University of New Hampshire

Youssefi, John A., Professor and Program Director of Computer Science, 1998
MS, Western Michigan University; Ph.D., Clemson University

Yue, Yao, Lecturer in Natural Sciences, 2012
BS, University of California, Berkeley; MS, Stanford University

School of Business and Management

Aquino, Jennifer, Lecturer in Business and Management, 2009
BA, San Francisco State University

Arbore, Patrick, Senior Lecturer in Human Services, 1990
BA, MA, San Francisco State University; Ed.D., University of San Francisco

Azad, Hamid, Professor of Accounting, 2008
BA, Iranian Institute of Advanced Accounting; MS, Ph.D., Utah State University

Barden, Lillian, Instructor of Business, 1989; Emerita, 2000
BA, California State University, Fullerton; MBA, Pepperdine University; Ph.D., Golden Gate University

Barsi, Ralph, Senior Lecturer in Human Services and Clinical Psychology, 1990
BA, San Francisco State University; MS, LaSalle University

Bjorndahl-Jay, Jill, Lecturer in Business and Management, 2003
BS, University of Phoenix; MSM, College of Notre Dame; Ph.D., Capella University

Buller, Judy, Professor of Communication and Director, Communication Program, 2004
BA, University of California, Los Angeles; MA, University of South Florida; Ph.D., University of Texas at Austin

Campodonico, Donald, Instructor of Business and Management, 1993
BS, MBA, San Francisco State University

Carter, Michelle, Lecturer in Business, 2014

BJ, University of Missouri

Cazem, Mark P., Lecturer in Business and Management, 2013

BA, California State University; JD, University of California, Hastings College of Law; MBA, San Francisco State University

Chait, Arthur, Lecturer in Business, 2014

BS, Rutgers University; MBA, University of Pittsburg

Combs, Wendy, Lecturer in Business, 2013

BA, University of California, Davis; MS, Eastern Washington University, Cheney, WA; PhD, North Carolina State University, Raleigh, NC

Cox, Jeff, Lecturer in Business and Management, 1998

MA, University of San Francisco

Cummings, Theresa, Lecturer in Business, 2014

BA, MS, University of La Verne, La Verne, CA; Certificate, University of Southern California

Davis-Wick, Patricia, Assistant Professor of Business, 2011

BA, Texas Technological University; M.Ed., Ed.D, University of Southern California

Eggers, Jason, Lecturer in Business, 2014

BS, Brigham Young University; MBA, University of Utah

Fogal, James, Professor of Business and Management, 2006

BS, MS, California State University, Fresno; Ph.D., Walden University

Freeman, Nellis, Lecturer in Business, 1999

AAS, Delmar Junior College; BA, MBA, National University

Gamez, Francisco, Lecturer in Human Services, 2011

BA, California State University, Hayward; MPA, California State University, East Bay; Ed.D., University of San Francisco

Giblin, Gwendolyn Rose, Lecturer in Business Graduate, 2013

BA, University of California, Berkeley; JD, Golden Gate University; MBA, Golden Gate University; DBA, Golden Gate University

Gohar, Reem, Lecturer in International Business, 2014

MBA, Gonzaga University, WA; Ph.D., Golden Gate University (*expected graduation 2015*)

Goodson, Roger M., Professor of Business and Management, 1991

BS, University of Maine; MA, University of Connecticut; Ed.D, Harvard University

Heisterberg, Rodney, Professor of Business and Management, 2001

BS, MS, Ph.D., Purdue University

Hernbroth, Robert, Lecturer in Business and Management, 2010

BS, MA, University of Detroit; Ed.D, Michigan State University

Holtzman, Jordan, Instructor of Business and

Management, 2007 and Program Director, MBA, MSM, 2011

BS, MBA, Cornell University

Hua, David, Professor of Business and Management, 2002

BA, Shanghai Education Institute; MS, Ph.D., University of Texas, Dallas

Jacobson, Stephen, Lecturer in Business, 2014

BBA, Idaho State University; MBA, University of California, Berkeley

Jen, Joanna, Lecturer in Business, 2014

BS, University of California, Berkeley; MBA, Dartmouth

Johnson, Dean, Lecturer in Business, 2002

BA, Yale University; MA, Columbia University; JD, New York University

Kaplan, Barbara, Lecturer in Business and Management, 2013

BA, College of Notre Dame; MPA, College of Notre Dame

Kelley, James, Professor of Business and Management, 1993

BS, United States Military Academy; MBA, University of Pennsylvania; JD, Santa Clara University

Ladine, Dyanne, Lecturer in Business and Management, 1981

BA, University of California, Berkeley; MBA, Santa Clara University; JD, Lincoln University

Larragoiti, Sandra, Lecturer in Human Services, 1997

BA, University of California, Berkeley; MA, Santa Clara University, MA, California Institute of Integral Studies

Larsen, John, Lecturer in Communications, 2012

BA, Notre Dame de Namur University

Lowenthal, Marla, Lecturer in Communications, 2009

BS, Illinois State University; MA, University of Missouri, Colombia; MA, Concordia University; Ed. D., University of San Francisco

Lujan, Lawrence, Lecturer in Human Services, 1993

BS, University of San Francisco; MA, Ph.D., University of California, Berkeley

Madden, Therese, Assistant Professor and Program Director of Human Services, 2008
BA, University of California, Davis; MA, Golden Gate University; Ed.D., University of San Francisco

Martin, Therese, Instructor of Business and Management, 2012
BFA, University of Kansas, Lawrence; MBA, DBA, Golden Gate University (*in progress*)

McLean, Michael, Lecturer in Economics, 2013
B.S, University of Oregon; MA, Belford University, United Arab Emirates;
MBA, Willamette University, Salem, OR (*in progress*)

Pendergrass, Marsha, Lecturer in the School of Business and Management, 2011
AA, Fidam; BS, College of Notre Dame; MPA, Baruch School of Public Affairs

Reynoso, Luis, Lecturer in Business and Management, 2013
B.S, California State University; M.S, California State University; Ed.D, University of San Francisco

Rice, Douglas, Assistant Professor in Business and Management, 2012
BSBA, University of Phoenix; MBA, University of Phoenix; DBA, Golden Gate University

Ross, Joy C., Associate Professor in Communications, 2014
BA, Brigham Young University; MFA, University of Arizona; MA, Hollins University; PhD, Pennsylvania State University

Santamaria, Alicia, Lecturer in Business, 2011
BA, Syracuse University; MA, University of New Mexico

Saytes, Linda, Lecturer in Business, 2011
BS, MSW, State University of New York, Buffalo; MBA, University of Houston

Strachan, Lorna, Lecturer in Communications, 2013
BA, Fordham University, NY; MA, San Francisco State University

Tao, Peter, Lecturer in Business, 2011
BS, University of Colorado; MBA, Columbia Business School

Uy-Barretta, Don, Lecturer in the School of Business, 2009
BA, University of California, Santa Cruz; MA, MBA, Golden Gate University

Verma, Sujata, Professor of Business and Management, 2002
BA, Lady Shri Ram College; MA, MPhil., Delhi School of Economics; MS, Ph.D., University of California, Santa Cruz

Wolf, Marijude, Lecturer in Business, 2011
BS, San Francisco State University; MS, Notre Dame de Namur University; Ed.D., University of San Francisco (*in progress*)

Zimmerman, Miriam, Lecturer in Communications, 2005
BS, Northwestern University; MA, California State University, San Francisco; Ed.D., University of San Francisco

School of Education and Leadership

Babb, Jean, Lecturer in Education, 2008
BS, Indiana University of PS; MPA, Notre Dame de Namur University; MA, San Jose State University

Barry, William, Assistant Professor of Education, 2012
BA, Western Connecticut State University; MAT, Sacred Heart University; Ph.D, Nottingham Trent University

Bedford, Susan, Lecturer in Education, 2003
BA, Stanford; MA, San Jose State University

Bracco, Cheryl, Lecturer in Education, 2010
BA, MA, San Francisco State University

Briceño, Allison, Lecturer in Education, 2013
BA, University of Pennsylvania, Philadelphia; MA, Stanford University; PhD, University of San Francisco

Buttrill, Judith, Lecturer in Education, 2013
BA, Stanford University; MA, University of Minnesota

Chang, Lu, Professor of Education, 1994
BA, University of International Business and Economics; MA, California State University, Northridge; Ed.D., University of the Pacific

Chinn, Sylvia Lecturer in Education, 2009
BA, MA, San Francisco State University; MA, University of San Francisco

Cohen, Barbara, Lecturer in Education, 2010
BA, MA, California State University, East Bay

Delaney, Kelly, Lecturer in Education, 2012
BA, University of California, Berkeley; Single Subject Credential, MA, Notre Dame de Namur University; Ed.D., University of San Francisco

Demaree, Stephanie, Assistant Professor of Education and Director, Liberal Studies Program, 2005
BA, University of California; M.Ed., Notre Dame de Namur University; Ed D., University of San Francisco

Doktor, Judith, Associate Professor of Education, 2010

BA, San Jose State University; MA, SUNY, Binghamton;
MA, University of Hawaii in Honolulu; Ph.D., Vanderbilt
University

Douglas, Charles, Lecturer in Education, 2003
BA, MA, University of Northern Colorado

Drabkin, Inesa, Lecturer in Education, 2010
BSCE, MSCE, Roga Polytechnic University (Latvia); Clear
Single Subject Credential in Mathematics, San Francisco
State University

Ennon, Cathelyn, Lecturer in Education, 2008
BS, Credential, Notre Dame de Namur University; MA,
Professional Clear Administrator Credential, California
State University, East Bay

Estes, Jackie, Lecturer in Education, 2007
BA, Northeastern State University; MS, California State,
East Bay

Ferrera, Robert, Professor of Education and Director,
Multiple Subject Credential Program, 1992
BS, University of San Francisco; MA, San Francisco State
University; Ed.D., University of Southern California

Finander, Stephanie, Lecturer in Education, 2006
BA, University of California, Berkeley; MA, Stanford
University

Foley, Richard, Lecturer in Education, 2007
BA, San Jose State University; MA, Notre Dame de Namur
University; MA, San Francisco State University; Ed.D.,
University of San Francisco

Fox, Janet, Lecturer in Education, 2010
BA, Stanford University; MA, San Francisco State
University; MA, Santa Clara University

Guay, Diane A., Lecturer in Education, 1987; Emerita, 2008
BS California State University, Hayward; MAT, MPA,
College of Notre Dame; Ed.D, University of San Francisco

Haley, Jr., Daniel, Lecturer in Education, 2006
BS, MA, California State Polytechnic College

Harrison, Martha, Professor of Education and Leadership,
2012
BS, University of Tennessee; MS, Ed.D, University of
Memphis

Hersey, Page, Lecturer in Education, 2013
BA, University of North Carolina, Chapel Hill, NC; MA, San
Francisco State University; Ed.D., University of San
Francisco

Hunt, Phyllis, Lecturer in Education, 1999
BA, San Francisco University; MA, Fresno Pacific College

Ingersoll, Janet, Lecturer in Education, 2013
BA, MA, San Francisco State University

Jensen, Anabel, Professor of Education, 1993
BA, ME, Brigham Young University; Ph.D., University of
California, Berkeley

Johnson Jr., Samuel, Lecturer in Education, 2011
BS, Southern University; MA, Stanford University

Jorgenson, Judith, Lecturer in Education, 2010
BA, University of California, Berkeley; MAT, Professional
Clear Single Subject Credential, Notre Dame de Namur
University; Multiple Subject Credential, Various

Kell, Judith, Lecturer in Education, 2012
BA, MA, San Francisco State University; Ed.D., Saint Mary's
College of California

Kum, Harriet Winifred, Senior Lecturer in Education, 1997
BA, MA (2), San Francisco State University; Ed.D.,
University of San Francisco

Lamson, Jean, Lecturer in Education, 2011
AA, Butte College; BA, California State University, Long
Beach; Teaching Credential, Chico State University; MA,
San Jose State University

Lee, Brian, Lecturer in Education, 2009
BA, Secondary Education Credential, MA, San Francisco
State University

Lencioni, Gina, Lecturer in Education, 2009
BA, Multiple Subject Credential, M.Ed., Notre Dame de
Namur University; Ed.D, University of San Francisco
(*in progress*)

Liao Calaunan, Charlene, Lecturer in Education, 2013
BS, University of California Davis; M.Ed., Notre Dame de
Namur University (*in progress*)

Lookabill, Judith, Lecturer in Education, 2003
BA, Butler University; MA, Indiana University; Ed.D.,
Columbia University

Loustalot, Dona, Lecturer in Education, 1992
PHN, BS, MA, San Francisco State University; School Nurse
Credential, University of California, San Francisco

Munoz Munoz, Eduardo, Lecturer in Education, 2014
MA, University of California, Berkeley; MA, University of
Cordoba

Murphy, James, Lecturer in the School of Education and
Leadership
BA, Santa Clara University, MA, San Francisco State
University

Olein, Ryan, Lecturer in Education, 2008

BA, San Jose State University; M.Ed., Notre Dame de Namur University

Ozanne, Linda, Lecturer in Education, 2009
BA, University of Illinois; MA, University of New Mexico

Piraino, Carolyn, Lecturer in Education, 2013
BA, University of Colorado, Boulder; MA, San Jose State University; Ed.D, Fielding Graduate University, Santa Barbara

Poza, Luis, Lecturer in Education, 2013
BA, Yale University, Connecticut; MA, Columbia Graduate School of Arts and Sciences, New York; PhD, Stanford University School of Education (*in progress*)

Raffo, Susan, Lecturer in Education, 1997
BS, Ball State University; MS, San Francisco State University

Regalia, Christina, Lecturer in Education, 2003
BA, University of San Francisco; MA, MS, MA, San Francisco State University

Remsen, Katherine, Lecturer in Education, 2003
BME, University of Michigan; M.Mus., University of Colorado; Ph.D., University of Michigan

Rollins, Irvin, Lecturer in Education, 1979
BA, MA, San Francisco State University; Ed.D., University of San Francisco

Rossi, Joanne, Professor in Education, 1996
BS, State University of New York; MA, Catholic University of America; Ed.D, George Washington University

Schilling, Tamara, Lecturer in Education, 2009
BA, University of California, Santa Barbara; Teaching Credential, MA, Notre Dame de Namur University

Somera, Sandra, Lecturer in Education, 2013
BA, San Jose State University; MA, San Jose State University

Steensrud, Linda, Lecturer in Education, 2010
BA, San Jose State University; MA, San Francisco State University; Administrative Credential, California State University, Hayward

Sweeney, Kenneth, Lecturer in Education, 2013
BA, MA, San Francisco State University

Tebbe, Laura, Lecturer in Education, 2005
BA, MA, Northwestern University

Thompson, Frederick, Lecturer in Education, 2002
BA, Humboldt State University; MA, San Francisco State University

Tolley, Kim, Professor of Education and Director, Master of Arts in Education and Master of Arts in Teaching Programs, 1996

BA, University of California, Santa Cruz; MA, Ed.D., University of California, Berkeley

Vaughn, Kelly, Associate Professor of Education, 2009
BA, MED, University of California, Los Angeles; MA, San Francisco State University; Ph.D., Stanford University

Welch, Geraldine, Lecturer in Education 2007
BA, MA, MA, San Francisco State University; MA University of Laverne

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Burlingame, CA

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Former V.P., Altera Corp.
Woodside, CA

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Senior Director – Business Development, AudioCodes
Former Board of Directors of the CND Alumni Association
San Francisco, CA

Dennis Hobby, DDS '82
Dentist
Modesto, CA

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Altera Corporation
Los Altos Hills, CA

Richard Roche '82
President, R. T. Roche & Associates, Real Estate Appraisers
and Consultants
Los Altos, CA

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Sonoma, CA

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Retired, The College Board
Former Director of Admissions, Notre Dame de Namur
University

President Emerita

Sr. Veronica Skillin

Trustees Emeriti

Marie Batton
David Bensinger
Donald C. Carroll
Marc P. Desautels
Sr. Mary Laxague
Raymond P. "Dee" Tolles

**ADDENDUM TO THE
2014-2015 GENERAL CATALOG**

DOCTORAL ACADEMIC INFORMATION

ACADEMIC CALENDAR

Below is the academic calendar for Notre Dame de Namur University. The doctoral program orientation, teaching weekend and summer session dates are added in italics for your reference.

Fall Semester 2014

Doctoral Program Orientation Weekend August 22-24

Registration Confirmation August 25-26

CLASSES BEGIN: Traditional Undergraduate August 27

Holiday - Labor Day September 1

CLASSES BEGIN: Undergraduate Evening, Intensive Evening Term 1, Graduate September 2

Last Day to Add Intensive Evening Term 1/ Graduate September 9

Last Day to Drop Traditional Undergraduate/Intensive Evening Term 1/Graduate September 23

Doctoral Teaching Weekend #1 September 12-14

Filing Deadline for May or August 2015 Graduation (at no charge) October 1

Last Week of Classes Intensive Evening Term 1/Graduate October 13 - 18

Midterms October 18 - 18

Holiday – Midterm October 17

CLASSES END: Intensive Evening Term 1 October 18

Term 1 Grades Due October 24

Doctoral Teaching Weekend #2 October 17-19

CLASSES BEGIN: Intensive Evening Term 2 October 27

Undergraduate/Graduate Advance Registration for Spring 2015 October 27 - Nov 14

Last Day to Add Intensive Evening Term 2/Graduate November 3

Last Day to Withdraw November 5

Last Day to Drop Intensive Evening Term 2 November 18

Doctoral Teaching Weekend #3 November 14-16

Holiday – Thanksgiving November 27 - 28

Finals: Undergraduate December 8 - 13

Doctoral Teaching Weekend #4 December 5-7

CLASSES END: Undergraduate, Intensive Evening Term 2, Graduate December 13

Final Grades Due - Fall Semester 2014 December 19

Spring Semester 2015

Registration Confirmation January 13

CLASSES BEGIN: Traditional Undergraduate January 14

Holiday - Martin Luther King Day January 19

CLASSES BEGIN: Undergraduate, Intensive Evening Term 1, Graduate January 20

Last Day to Add Intensive Evening Term 1 January 23

Doctoral Teaching Weekend #5 January 16-18

Last Day to Drop Traditional Undergraduate/Intensive Evening Term 1/Graduate February 10

Doctoral Teaching Weekend #6 February 6-8

Holiday - President's Day February 16

Last Week of Classes Intensive Evening Term 1/ Graduate March 2 – March 7

Midterms March 2 – March 7

| | | | |
|--|------------------------|---------------------------------------|------------------------|
| <i>Doctoral Teaching Weekend #7</i> | <i>March 6-8</i> | CLASSES BEGIN | July 6 |
| CLASSES END: Intensive Evening Term 1 | March 7 | Last Day to Add | Before the third class |
| Holiday - Spring Break | March 9-13 | | |
| Term 1 Grades Due | March 13 | Last Day to Drop | July 28 |
| CLASSES BEGIN: Intensive Evening Term 2 | March 16 | CLASSES END | August 12 |
| Undergraduate/Graduate Advance Registration Summer/Fall 2015 | March 22 - April 10 | Final Grades Due - Summer Term 2 2015 | August 28 |
| Last Day to Add Intensive Evening Term 2 | March 23 | | |
| Last Day to Withdraw | March 25 | | |
| Call to Action Day | March 26 | | |
| <i>Doctoral Teaching Weekend #8</i> | <i>March 27-29</i> | | |
| Holiday - Good Friday | April 3 | | |
| Last Day to Drop Intensive Evening Term 2 | April 7 | | |
| <i>Doctoral Teaching Weekend #9</i> | <i>April 24-26</i> | | |
| CLASSES END: Intensive Evening Term 2, Graduate | May 2 | | |
| Finals: Undergraduate | May 4 – May 8 | | |
| CLASSES END: Undergraduate | May 8 | | |
| Commencement | May 9 | | |
| Final Grades Due - Spring Semester 2015 | May 15 | | |
| Summer Term 1 2015 | | | |
| CLASSES BEGIN | May 18 | | |
| Last Day to Add | Before the third class | | |
| Holiday - Memorial Day | May 25 | | |
| <i>Doctoral Summer Session #1</i> | <i>June 8-13</i> | | |
| Last Day to Drop | June 9 | | |
| <i>Doctoral Summer Session #2</i> | <i>June 15-20</i> | | |
| CLASSES END | July 3 | | |
| Holiday – Fourth of July | July 3 | | |
| Final Grades Due - Summer Term 1 2015 | July 10 | | |

Summer Term 2 2015

INTRODUCTION TO NOTRE DAME DE NAMUR UNIVERSITY

President's Welcome

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

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

Our engagement with the community goes beyond only community service projects; NDNU has always been committed to giving our students the opportunity to learn from, and give back to, the community in which they live, by offering everything from community-based learning courses to service opportunities and internships with local businesses as well as community service and other nonprofit organizations. In 2007, we launched the Dorothy Stang Center for Social Justice and Community Engagement to be the focal point for the University's community engagement activities, including training of faculty and student leaders. Sr. Dorothy was a Sister of Notre Dame who was martyred in Brazil in February of

2005 for her work defending indigent farmers and the environment in the Amazon rain forest. She inspires us to continue the work of social justice. In recent years, we have labored hard to create an academic plan that embeds community engagement in the fabric of the academic environment through which our students pass.

It is our goal to give every student—traditional day, undergraduate, evening intensive, and graduate—the opportunity to learn from and contribute in a meaningful way to the community.

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

Today, NDNU is a fully accredited master's university with a student body of 2,000. The University is big enough to host three separate schools—the College of Arts and Sciences, the School of Business and Management, and the School of Education and Leadership—offering 25 liberal arts and career preparation undergraduate programs, 15 graduate degrees and four credentials, yet it is small enough to boast a 13-to-1 student-teacher ratio. Our size allows our students to form strong, personal bonds with fellow students and teachers. It is in those bonds that community begins.

Mission Statement

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

Vision Statement

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

History of Notre Dame de Namur University

Notre Dame de Namur University is the only four-year accredited university in San Mateo County. Founded by the Sisters of Notre Dame de Namur in 1851, NDNU is a

private, independent, Catholic, co-educational institution. The 50-acre campus is located in the City of Belmont on the San Francisco Peninsula. The University combines a residential and commuter undergraduate program with evening programs for working adults at both undergraduate and graduate levels. NDNU currently enrolls approximately 2,000 students from 28 states and 23 foreign countries.

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

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

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

Notre Dame de Namur University is currently celebrating its 161st year of service to the community. From its Gold Rush beginnings, the University has grown into a fully accredited institution that offers a broad range of undergraduate degrees, fifth-year credential programs in education, master's degrees in business, education, psychology, English, and music, and a variety of related certificate programs.

Academic Freedom Statement

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

the trust and respect that foster an environment for the exercise of academic freedom.

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

Statement of Nondiscrimination

Notre Dame de Namur University's educational services and employment opportunities are provided without regard to race, religion, color, national origin, age, sex, sexual orientation, physical or mental disability, marital status, and other criteria protected by law except where there is a bona fide occupational or religious qualification. Any otherwise qualified student or applicant with a disability may request reasonable accommodation regarding the application process and services as a prospective or enrolled student. Requests for accommodation of a disability or any complaints by students related to student educational services or their employment opportunities should be directed to the Associate Provost for Student Affairs, Notre Dame de Namur University, (650) 508-3511.

Accreditation

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

Institutional Accreditation

Notre Dame de Namur University is accredited by the:

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

Accredited and Approved Programs at NDNU

Education credential programs are accredited by the California Commission on Teacher Credentialing.

Master's programs in the Art Therapy Psychology Department are approved by the American Art Therapy Association.

The Master of Arts in Marriage and Family Therapy meets established guidelines of the California Board of Behavioral Sciences.

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

NDNU is authorized under Federal law to enroll nonimmigrant students.

Higher Education Act Disclosures

Information that the University is required to disclose under the Higher Education Act and its amendments is available on the NDNU website at http://ndnu.edu/aboutus/HEOA_disclosures.aspx.

Nature of Catalog

This Catalog is a complement to the Student Handbook and to information on the University website ("documents"). Together, these documents serve as a guide to many of the student programs, policies, procedures, requirements, and resources of the University. These documents do not form a contract with the student: tuition, student fees, course and course contents, curricular requirements, and other matters referenced or set forth in these documents or otherwise related to students are subject to change at the discretion of the University at any time, during or after registration or course enrollment, and with or without notice or written confirmation.

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

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

OFFICE OF THE PROVOST

(Please reference the Notre Dame de Namur 2014-2015 Catalog for additional catalog information)

Paul Ewald, Ph.D., Provost

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

Student Academic Rights and Responsibilities

Student Conduct

Notre Dame de Namur University expects high standards of honesty and integrity from all members of the community. The University has a duty to protect its educational purpose through the setting of standards of scholarship and conduct. To this end, each student is responsible for reading and complying with the "Student Conduct Code," which can be found in the Student Handbook.

Privacy Rights of Students

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

- Student's name
- Address (campus, local, and/or permanent)
- Telephone numbers
- Date and place of birth
- Major field of study and classification
- Dates of attendance, degrees, and honors received
- Most recent previous educational institution attended
- Weight and height of members of intercollegiate athletic teams

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

information by submitting a written request to the Registrar's Office. Exceptions to release of information without consent are the following:

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

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records, including your Social Security Number, grades, or other private information, may be accessed without your consent.

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state- supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education" such as early childhood education and job training as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing

certain types of studies, in certain cases even when we object to or do not request such research.

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

Under FERPA, students have the right to:

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

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

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

For further information, contact the Registrar's Office.

Student Academic Responsibilities

It is the responsibility of each student to:

- Know and comply with the policies and procedures, deadlines, and graduation requirements found within this Catalog and the General Catalog

- Monitor his/her own progress in individual courses and toward completion of the graduation requirements
- Obtain correct information regarding academic programs and requirements
- Know and comply with the policies and procedures that are found in the Student Handbook (<http://www.ndnu.edu/campus-life/student-handbook.aspx>), which is incorporated by reference into this Catalog

Plagiarism

Plagiarism is intellectual dishonesty and as such, a serious academic offense. For clarification and elaboration on this and other forms of academic misconduct, see the Student Conduct Code in the Student Handbook (<http://www.ndnu.edu/campus-life/studenthandbook.aspx>).

Student Grievances

Students seeking to redress an action by a member of the faculty, administration, or staff of the University should consult the Student Handbook (<http://www.ndnu.edu/campuslife/student-handbook.aspx>) for detailed policies and procedures.

Identification Cards

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

FINANCIAL INFORMATION

Tuition, Fees, Room, and Board

Rates effective 2014-15

Application Fees and Deposits

| | |
|---|------------|
| Application Fee - Graduate (nonrefundable) | \$60.00 |
| Graduate Enrollment Deposit (nonrefundable) | \$100.00 |
| International Deposit (refundable only if refused visa) | \$1,200.00 |

Tuition

| | | |
|---------------|--------|----------|
| | Year 1 | \$900.00 |
| Doctoral unit | Year 2 | \$927.00 |
| | Year 3 | \$955.00 |

Faculty discount: Please consult the business department for more information

Senior Citizen (65+) Discount: 50%

Note: Discounts are only available for regularly scheduled courses and are not applicable to workshops, special events, etc

Student Fees

NA

Room and Board

| | |
|---|-----|
| Housing per semester (9 weekends Thursday at 6:00pm through Monday morning) | NA |
| Housing for two weeks in the summer session | TBD |

Other Fees

Parking (per year – commuter students)

Note: Alternatively, day visitor parking passes can also be purchased at on-campus kiosks.

| | |
|--|----------|
| | \$120.00 |
|--|----------|

| | |
|---|----------|
| International Fee – (Graduate - one time) | \$500.00 |
| Re-activation Fee | \$25.00 |
| Dissertation Reader Fee | TBD |

| | |
|---|------------|
| Dissertation Processing Fee | TBD |
| Graduation Audit Fee prior to first deadline | None |
| Transcript Fee (first copy free) | \$10.00 |
| Transcript Fee (24-hour service - one to three) | \$30.00 |
| Lost Library Book/Other Equipment Fee (plus replacement cost) | \$20.00 |
| Employer Deferral and Document Fee (per trimester) | \$100.00 |
| Bad Check Charge | \$50.00 |
| Learning Disability Testing Fee | \$1,500.00 |

Payments and Policies

Payments

Tuition and fees for the semester are payable at the time of registration unless other arrangements have been made with the Business Office. Payments can be made at the Business Office, online (Campus Portal), or by mail. The University accepts cash, checks, AMEX, VISA, MasterCard, and Discover/NOVUS.

The University also defers payment of a semester's tuition for students who qualify for their company's tuition reimbursement plan. In conjunction with a private vendor (Tuition Management Systems), the University has developed a monthly installment payment plan covering tuition, fees, housing, and meal plan charges.

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

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

Policies

Policy Regarding Unpaid Bills

Transcripts and diplomas are issued only when all charges due Notre Dame de Namur University are paid in full. Unpaid tuition and fees will be subject to finance charges and legal and collection costs.

Policy on Timely Petitions

Any petition for an exception to a policy must be made within 30 calendar days after the end of the semester in which the event or action being petitioned took place.

Optional Health Insurance

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

Refund Policies

Fee Refund Policy

Fees are nonrefundable, with the following exception. Those fees labeled as "Student Fees" are 100% refundable up to the beginning of the semester or term and non-refundable after the beginning of the semester or term.

Deposit Refund Policy

Deposits are nonrefundable, with the following exception: International Student Deposit: If the student is unable to obtain a visa, the deposit will be refunded upon return to the Office of Admissions of any outstanding I-20 issued to the student. Refunds will be processed within 30 days.

Tuition Refund Policy

Students initiate Drop/Add procedures in the Registrar's Office. Based on the date of receipt of written notification of a dropped course by the Registrar's Office, the difference in tuition charges will be refunded according to the schedules below.

Tuition Refund Schedule – Doctoral

Any refund due will be made within 30 days of the Registrar's receipt of written notice of the dropped courses.

Refunds for the doctoral program semester courses:

- 100% refund before the close of business on Friday of the first teaching weekend semester;
- No refund thereafter.

Refunds for the doctoral program summer term courses:

- 100% refund before the close of business on the Friday before the beginning of the two-week summer term;
- No refund thereafter.

ADMISSION AND FINANCIAL AID

Doctoral Admission

Admission Requirements for the Art Therapy Doctorate Program

NDNU has developed a rigorous academic program that requires graduates to have extensive research and clinical skills. Admission to the program will be on a competitive basis with the following as minimum requirements:

- Master's degree from an accredited university in one of the following fields:
 - Art
 - Art therapy
 - Creative art therapy
 - Psychology (or related field such as counseling or social work)
- Graduate-level courses with a grade of "B -" or better in the following subject areas:
 - Assessment
 - Counseling and psychological theories
 - Cultural and social diversity
 - Human growth and development
 - Psychopathology
 - Studio art (18 units either at the baccalaureate or master's level)
- Completion of academic work required for Registration as an Art Therapist, or partially completed, with full completion before end of the first year of doctoral work
- Minimum of two years clinical work in the field
- Portfolio of 10-12 images of art work in different mediums
- Autobiographical statement; 2-3 page double spaced, that includes experiences and personal background in the field of art therapy and outlines interest in the PhD Program
- Three letters of professional recommendation

- Submission of a published article/or submission of scholarly academic writing on an art therapy or psychology subject in a publication-acceptable form
- In-person interview with NDNU faculty

We are seeking students who are: professionals working in the field of art therapy, meet the admissions requirements, and have the capacity and interest to become leaders in areas of research and practice. The doctoral art therapy program faculty will strive to ensure a diverse student population. Students must be individuals who can work independently, can thrive as members of a learning community, and who display psychological mindedness and development of clinical skills. Interest and commitment to research and advanced writing skills is required also. The curriculum is designed such that all credits are taken through the NDNU campus.

International Students

International students whose first language is not English are required to submit proof of English language proficiency. For the Test of English as a Foreign Language (TOEFL) exam, the minimum requirement is a score of 550 (paper-based total), 213 (computer-based total), or 80 (internet-based total). For the International English Language Testing System (IELTS) exam, the minimum requirement is a score of 6 on the Academic Test. For the International Test of English Proficiency (iTEP) exam, the minimum requirement is a score of 4.5. For the Pearson Test of English (PTE), the minimum requirement is a score of 5.3.

International students attending an NDNU approved English as a Second Language School are eligible to opt out of the TOEFL requirement if he/she meets the minimum requirement of the TOEFL waiver agreement. Please consult with the Office of Admission for specific agreements with partner language schools. These international students must take NDNU's English as a Second Language (ESL) assessment exam prior to enrolling in classes to determine if NDNU's English for International Students (EIS) coursework is appropriate or required.

International university transcripts must be evaluated by a professional credential evaluation service. We require a course-by-course evaluation. We accept evaluations from members of NACES and recommend World Education Services, Inc. International students must also complete the International Student Financial Statement of Personal

or Family Support as part of the application process. This form is available from the Admission office or it can be downloaded as a printable document in PDF format.

Application Procedures for Doctoral Program

Application and Fee

Online option:

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

Traditional method:

Fill out the application forms from Graduate Admissions or print the forms from the website and mail them or deliver them in person to the Graduate Admissions Office. Include the \$60 nonrefundable application fee with your application.

Transcripts

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

Note: All official documents submitted for admission consideration become property of the institution and cannot be returned or copied for distribution.

Recommendations

Three recommendation letters are of professional recommendation are required.

Admission Requirement Deadlines

Because the doctoral art therapy program is a cohort model with all students taking the same courses, students will be added in the fall only. To ensure admission, we urge you to complete your application and provide required documents well before August 1st.

Admission Status

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

Full Admission

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

Provisional Admission

Provisional admission may be offered to a student who meets all admission requirements except for a specific

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

International Conditional Admission

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

Terms of Admission

Admission is offered for a specific year and term. Admitted students may be eligible to defer their enrollment by contacting the Art Therapy Department. Admission file documents are retained for one year only.

Graduate Financial Aid

The mission of the Financial Aid Office is to work with graduate students to help make studying at NDNU affordable. The Financial Aid Office, located in St Mary's Hall, offers both financial assistance and referrals to other resources. Prospective graduate students are encouraged to seek specialized scholarships in their disciplines; many community, professional, and fraternal organizations also offer scholarships.

For financial aid purposes, students are considered to be full-time graduate students when enrolled in 9 units. Graduate students are eligible for loan programs when enrolled on at least a half-time, 3-unit basis. Graduate students with Unclassified Graduate status are not eligible for financial aid.

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

For further information, contact the Financial Aid Office at (650) 508-3600 or e-mail finaid@ndnu.edu.

DOCTORAL GENERAL REGULATIONS

(Please reference the Notre Dame de Namur 2014-2015 Catalog for additional catalog information)

In addition to the General Academic Policies and Procedures, the following policies apply to doctoral students in the Art Therapy Psychology doctoral program.

Registration

Information and instructions concerning registration are distributed by the Registrar's Office. Students must arrange for an advising appointment with their program advisor if required by the department. For continuing students, Advance Registration for courses takes place in the preceding semester. A student who advance registers must pay tuition or make payment arrangements with the Business Office by a specified date. If payment or arrangements are not made by the specified date, the Advance Registration is canceled, and the student must make arrangements for payment and re-register at Final Registration. Final Registration (for new students and continuing students who do not advance register) takes place immediately preceding the opening of classes each semester. Failure to comply with the procedures specified by the Registrar for registration, changes in course registrations (Drop/Add), or withdrawal from a course may result in denial of credit and a failing grade.

Dropping and Adding Courses

There is no drop/add option in the doctoral program. The student may withdraw from the doctoral program or under extreme extenuating circumstances may petition for a leave of absence.

Administrative Course Withdrawal

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

Withdrawal from the University

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

Leave of Absence

Students with a leave of absence who with return to the university will need to petition to enter a new academic calendar year with a new cohort of students.

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

Time Limits

All degree work must be completed within seven years from the beginning of the term of admission to the PhD program, unless state licensure requirements are more restrictive. For example, a student who began his/her degree work at the start of the Fall term in 2013 must complete all requirements by the end of the Summer term in 2020.

Transfer Credit

Transferring units into the doctoral program will not be allowed. All units must be taken in the doctoral program.

Independent Study

Independent Study (DAT8999) will be permitted only in special circumstances as outlined in the Policy and Procedures for Independent Study summarized below.

Independent Study is individual study or research under the direction of an instructor. It is open only to matriculated students. The maximum number of units of Independent Study in a doctoral degree program is 6.

Final approval of Independent study credit rests with the Dean of the College of Arts and Sciences. The contract

must be presented at the time of registration and must be completed by the Add deadline of the semester or term in which the Independent Study is to be undertaken.

Circumstances

Independent Study may be taken under required circumstances. Independent Study may not be used to repeat a course.

Required Circumstances

- Failure to earn a grade of “B” or higher in any course.
- Independent Study is required as part of a program.
- A required course is not offered again before the student would normally graduate.
- A program is discontinued, and the student still needs a required course.

Procedure

Two forms are required to register for DAT8999 Independent Study:

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

It is the student's responsibility to have all sections of both forms completed before submitting them to the Registrar's Office. An independent study may not be used to repeat a failing grade.

Grading System

Notre Dame de Namur University determines the doctoral student's progress by assessing the academic and professional behavior of the student by means of letter grades. The grade point average is computed on a four-point system: A grade of “B” is required for each course in the doctoral program.

| | | | | | | | | |
|--------------|----|-----|----|------|----|-----|---|-----|
| Grade Points | A+ | 4.0 | B+ | 3.3 | C+ | 2.3 | F | 0.0 |
| Per Unit | A | 4.0 | B | 3.0 | C | 2.0 | | |
| | A- | 3.7 | B- | 2.7* | C- | 1.7 | | |

Grades Not Used in Computing the Grade Point Average:

| | | | |
|----|------------|----|-------------------------------|
| AU | Audit | NP | Not Pass |
| I | Incomplete | P | Pass (equivalent grade "B" or |

higher)

IP In Progress W Withdrawal

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

Grades may be accessed online after they have been submitted by instructors.

In Progress Grade

An IP for “In Progress” grade is given if the dissertation is not complete at the end of the Year 3. Student will take Dissertation Extension Course (DAT8590) for each subsequent semester until the dissertation is completed. When the dissertation is completed then the IP grade for Dissertation Completion will be converted into a letter grade.

An IP grade is given if the practicum is not complete at the end of Year 2 or Year 3. Student will take Practicum Extension Course (DAT8490) for each subsequent semester until the practicum is completed. When the practicum is completed then the IP grade for Practicum Completion will be converted into a letter grade.

Incomplete Grade

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

specifies the work to be completed, the deadline for completion, and the default grade.

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

Grade Changes

All grades except In Progress ("IP") are considered final when assigned by an instructor at the end of a semester. If a clerical error has been made that can be documented, an instructor may submit a petition for a grade change within one semester of the issuance of the grade to the Registrar's Office. Full supporting documentation must accompany the petition, including instructor signature.

Grade Appeal

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

If the case is not resolved to the student's satisfaction at this point in the process, s/he may request that the Department Chair/Program Director refer the matter to the Dean for final resolution. For this matter to be

considered the request must be received within ten (10) working days following the communication of findings by the Department Chair/Program Director to the student. The Dean may, in the case of doctoral students, choose to form a committee of disinterested members to consider these statements together with such papers and examinations contributing to the questioned grade and provide a recommendation to the instructor. The decision of the Dean shall ordinarily be issued with ten (10) working days and is final. This procedure does not apply when a grade is being appealed because of alleged Academic Misconduct.

Grade Reports

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

Repeat Policy

There is no repeat policy for the doctoral program. Student may re-apply to enter the subsequent cohort in the next academic year.

Graduate Teaching Assistantship

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

Program Termination

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

Catalog of Record

Students are bound by requirements in effect as of their term of admission. Students remaining in continuous registered attendance at NDNU may elect to meet graduation requirements in effect either at their term of

admission or at the time of graduation. If the University determines that changes in requirements are essential for certification or competency in the academic or professional discipline, those changes in program requirements shall be mandatory for all students whose degrees have not yet been awarded.

Advancement to Candidacy

Advancement to candidacy is a traditional step in a PhD degree program designed to evaluate the student's progress and to determine the student's capability and suitability to complete the requirements for the degree.

Advancement to candidacy depends upon the student's attaining a minimum 3.0 GPA and completion of the first year of academic courses. Advancement to candidacy also requires successfully passing the Qualifying Examination. In addition, if not complete at the time of admission into the program, advancement of candidacy also requires full completion of academic work required for registration as an Art Therapist. An exception may apply pending approval of the program chair and the dean.

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

Completion of Requirements for the Doctoral Degree

The degree is awarded upon the satisfactory completion of all requirements for the program, including a cumulative GPA of 3.0 for all work done in the program.

It is the student's responsibility to file a Doctoral Degree Graduation Application (available from the Registrar's Office) no later than deadlines published in the Academic Calendar: May and August candidates should file by the previous October 1; and December candidates should file their application for graduation by the previous March 1.

All dissertation submittal and payment requirements of the Art Therapy Department must be fulfilled. Transcripts and diplomas are not issued until all accounts and records are cleared to the satisfaction of the Business Office.

Participation in Graduation

Students who have finished all their degree requirements in the previous Summer session or Fall semester or are finishing in the current Spring semester may take part in graduation ceremonies.

Doctoral students who are nearly finished with their degree work may petition to participate in Commencement if they meet the following conditions:

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

Graduate Commencement Speaker

A representative of each graduating class is selected to address the graduates at Commencement. Selection is made by a committee that comprises faculty, staff, and students. The criteria for eligibility are:

- A minimum GPA in all university work attempted (at Notre Dame de Namur University and other institutions) of 3.9
- Expected completion of all work before the graduation ceremonies
- Outstanding writing and speaking skills

Satisfactory Performance

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

Academic Probation

Any student accepted on academic probation who fails to make a cumulative GPA of 3.0 or better in the first 6 semester units must contact his/her advisor or program director regarding policies on clearing probation.

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

Any student on academic probation who is unable to remediate the probation status by the end of the subsequent semester or subsequently, in any semester, fails to achieve a cumulative GPA of 3.0 or better in work taken for doctoral credit will be subject to disqualification.

No doctoral degree will be conferred upon a student whose cumulative GPA is below 3.0 in work taken for doctoral credit after completing the units required in the program. Failure to petition within 30 calendar days after grades are posted results in disqualification.

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

Disqualification

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

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

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

COLLEGE OF ARTS AND SCIENCE

PHD IN ART THERAPY PSYCHOLOGY

Dr. Richard Carolan PhD Program Director (650) 508-3783

The Art Therapy Psychology Department at Notre Dame de Namur University (NDNU) is the only one of its kind in Northern California. The Notre Dame de Namur University PhD in Art Therapy is a program with an emphasis on scholarly research as well as the development of clinical expertise. The NDNU curriculum is divided into four learning modules designed to educate the research/practitioner and the future stewards of the profession: 1) epistemology, 2) theory, 3) practicum, and 4) research. The four learning modules will be integrated throughout the course sequences with earlier emphasis on epistemology and theory and latter emphasis on practicum and research.

Learning Outcomes

Student Learning Outcomes include demonstration of advanced doctoral knowledge, understanding, and skills for

1. theoretical and historical basis of the practice of art therapy;
2. international and multicultural approaches to the theory and practice of art therapy;
3. the use of art as a way of knowing oneself, others, and community;
4. methods of inquiry and data analysis;
5. professional writing practices;
6. the use of art for therapeutic practices;
7. teaching the theoretical basis and practice of art therapy.

Courses of Study

The doctoral art therapy program is designed as a three-year program with 52 required units. The cohort model will be used with students admitted in the fall semester only. The program curriculum is designed to meet PhD expectations with an emphasis on research integrated with practice. Students will be expected to attend and participate in all teaching weekends as well as the two-week summer intensive courses offered at the end of Years 1 and 2.

PROGRAMS OF STUDY AND COURSE REQUIREMENTS

Learning Module: Epistemology (8200s), 8 units

| | | |
|----------|-----------------------------|---|
| DAT 8210 | Art as a Way of Knowing I | 2 |
| DAT 8220 | Art as a Way of Knowing II | 2 |
| DAT 8230 | Art as a Way of Knowing III | 2 |
| DAT 8240 | Art as a Way of Knowing IV | 1 |
| DAT 8250 | Art as a Way of Knowing V | 1 |

Learning Module: Theory (8300s), 15 units

| | | |
|----------|---------------------------|---|
| DAT 8310 | Philosophical Foundations | 2 |
| DAT 8320 | Theoretical Approaches | 2 |
| DAT 8330 | Art Therapy Practices I | 2 |
| DAT 8340 | Art Therapy Practices II | 3 |
| DAT 8350 | Art Therapy Practices III | 3 |
| DAT 8360 | Art Therapy Practices IV | 3 |

Learning Module: Practicum (8400s), 14 units

| | | |
|----------|------------------------|------|
| DAT 8410 | Practicum I | 2 |
| DAT 8420 | Practicum II | 2 |
| DAT 8430 | Practicum III | 2 |
| DAT 8440 | Practicum IV | 2 |
| DAT 8450 | Practicum V | 3 |
| DAT 8460 | Practicum VI | 3 |
| DAT 8490 | Practicum Extension | 1-3 |
| DAT 8510 | Research I | 2 |
| DAT 8520 | Research II | 1.50 |
| DAT 8530 | Research III | 2 |
| DAT 8540 | Research IV | 3 |
| DAT 8550 | Research V | 1.50 |
| DAT 8560 | Research VI | 2 |
| DAT 8570 | Research VII | 3 |
| DAT 8590 | Dissertation Extension | 1-3 |

DAT 8490 and DAT 8590: If necessary

DAT 8490, DAT 8590 and DAT 8999 graded as Pass/Not Pass only, and units earned not count towards total unit requirement for degree.

Other

| | | |
|----------|-----|-----|
| DAT 8999 | IS: | 1-3 |
|----------|-----|-----|

DAT 8999: If needed

DAT 8490, DAT 8590 and DAT 8999 graded as Pass/Not Pass only, and units earned not count towards total unit requirement for degree.

Total Unit Requirement 52

Program-Specific Admission Requirements

Applications accepted on a rolling basis until each year's cohort group is confirmed.

Admission to the program will be on a competitive basis with the following as minimum requirements:

- Master's degree from an accredited university in one of the following fields: art, art therapy, creative art therapy, or psychology (or related field such as counseling or social work);
- Graduate-level courses with a grade of B- or better in the following subject areas: assessment, counseling and psychological theories, cultural and social diversity, human growth and development, and psychopathology;
- Studio art (18 units either at the baccalaureate or master's level);
- Completion of academic work required for Registration as an Art Therapist, or partially completed, with full completion before end of the first year of doctoral work;
- Minimum of two years clinical work in the field;
- Portfolio of 10-12 images of art work in different mediums;
- Autobiographical statement; 2-3 page double spaced, that includes experiences and personal background in the field of art therapy and outlines interest in the PhD Program;
- Three letters of professional recommendation;
- Submission of a published article/or submission of scholarly academic writing on an art therapy or psychology subject in a publication-acceptable form; and
- In-person interview with NDNU faculty.

Graduation Requirements

Graduation requirements include completion of all course work, advancement to candidacy, completion and defense of the practicum, completion of the qualifying examination prior to commencement of the dissertation, and completion and defense of the dissertation.

Evidence of Academic Failure

Among the possible reasons for disqualifications listed in the Doctoral General Regulations section is evidence of academic failure. Any one of the following qualify as evidence of academic failure in the Art Therapy PhD Program:

1. Earn two grades below "B" in any semester;
2. Earn three or more grades below "B" in the program; or
3. Do not satisfactorily complete within one semester an independent study extension course (DAT8999) for any course in which they earned a grade below "B".

For further information, contact:

Art Therapy Psychology Department at (650) 508-3556 or rcarolan@ndnu.edu or atdoc@ndnu.edu

Graduate Admissions at (800) 263-0545, (650) 508-3600 or

DIRECTORIES

(Please reference the Notre Dame de Namur 2014-2015 Catalog for additional catalog information)

Core Doctoral Faculty Roster

Richard Carolan: RCarolan@NDNU.edu

Amy Backos: ABackos@NDNU.edu

Doris Arrington: DArrington@NDNU.edu

Arnell Etherington: AEtherington@NDNU.edu

Jo Wallace: JWallace@NDNU.edu

Doctoral Faculty Narratives

The primary core faculty members for the doctoral art therapy program are full-time in the Department of Art Therapy Psychology. Four full-time tenured and/or tenure-track faculty for the doctoral program, plus two professor emeriti, one of whom is the founder of the NDNU master's of art therapy program. Part-time faculty who are nationally recognized in the field of art therapy will also co-teach or teach sections of courses in which they have noted expertise. An additional faculty will be added in Year 3 when the program reaches projected enrollments and full capacity of units being taught to multiple cohorts. Additional faculty will be added as enrollments justify and will follow the university's regular processes for faculty position growth.

Dr. Richard Carolan, EdD, ATR-BC is a licensed psychologist, Board Certified Registered Art Therapist, Tenured Professor, and Chair of the Department of Art Therapy Psychology at Notre Dame de Namur University. Dr. Carolan has been on the faculty at Notre Dame de Namur University for 17 years, and previously served as faculty and dissertation research director at Meridian University (formerly the Institute of Imaginal Studies). Dr. Carolan served four years on the Art Therapy Credentials Board, the national board that establishes and maintains standards for the profession of art therapy. Dr. Carolan was President of the Art Therapy Credentials Board for the final three of the four years he was on the Board. Dr. Carolan also served as Associate Editor of *Art Therapy: Journal of the American Art Therapy Association*, the primary national journal in art therapy. He has given many presentations, locally, nationally as well as internationally: he presented as the keynote speaker at the annual conference for the Taiwan Art Therapy Association. Dr. Carolan's previous research work has included focus on the area of addiction and is currently researching "art as a way of knowing." He has a private practice in Sonoma

County as well as in San Mateo, working with individuals and families. RCarolan@NDNU.edu

Amy Backos, PhD, ATR-BC, is full-time tenure track and has 15 years of clinical experience as a Registered and Board Certified Art Therapist. Dr. Backos' clinical and research interests include: Acceptance and Commitment Therapy, psychological assessment, trauma recovery, and art therapy to treat Post-Traumatic Stress Disorder (PTSD). Her work includes children, teens, and adults who experienced sexual assault and intimate partner violence, as well as substance abuse disorders. Additionally, she has six years experience with the Veteran's Affairs Hospital providing evidence-based treatments and art therapy for PTSD, as well as working as a research associate and conducting independent research on PTSD with Vietnam and Iraq veterans. Dr. Backos has presented at many local and national conferences, including the American Psychological Association and the Buckeye Art Therapy Association. She serves a guest lecturer in undergraduate and graduate psychology classes and has taught psychological assessment at the doctoral level. She is published in the area of PTSD research, theory, and art therapy. Abackos@NDNU.edu

Doris Arrington, EdD, ATR-BC, HLM, is a licensed psychologist, Professor Emerita, and an exhibiting artist. She served 28 years as founding Director and Professor of the Art Therapy Psychology Department at Notre Dame de Namur University. She was a Summer Scholar for 12 years in the Department of Art Therapy at Florida State University. Internationally recognized as a speaker and consultant on child and family art therapy and trauma, Dr. Arrington was the first art therapist to receive a Fulbright Senior Specialist. She served in the Ukraine and continues to be an invited keynoter or presenter in Cambodia, China, Ethiopia, Ireland, Mexico, Russia, South Korea, Sweden, Taiwan, Thailand, and the United States. Dr. Arrington is the author of multiple articles and chapters as well as two books, *Home is Where the Art Is: An Art Therapy Approach to Family Therapy and Art, Angst, and Trauma: Right Hemisphere Interventions of Developmental Issues*. She is co-producer of the American Art Therapy Association's (AATA) historical film, *Presidents and Pioneers*.

Dr. Arrington served two terms as president of the Northern California Art Therapy Association (NorCATA) and eight years on the National Board of the American Art Therapy Association (AATA). For many years she served on

the editorial board of *Art Therapy: Journal of the American Art Therapy Association* and currently serves on the editorial board of *The Arts in Psychotherapy: An International Journal*. She has received the University of San Francisco's outstanding educator award, the Notre Dame de Namur University's, Sr. Catharine Julie Cunningham's research award, NorCATA's Honorary Life Member award, and AATA's highest honors: the Distinguished Service and Honorary Life Member awards.

Arnell Etherington, PhD, MFT, ATR-BC, is a licensed clinical psychologist, Professor Emerita, licensed Marriage and Family Therapist, as well as a Board Certified Registered Art Therapist. She is also a Registered Practicing Psychologist, Art Psychotherapist, and Drama Therapist in the United Kingdom. Dr. Etherington has been a full-time tenured faculty for 20 years at Notre Dame de Namur University in the Department of Art Therapy Psychology. She was also Interim Dean for two years of the College of Arts and Sciences. She continues a private practice both locally and abroad. Dr. Etherington's expertise is family work with adolescents and children. She is the producer of five clinical videos; three chapters in clinical art therapy books; and has had numerous presentations, papers, workshops, and forums at the American Art Therapy Association where she has been an active member for 35 years.

Jo Wallace, PhD, LMFT, ATR-BC, is a neuropsychology fellow, licensed Marriage and Family Therapist, as well as a Board Certified Registered Art Therapist. Dr. Wallace has been on the faculty at Notre Dame de Namur University in the Department of Art Therapy Psychology for 12 years. Dr. Wallace is an art therapist at Lucile Packard Children's Hospital at Stanford with the Pediatric Oncology, Hematology, and Neurology Departments. In addition, she provides therapy and neuropsychological assessments at a private practice in Palo Alto, CA. Dr. Wallace's expertise is working with children and families with chronic and life threatening medical illnesses. She has presented at many art therapy and medical national conferences and is a guest lecturer at Stanford Children's Hospital. Dr. Wallace has completed research and is published in the areas of school and pediatric medical based art therapy.

COURSES

DAT - ART THERAPY - PhD

DAT 8210 - Art as a Way of Knowing I (2)

Overview of the concept and practice of art as a way of knowing: Theory and experiential approaches in using art as a way of knowing self and others; art-based assessment procedures, pedagogical practices for reviewing literature and research, and engaging in experiential approaches to working with art as a means of understanding and communicating.

DAT 8220 - Art as a Way of Knowing II (2)

Theory and practice of art as a way of knowing self through art-based assessments: Create art as a way of knowing; attend to reflections on experiences in the creation of art and in the relationship with the completed art; work in self-directed and faculty-directed approaches.

DAT 8230 - Art as a Way of Knowing III (2)

Developing and designing experiential approaches introduced in using art as a way of knowing others: theory, practice, reflection, documentation, and focus on art-based assessments; create art as a way of knowing; attend to reflections on experiences in the creation of art, and in the relationship with the completed art; work in self-directed and faculty-directed approaches.

DAT 8240 - Art as a Way of Knowing IV (1)

Art as a way of knowing community and culture: theory, practice, reflection, and documentation; create art as a way of knowing; attend to reflections on experiences in the creation of art, and in the relationship with the completed art; work in self-directed and faculty-directed approaches.

DAT 8250 - Art as a Way of Knowing V (1)

Development of a cumulative creative project which addresses art as a way of knowing self and others: development of a digital documentation of the learning experience related to art as a way of knowing.

DAT 8310 - Philosophical Foundations (2)

Exploration of historical and anthropological practices in the use of art as a therapeutic process: includes the development of the professional field, current status, and strategic plan for future.

DAT 8320 - Theoretical Approaches (2)

Theoretical integration of art therapy practices with traditional therapeutic practices and integration of creative art therapy approaches: compare and contrast theoretical approaches to the use of art in therapy; research, reflection, and dialogue on the process/product balance of emphasis, the role of interpretation, and other-directed and client-directed approaches; interface of art therapy and major verbal therapy approaches and creative art therapy approaches.

DAT 8330 - Art Therapy Practices I (2)

Theoretical exploration with emphasis on practice implications: overview of art therapy practices and emphasis on specific practices; on-line journal documenting and communicating art therapy best practices.

DAT 8340 - Art Therapy Practices II (3)

Theoretical integration of art therapy practices with traditional therapeutic practices: art therapy practices with different populations and needs and future development in art therapy practices; multi-cultural variables and practices.

DAT 8350 - Art Therapy Practices III (3)

Art Therapy practices with special populations, current trends in art therapy practices and development and innovation in art therapy practices: experiencing, understanding, documenting, and communicating art therapy practices; plans for development of a cohort edition of on-line journal including use of digital media.

DAT 8360 - Art Therapy Practices IV (3)

Current trends in art therapy practices and the development and innovation in art therapy practices: plans for development of a cohort edition of on-line journal including use of digital media will be outlined and a strategy implemented.

DAT 8410 - Practicum I (2)

Developing and Designing Community Engagement Proposal: research, development, and design of an art therapy community engagement proposal. The community engagement proposal will include identification of specific goals, implementation strategies and effectiveness measurements. Develop understanding and practice of establishing community with emphasis on

the role of the arts in this process. Research conducted on potential community partners and a plan developed that is inclusive of community partner mission, NDNDU mission, and the goals and objectives of the proposed intervention.

DAT 8420 - Practicum II (2)

Defense of Community Engagement Proposal: Implementation of Community Engagement Proposal; defending and implementing community engagement proposal. Proposed plan will include objectives as well as a plan for measuring effectiveness of the intervention and recommendations for future development.

DAT 8430 - Practicum III (2)

Implementation of Community Engagement Proposal: Completion of Community Engagement Project, the project evaluation, and development of the proposal report.

DAT 8440 - Practicum IV (2)

Development of individual Practicum Program: each student develops emphasis for their practicum work. Student works with faculty advisors in developing practicum proposal, including individualized learning objectives and service objectives, as well as plans for measuring effectiveness in the following areas: clinical skills, community service, international service, and teaching.

DAT 8450 - Practicum V (3)

Defense of Practicum Program: Implementation of Practicum Program. Each student defends, and upon successful completion, implements Practicum Program.

DAT 8460 - Practicum VI (3)

Implementation of Practicum Program. Students complete implementation of practicum program and defense of completed practicum.

DAT 8490 - Practicum Extension (1-3)

DAT8490 Practicum Extension 1-3 units (if needed)
Prerequisite: DAT8460 Students must be registered each semester for this class until they complete their practicum.

Prerequisite: DAT8460.

DAT 8510 - Research I (2)

Methodological approaches meta-analysis of literature: review of current research in the field of art therapy; trends in research in the field and contrast/compare of

research results; focus on trends in methodological procedures used in art therapy studies, evaluating patterns in literature emphasis as well as areas that need additional research and theoretical study.

DAT 8520 - Research II (1.50)

Quantitative methodology and analysis: quantitative methods of identifying, organizing, and communicating information in research in art therapy and related fields; strengths and weaknesses of the use of quantifying strategies in understanding art therapy and its relationship to the human experience; relationship between quantitative means of organizing and communicating information and qualitative means of gathering information.

DAT 8530 - Research III (2)

Qualitative methodology and analysis: qualitative methods of identifying, organizing, and communicating information in research in art therapy and related fields; course will address strengths and weaknesses of the use of quantifying strategies in understanding art therapy and its relationship to the human experience.

DAT 8540 - Research IV (3)

Dissertation Proposal Development: writing the dissertation proposal; design and development of the research question and claims and evidence that serve as the basis of the proposed methodology for inquiry.

DAT 8550 - Research V (1.50)

Dissertation Proposal Defense: continuation of writing dissertation proposal, culminating in the defense of the dissertation proposal.

DAT 8560 - Research VI (2)

Dissertation Research Implementation: conducting the dissertation research.

DAT 8570 - Research VII (3)

Dissertation Completion: final completion and defense of the dissertation research.

DAT 8590 - Dissertation Extension (1-3)

DAT8590 Dissertation Extension 1-3 units (if needed)
Prerequisite: DAT8570 Students must be registered each semester for this class until they complete their dissertation.

Prerequisite: DAT8570.

DAT 8999 - IS: (1-3)

DAT8999 Independent Study 1-3 units (if needed)

Students with an Incomplete in a course are required to enroll in DAT8999.

DAT 9000 - Art Museum as a Tool in Art Therapy (0.40)