NOTRE DAME DE NAMUR UNIVERSITY

2022-2023
GRADUATE
GENERAL CATALOG

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2022-2023 CATALOG

Nature of Catalog

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

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

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

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

The 2022-2023 catalog is effective August 29, 2022 through August 26, 2023.

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

ACADEMIC CALENDAR – SEMESTERS

(SEE FOLLOWING PAGE FOR 8-WEEK MODULE-BASED CALENDAR)

Fall Semester 2022

CLASSES BEGIN	August 29
Holiday - Labor Day	September 5
Last Day to Add/Drop	September 9
Advance Registration for Spring 2023	October 24 – November 11
Incompletes Due	November 18
Holiday – Thanksgiving	November 24 – 25
Last Day to Request Grade of "W"	December 2
CLASSES END	December 10
SEMESTER ENDS	December 17
Fall 2022 Final Grades Due	December 21

Spring Semester 2023

CLASSES BEGIN	January 9
Holiday – Martin Luther King Day	January 16
Last Day to Add/Drop	January 20
Holiday - President's Day	February 20
Holiday - Spring Break	March 6-10
Advance Registration Summer / Fall 2023	March 13 – March 31
Incompletes Due	March 31
Holiday - Good Friday	April 7
Last Day to Request Grade of "W"	April 21
CLASSES END	April 29
SEMESTER ENDS	May 5
Spring 2023 Final Grades Due	May 5
Commencement	May 6

Summer Semester 2023

CLASSES BEGIN	May 8
Last Day to Add/Drop	May 19
Holiday – Memorial Day	May 29
Holiday – Juneteenth	June 19
Holiday – Fourth of July	July 4
Last Day to Request Grade of "W"	August 11
CLASSES END	August 19
SEMESTER ENDS	August 26
Summer 2023 Final Grades Due	August 30

ACADEMIC CALENDAR – 8-WEEK MODULES

Fall Semester 2022

MODULE 1 CLASSES BEGIN	August 29
Holiday - Labor Day	September 5
Last Day to Add/Drop M1 Classes	September 9
Last Day to Withdraw	October 14
MODULE 1 CLASSES END	October 22
MODULE 2 CLASSES BEGIN	October 24
Module 1 Final Grades Due	October 26
Advance Registration Spring 2023	Oct 24 – Nov 11
Last Day to Add/Drop M2 Classes	November 4
Incompletes Due	November 18
Holiday – Thanksgiving	November 24 –25
Last Day to Request Grade of "W"	December 9
MODULE 2 CLASSES END	December 17
SEMESTER ENDS	December 17
Module 2 Final Grades Due	December 21

Spring Semester 2023

MODULE 1 CLASSES BEGIN	January 9
Holiday – Martin Luther King Day	January 16
Last Day to Add/Drop	January 20
Holiday - President's Day	February 20
Last Day to Withdraw	February 24
MODULE 1 CLASSES END	March 4
MODULE 2 CLASSES BEGIN	March 6
Module 1 Final Grades Due	March 8
Advance Registration Summer / Fall 2023	March 13 – March 31
Last Day to Add/Drop	March 17
Incompletes Due	March 31
Holiday - Good Friday	April 7
Last Day to Request Grade of "W"	April 21

(Spring Semester 2023, continued…)

MODULE 2 CLASSES END	April 29
SEMESTER ENDS	April 29
MODULE 2 FINAL GRADES DUE	May 5
Commencement	May 6

Summer Semester 2023

MODULE 1 CLASSES BEGIN	May 8
Last Day to Add/Drop	May 19
Holiday – Memorial Day	May 29
Holiday – Juneteenth	June 19
Last Day to Request Grade of "W"	June 23
MODULE 1 CLASSES END	July 1
MODULE 2 CLASSES BEGIN	July 3
Holiday – Fourth of July	July 4
Module 1 Final Grades Due	July 5
Last Day to Add/Drop	July 14
Last Day to Request Grade of "W"	August 18
MODULE 2 CLASSES END	August 26
SEMESTER ENDS	August 26
Module 2 Final Grades Due	August 30

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 within the context of the Catholic social justice tradition and the Hallmarks of a Notre Dame Learning Community. This 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 their community. Our students and alumni can be found making a difference for community organizations across the Bay Area.

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. In 2007, we launched the Sr. Dorothy Stang Center for Social Justice and Community Engagement to be the focal point for the University's community engagement activities. 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 throughout the curriculum. It is our goal to give every student the opportunity to learn from and contribute in a meaningful way to the community.

The Sisters of Notre Dame have their origin in Namur, Belgium, educating young women during the French Revolution. NDNU is the third oldest in California, founded in 1851 by Sisters of Notre Dame who moved from Oregon to establish schools in California at the outset of the Gold Rush. Now in our 170th year, NDNU is transitioning to a primarily graduate institution, focused on programs in education, clinical psychology, business administration, and public administration. We are proud to continue the legacy of the Sisters of Notre Dame, as we adapt to the needs of the time and place where we serve.

Mission Statement

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

Vision Statement

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

History

Founded by the Sisters of Notre Dame de Namur in 1851, NDNU is a private, independent, Catholic, coeducational institution. In 1843, six Sisters of Notre Dame de Namur traveled from Belgium to Oregon to establish mission schools. From there the Sisters came to the San Francisco Bay Area where they established the College of Notre Dame, in the city of San Jose. The school was chartered in 1868 as the first college in the state of California authorized to grant the baccalaureate degree to women.

The Sisters outgrew their facility in the South Bay and moved the campus to Belmont in 1923. They purchased Ralston Hall, the country estate of William Chapman Ralston, San Francisco financier and founder of the Bank of California. Since then, the university has undergone a number of changes. In 1951, the College of Notre Dame began offering teacher preparation programs leading to credentials, followed by the introduction of evening classes in 1955. Initially a women's college, the institution became coeducational in 1969; three men graduated as part of the class of 1970. The college expanded its offerings to include master's degrees in 1972 and added evening undergraduate programs in 1987.

In 2001, the institution established a school structure and changed its name to Notre Dame de Namur University. This year's graduates attended NDNU's School of Business and Management, School of Education and Psychology, and College of Arts and Sciences. In an effort to provide access to a greater number of students, the university began offering partnerships in specific degree programs with local community colleges in 2009, allowing students to complete an NDNU degree on the community college campus. NDNU first achieved its status as a Hispanic-Serving Institution, meaning its undergraduate population is at least 25% Hispanic, in 2009, and maintains that status to this day.

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

Academic Freedom Statement

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

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

Statement of Nondiscrimination

Notre Dame de Namur University's educational services and employment opportunities are provided without regard to race, religion, color, national origin, age, sex, sexual orientation, physical or mental disability, marital status and other criteria protected by law except where there is a bona fide occupational or religious qualification. Any otherwise qualified student or applicant with a disability may request reasonable accommodation regarding the application process and services as a prospective or enrolled student. Requests for accommodation of a disability or any complaints by students related to student educational services or their employment opportunities should be directed to the Office of the Provost, Notre Dame de Namur University, (650) 508-3494.

Accreditation

Institutional Accreditation

Notre Dame de Namur University is accredited by the:

WASC Senior College and University Commission (WSCUC)
1001 Marina Village Parkway, Suite 402
Alameda, CA 94501
(510) 748-9001

Accredited and Approved Programs at NDNU

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

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

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

NDNU is authorized under federal law to enroll nonimmigrant students.

Higher Education Act Disclosures

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

OFFICE OF THE PROVOST

Gregory B. White, Provost and Senior Vice President

Academic Affairs

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

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

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

Academic Advising

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

International Student Office

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

Library Services

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

- Providing reliable and guided access to diverse information resources and technologies that reflect the campus' current and future academic programs;
- Encouraging the community to use information creatively, critically, and ethically by integrating our services into the instructional and planning activities of the University.

Disabilities Services

The Disabilities Resource Center (DRC) is dedicated to improving the educational development of students with documented disabilities and to enhancing understanding and support within the campus community. To ensure that our students receive equal access to all NDNU programs and services, as required under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, the DRC makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities.

Office of the Registrar

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

Academic Success Center

The ASC is your one-stop learning hub for in-person and remote support services, including personalized writing tutoring for all NDNU writing assignments as well as job materials, interactive workshops to equip you with the tools to achieve academic and professional success, and 24/7 on-demand course-specific tutoring. Additionally, the ASC Canvas site offers resources to help you save time and avoid stress. Access the ASC site in Canvas to see all the resources available, to contact us, or to schedule an appointment. Have a question? Just ASC!

University Websites and Virtual Platforms

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

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

Canvas Learning Management System *(LMS)*
Canvas is NDNU's main learning management system and is our platform for online programs. Canvas shells are created for all NDNU courses, and all fully-online programs are taught through the Canvas platform. Faculty members may use Canvas to host course syllabi, assignments, readings, in-progress grading, or other materials. (Note: midterm or final grades viewed within Canvas are not considered official, and may not match final grades entered for official transcription by course faculty; students should always access their Campus Portal to view final grades) Students should confirm with their instructor the extent to which they will need to utilize Canvas to access course materials for the duration of a given class. Students may bookmark https://hnu.instructure.com/login/canvas on any browser for quick access.

Public Safety

Public Safety strives to provide a safe and secure campus environment to ensure an appropriate living, learning, and work place for everyone at NDNU. Officers are on duty daily to patrol campus and provide assistance as needed. Public Safety also oversees the parking management program on campus.

Organizations, Activities, and Events

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

NDNU Alumni Community

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

Commencement

At the end of each spring semester, the University honors its graduates with a Commencement ceremony held on the NDNU campus. (See the Academic Calendar for dates.) The ceremony features a procession of the University's graduates, faculty, administration, Board of Trustees, and honorees. The program is highlighted by an address from a graduating student and the presentation of teaching awards, and concludes with the ceremonial conferring of degrees and credentials.

Honor Societies

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

Delta Mu Delta

Delta Mu Delta is an international honor society that recognizes academic excellence in Baccalaureate, Master's, and Doctorate degree business administration programs at Association of Collegiate Business Schools

and Programs (ACBSP)-accredited schools. The purpose of the society is to promote higher education in business administration by recognizing and rewarding scholastic accomplishment. Undergraduate and graduate business administration students who fulfill minimum units completed in the program and rank in the top 20 percent of the School of Business and Management are invited to become lifelong members.

Student Academic Rights and Responsibilities

Student Conduct

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

Privacy Rights of Students

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

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

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

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

The U.S. Department of Education’s FERPA regulations identify certain circumstances under which your education records and personally identifiable information (PII) contained in such records, including your Social Security Number, grades, or other private information, may be accessed without your consent:

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

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

Under FERPA, students have the right to:

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

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

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

For further information, contact the Office of the Registrar.

Student Academic Responsibilities

It is the responsibility of each student to:

- Know and comply with the policies and procedures, deadlines, and graduation requirements found within this Catalog
- Monitor their own progress in individual courses and toward completion of the graduation requirements
- Obtain correct information regarding academic programs and requirements
- Know and comply with the policies and procedures that are found in the Student Handbook, which is incorporated by reference into this Catalog

Plagiarism

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

Student Grievances

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

An individual may contact the Bureau for Private Postsecondary Education for a review of a complaint. The bureau may be contacted at:
1747 North Market St, Suite 225,
Sacramento, CA 95834
http://www.bppe.ca.gov
Tel: (916) 574-8900
Fax: (916) 263-1897

FINANCIAL INFORMATION

Tuition and Fees

Rates Effective Summer 2022

Application Fees and Deposits

Application Fee	$60 Waived for 2022-2023
Enrollment Deposit *(non-refundable)*	$100.00
International Deposit (Sum of Enrollment Deposit & International fee; refundable only if visa is refused)	$850.00 ($100 for 2022-2023)

Tuition (per unit)

Education Masters & Credential Programs	$850.00
Graduate Psychology Programs	$998.00
Master of Business Administration Program	$850.00
Master of Public Administration Program	$800.00
MS Technology Management Program	$850.00
MBA Management Science Program	$1,150.00
Graduate Certificate Programs	$499.00
Continuing Education Unit (CEU) Tuition	Variable
Senior Citizen (65+) Rate	50%

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

Housing

Single Apartment (per semester)	$7500.00

Other Student Fees

Parking Violations	Variable
Education Supervision Fee Student/Intern Teaching Seminar (EDU4230, EDU4231, EDU4342, EDU4345, EDU4442, EDU4445) fee per course	$220.00
Teacher Performance Assessment Fee Student/Intern Teaching Seminar 2nd semester courses (EDU4342, EDU4345, EDU4442, EDU4445) fee per course	$250.00
Late Registration Fee (after applicable add/drop deadline)	$250.00
Course Challenge Fee (per unit)	$120.00
International Fee	$750 Waived for 2022-2023
Document Fee (e.g., Transcripts, Employer Invoices)	$10.00
Bad Check Charge	$25/$35
Printing Fee (first 250 pages/student/term are free)	$0.06/page
Lost ID Cards	$25.00
Lost Library Book/Other Equipment Fee (plus replacement cost)	$25.00
Disability Services Lost/Damaged Equipment Fee	Variable

Payment of Tuition and Fees

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

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

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

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

Outstanding balances without a payment arrangement will result in a Business Office hold. Business Office holds must be cleared in order to register for the following semester.

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

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

Tuition Refund Policy

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

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

Tuition Refund schedule – Semester and Module Courses

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

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

Tuition Refund Schedule – Courses of Other Duration

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

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

For current Business Office information and policies, please visit the **Business Office page** on the NDNU website.

ADMISSION INFORMATION

Graduate Admission

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

Admission Requirements

Minimum Requirements

Admission requirements for all graduate programs include a bachelor's degree from 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 admission requirements for the graduate program to which they are applying, including official transcripts. Official transcripts from universities outside the United States must be evaluated by a credential evaluation service that is a member of NACES (we recommend World Education Services, Inc. (WES) and SpanTran. All graduate applicants must submit a course-by-course evaluation, which includes certification of equivalency to a U.S. bachelor’s degree and a conversion to a U.S. grade point average (GPA) on a 4.0 scale.

International students whose first language is not English are required to submit one of the following as proof of English language proficiency:

- **TOEFL (Test of English as a Foreign Language):** minimum score of 550 (paper-based total), 213 (computer-based total), or 80 (Internet-based total).
- **IELTS (International English Language Testing System)**: minimum score of 6 on the Academic test.
- **iTEP (International Test of English Proficiency):** minimum score of 4.5.
- **PTE (Pearson Test of English):** Minimum score of 53
- **Cambridge English Scale:** Minimum score of 168 for all programs except MA Education, which require a minimum score of 185.
- **Duolingo:** Minimum score of 100

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

If an international applicant's bachelor’s degree was completed at an English-speaking regionally-accredited college or university, then they are exempt from the English proficiency assessment.

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

Application Procedure for Master's and Credential Programs

Application and Deposit Process

Applicants will complete the application for Graduate or Credential studies:

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

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

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

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

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

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

- The admission process, and subsequent course registration, cannot be completed until the deposit has been paid.

Transcripts

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

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

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

Letters of Recommendation

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

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

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 nonrefundable application fee online or with your application.

Submission and Acceptance Schedule

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

Domestic Students:

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

International Students:

July 1: Fall Admission
November 1: Spring Admission
March 1: Summer Admission

Admission Status

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

Full Admission

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

Provisional Admission

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

Conditional Admission

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

International Conditional Admission

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

Term of Admission

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

Revocation of Admission

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

Unclassified Graduate Status

For admission to Unclassified Graduate status, a student must hold a baccalaureate degree from 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 12 units with departmental approval in unclassified Graduate status. Admission to and duration of Unclassified Graduate standing shall be determined by the Chair/Program Director. International students studying on an F-1 visa are not eligible for unclassified status. Unclassified students are not eligible for financial aid.

OFFICE OF FINANCIAL AID

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

Financial Aid for Graduate and Credential Students

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

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

Graduate Students
Federal TEACH Grants are available for those master's students pursuing a teaching degree who are willing to complete the specific requirements for this grant. Federal Unsubsidized Direct Loans at the graduate borrowing level are available for all qualifying students who submit the FAFSA. Federal Graduate PLUS loans are also available to graduate students.

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

NDNU Financial Aid Policies

Students and their families are expected to bear the primary responsibility for meeting educational costs. All students seeking admission to the University are encouraged to apply for aid.

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

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

Deadlines

All applicants are encouraged to file the FAFSA as early in the admission/enrollment cycle as possible. This allows the NDNU Office of Financial Aid the time to create a financial aid package for the student in a timely fashion.

Applying for Financial Aid

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

Return of Title IV Funds

In accordance with federal regulations, students who receive federal financial aid and withdraw from all of their classes before completing 60% of the semester/payment period are required to return any unearned federal funds. The amount of the return is calculated based on the percentage of the semester completed by the student.

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

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

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

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

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

These funds to be returned are divided between the school and the withdrawing student. The Office of Financial Aid informs the student of the portion of the student's financial aid to be returned. This Return of Funds process is to be completed within 30 days of the NDNU Office of Financial Aid becoming aware of the student's complete withdrawal from classes.

Satisfactory Academic Progress SAP Policy

Overview

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

Qualitative Measures

Undergraduate

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

Graduate

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

Quantitative Measures

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

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

Maximum Time Frame Standard

Students are expected to complete their academic program within a maximum time frame which encompasses all credits attempted within the duration of the students' studies at NDNU. The standard set for this maximum time frame is 150% of the credit hours required to complete the degree or its equivalent.

Definitions of Successful Course Completion

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

1. F, NP, W, IP, AW, and I* grades are not considered as units completed. Students who receive I or IP grades must notify the Office of Financial Aid with verification when courses have been completed.
2. A student may repeat a course for which a grade of C, D, or F is received but repeats are limited to the number of times specified in the University Catalog. Students may repeat only courses designated as repeatable in the Catalog. Independent Study may not be used to repeat a course. These classes will be included in enrollment status and must be taken for a letter grade.
3. Incomplete courses will not be considered as being successfully completed. An incomplete grade will count as credit/s attempted and credit/s not earned until the grades have been changed to a passing grade.

Consequences of Failure to Maintain Satisfactory Academic Progress

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

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

1. The student is immediately disqualified from consideration for all forms of federal, state, and institutional student aid for any future semester(s) of enrollment at NDNU.
2. This disqualification status is communicated to the student in writing by the NDNU Office of Financial Aid.
3. The disqualified student considers whether to appeal the SAP disqualification if the student has not previously appealed.

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

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

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

Probation Status Review

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

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

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

ACADEMIC POLICIES 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 number, a 1-character activity component (if applicable), course title, and number of units of credits associated with it. The three-digit alphanumeric code refers to either the school or a program within a school/division (discipline).

Department Codes

School of Business and Management

BUS	Business

School of Education

EDU	Education
EIS	English for International Students
TSL	Teaching English to Speakers of Other Languages

School of Psychology

CPY	Clinical Psychology

Course Numbering System

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

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

Activity Component

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

C	Community Engagement
L	Lab
W	Writing-Intensive

Academic Units

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

Quantification of a Unit of Credit

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

Unit of Credit –Graduate and CEU

- A unit of credit at the credential and master's level represents approximately 45 study hours, e.g., 15 study hours of in-class contact and 30 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.)

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 credit hour.

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.

Noncredit Study

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

Retention of Final Examinations

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

Veterans' Affairs

Veterans who expect to receive VA educational benefits must complete application forms with the Veterans' Coordinator at the time of registration. Eligible veterans may visit the 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, Emiko Yamada, in the Finance Office at eyamada@ndnu.edu to begin using their education benefits at NDNU.

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

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

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

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

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.

Official Transcripts

Students may obtain official transcripts of academic work at Notre Dame de Namur University. Transcript requests are fulfilled online through the National Student Clearinghouse's website, studentclearinghouse.org. Hard-copy and electronic formats are available, and pricing and delivery options can be viewed on the order site. Transcripts of work taken at other institutions cannot be copied or re-released by NDNU. The University reserves the right to withhold the records of any student not in good disciplinary standing as defined by the University.

Diplomas

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

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

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

Academic Honors

Academic honors are not awarded at the graduate level.

Learning Outcomes

NDNU has developed learning outcomes at the program level. Each program's learning outcomes are included with the description of the program in the Catalog.

GRADUATE GENERAL REGULATIONS

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

Master's Degrees

The University offers four master's degrees:

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

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

Graduate Policies and Procedures

Full-time Status

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

Registration

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

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

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

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

Adding, Dropping and Withdrawing from Courses

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

Course Withdrawal Period (Grade of "W")

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

Withdrawal from the University

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

Temporary Withdrawal (Leave of Absence)

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

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

General Graduate Attendance Policy

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

Time Limits

Master's Degrees

All degree work must be completed within seven years from the beginning of the term of admission to the master's program unless state licensure requirements are more restrictive. For example, a student who began their degree work at the start of the Fall term in 2020 must complete all requirements by the end of the Summer term in 2027. 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 50-70 unit master's program may be transferred from other accredited institutions at the discretion of the department chair/program director/advisor. The student must earn a grade of B (3.0) or higher in each course. No continuing education or workshop units may be transferred. Units for research courses and research projects are not transferable. Transferred units must have been earned within the seven-year period prior to the date on which the NDNU master's degree is awarded.

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

Concurrent Master's Degrees

A graduate student may not simultaneously pursue two master's degrees. However, the School of Education offers students the possibility of enrolling concurrently in some master’s and credential programs. Contact Dr. Caryl Hodges, Dean, (650) 508-3430 or chodges@ndnu.edu, for additional information regarding this opportunity.

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

Second Master's Degrees

A student wishing to pursue a second master's degree may transfer a maximum of 6 units of master's level work into a 30-45 unit program or 9 units into a 50-65 unit program. The transferability must be deemed appropriate and is at the discretion of the department chair or program director. Research courses and research projects are not transferable. The transferred units must have been earned within the seven-year period prior to the date on which the NDNU master's degree is to be awarded.

Challenge of Courses

Courses that are part of a master's or credential program's core courses cannot be challenged by examination. A

student may, however, challenge (one time) a prerequisite/foundation course after discussing the reasons for the challenge with the department chair or program director and completing the appropriate challenge form obtained from the Office of the Registrar. The student pays $120 per unit before taking the challenge exam. If a student does not pass the challenge with a 3.0 (B) or better, he/she must take the full course at NDNU or elsewhere. Only successful results of challenge exams are recorded on the transcript.

Independent Study

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

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

Final approval of Independent study credit rests with the Dean of each school. The contract must be presented at the time of registration and must be completed by the Add deadline of the semester or term in which the Independent Study is to be undertaken. Independent Study may be taken under either optional or required circumstances. Independent Study may not be used to repeat a course.

Optional Circumstances

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

Required Circumstances

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

To register for an Independent Study, the Office of the Registrar must receive an Independent Study Contract with all required signatures and materials, including the signature of the School Dean and the student. The contract must be completed by the Add deadline of the semester or term in which the Independent Study is to be undertaken. An independent study may not be used to repeat a failing grade.

Grading System

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

Grade Points Per Unit (**Not acceptable for credit.)

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

Grades Not Used in Computing GPA:

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

In-Progress Grade (“IP”)

In the case of Thesis/Capstone, Practicum, and Student Teaching courses for which research or site hours are not completed by the end of the semester of registration, an IP for "In Progress" is assigned. Research must be completed within 12 months of the stated end date of the course. Failure to complete research or site hours within the 12-month time frame will result in a NP (Non-Pass) for the course, which must be repeated at full tuition. For programs where a Thesis/Capstone or Practicum Extension course exists, the "IP" will stay in place and the student will register for extension units (Pass/No pass credit) as needed until complete, at which time the IP will be changed to the appropriate letter grade.

Incomplete Grades (“I*”)

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

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

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

Grade Changes

All grades except Incomplete ("I*") and In Progress ("IP") are considered final when assigned by an instructor at the end of a semester. If a clerical error has been made that can be documented, an instructor may submit a petition for a grade change within one semester of the issuance of the grade to the Office of the Registrar. Full supporting documentation must accompany the petition, including instructor signature. A grade may not be changed as a result of re-evaluation of a student’s work or submission of additional work.

Grade Appeal

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

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

Grade Reports

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

Repeat Policy

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

Course Substitution Policy

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

Auditing Courses

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

Articulated Programs

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

Graduate Teaching Assistantship

A teaching assistant is a student who has demonstrated scholarship, leadership, and competency within a graduate program and is selected to serve as an assistant to the instructor of a graduate course. The student must have a GPA of 3.8 in graduate study.

Changing from One Graduate Program to Another

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

Program Termination

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

Catalog of Record

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

Completion of Requirements for the Master's Degree

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

It is the student's responsibility to file a Master's Degree Graduation Application (available from the Office of the Registrar). May and August candidates should file by the previous October 1; and December candidates should file their application for graduation by the previous March 1.

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

Participation in Graduation

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

Exceptions to this policy are as follows:

- Master's students may petition to participate in Commencement if they meet the following conditions:
    - They have 3 or fewer units remaining to complete their program.
    - The remaining units will be completed by the end of Fall term following Commencement.

- Credential students may petition to participate in Commencement if they meet the following conditions:
    - They have 6 or fewer units in statutory requirement classes remaining to complete their program.
    - The remaining units will be completed by the end of Fall term following Commencement.

Graduate Commencement Speaker

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

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

Satisfactory Academic Performance

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

Academic Probation

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

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

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

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

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

Disqualification

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

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

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

Re-enrollment after Disqualification

Students who have been disqualified may not enroll in graduate courses at NDNU. Handbooks for individual programs may have processes through with a student may appeal a disqualification decision to the Dean.

SCHOOL OF BUSINESS AND MANAGEMENT

James Fogal, PhD
Interim Dean

The School of Business and Management (SBM) prepares students with useful professional-level competency, grounded in the NDNU hallmarks and our rich heritage of innovation, achievement, and promotion of diversity, which allows them to thrive in our ever-changing global business environment. In growing personally and socially, as well as professionally, students gain the critical skills and knowledge to become significant contributors in both their vocation and their community.

SBM degree programs mirror the fast pace and global reach of today's business environment and provide applied learning incorporating relevant industry and foundational knowledge to prepare graduates for professional advancement.

Master of Business Administration

Jordan Holtzman, DBA
Program Director

The Master of Business Administration (MBA) degree program at NDNU focuses on fostering innovation, management, and leadership competencies through the practice of analytical decision-making and problem solving. Our MBA program develops useful professional skills recognized as essential in today's business environment, including strategic thinking, interpersonal communication, critical decision-making, global business management, leadership, leveraging technological advances, systems thinking, ethics, and corporate social responsibility. The program combines theory with practice and explores the evolving nature of managerial practices and social and political factors impacting an increasingly technology-driven, globalizing business environment.

Admission Information

Fully admitted students will need to meet the following requirements:

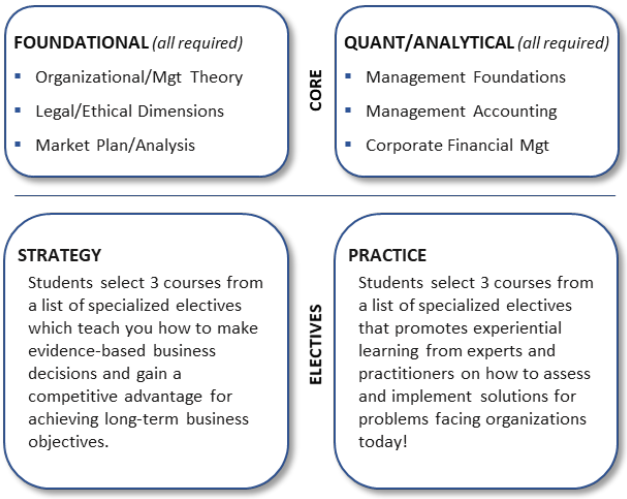
1. A four-year bachelor's degree from a regionally accredited institution
2. A cumulative grade point average of 2.5 or better
3. Two academic and/or professional recommendations
4. A personal interview with the Program Director may be required.

International students should also refer to the general graduate admission requirements

Learning Outcomes

- Students apply effective leadership and management techniques to add value to organizations within and across functional lines
- Students demonstrate an ability to comprehensively examine business issues and apply critical thinking and analytical methods towards solutions of business problems/challenges.
- Students will be able to communicate in a clear, cogent and engaging manner using modern-day forms of oral and written business communication.
- Students demonstrate an ability to access, present and apply information from credible best-practice research sources that address the identified business problems/challenges.
- 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.

36 unit / 12 course program



Degree Requirements

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

- Core — 18 units
- Electives — 18 units

MBA Core Courses

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

BUS 4000	**Organizational/Management Theory**	3
BUS 4001	**Management Foundations**	3
BUS 4040	**Legal and Ethical Dimensions of Business**	3
BUS 4100	**Management Accounting**	3
BUS 4108	**Corporate Financial Management**	3
BUS 4400	**Marketing Planning and Analysis**	3
	Subtotal: 18	

Electives are chosen in consultation with an advisor.

Select courses designated MBA elective: Strategy	9
Select courses designated MBA elective: Practice	9
Subtotal: 18	
Total Credit Hours: 36	

Master of Public Administration

Jeff Cox, MS
Program Director

The Master of Public Administration (MPA) prepares students to meet modern-day demands for accountability and effectiveness in public and nonprofit organizations. The MPA curriculum develops theoretical and practical foundations for the practice of effective public management in a wide range of public service functional areas. Students gain relevant knowledge and skills in public policy, administration, program evaluation, and decision-making in order to be effective advocates for change. This degree program emphasizes close involvement with leaders from a wide variety of public sector organizations, enabling graduates to make contributions to various levels and functions of administration.

Admission Information

Fully admitted students will need to meet the following requirements:

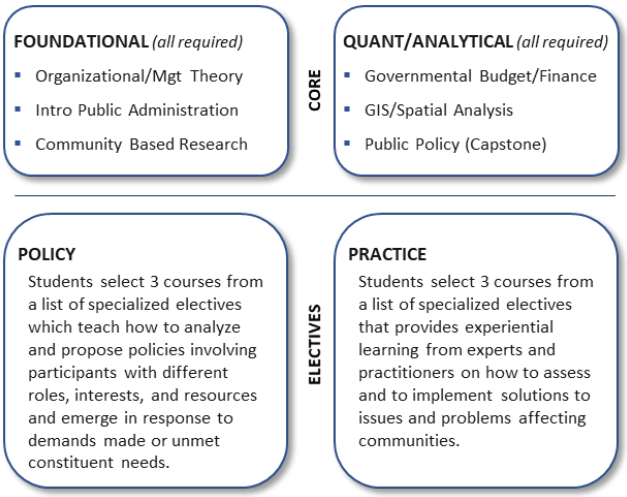
1. A four-year bachelor's degree from a regionally accredited institution
2. A cumulative grade point average of 2.5 or better
3. Two academic and/or professional recommendations
4. A personal interview with the Program Director may be required.

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

Learning Outcomes

- Students will demonstrate a working understanding of the methodologies and frameworks for managing complex enterprise technology systems.
- Students will demonstrate ability to evaluate information to make value-creating business decisions using qualitative and quantitative methods of reasoning and fiscal analysis.
- Students will be able to communicate professionally and effectively with varying technology stakeholder audiences through written, oral, and visual means.
- Students will demonstrate application of NDNU Hallmarks in ethical decision making for development, implementation, and management of IT systems.
- Students will be able to evaluate societal, security and privacy risk concerns to lead the adoption of technology to optimize business performance.

36 unit / 12 course program



Degree Requirements

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

- Core — 18 units
- Electives — 18 units

MPA Core Courses

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

BUS 4000	Organizational/Management Theory	3
BUS 4010	Introduction to Public Administration	3
BUS 4020	Community-Based Research/Analysis	3
BUS 4124	Government Budget/Finance	3
BUS 4440	Spatial Analysis	3
BUS 4981	Public Policy	3
	Subtotal: 18	

Electives are chosen in consultation with an advisor.

Select courses designated MPA elective: Policy	9
Select courses designated MPA elective: Practice	9
Subtotal: 18	
Total Credit Hours: 36	

Master of Science in Technology Management

Bahram Mahbod, PhD
Program Director

The Master of Science in Technology Management (MSTM) degree program at NDNU focuses on providing engineering and technology professionals the business background, communication skills and operational knowledge for key roles in technology management, and to meet the increasingly complex business challenges related to the management of innovation and implementation of technologies. The program combines theory with practice to explore technical product delivery, infrastructure, and technical services; to support teams in remaining on track; and to identify interdependencies in order to best coordinate technical and nontechnical stakeholders.

Admission Information

Fully admitted students will need to meet the following requirements:

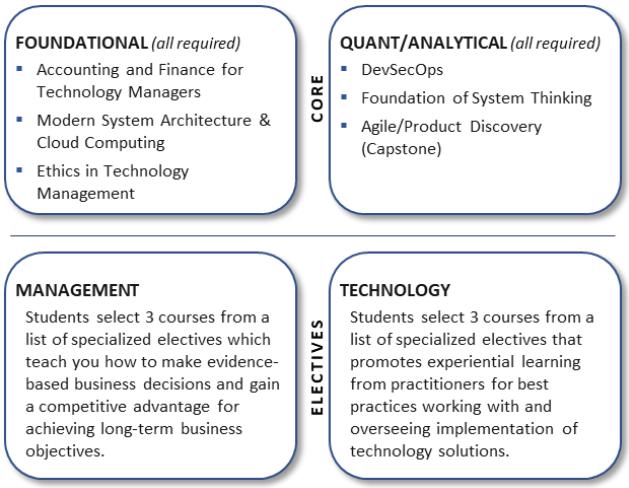
1. A four-year bachelor's degree from a regionally accredited institution
2. A cumulative grade point average of 2.5 or better
3. Two academic and/or professional recommendations
4. A personal interview with the Program Director may be required.

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

Learning Outcomes

- Students will be able to communicate professionally and effectively with varying technology stakeholder audiences through written, oral, and visual means.
- Students will demonstrate a working understanding of the methodologies and frameworks for managing complex enterprise technology systems.
- Students will demonstrate ability to evaluate information to make value-creating business decisions using qualitative and quantitative methods of reasoning and fiscal analysis.
- Students will be able to evaluate societal, security and privacy risk concerns to lead the adoption of technology to optimize business performance.
- Students will demonstrate application of NDNU Hallmarks in ethical decision making for development, implementation, and management of IT systems.

36 unit / 12 course program



Degree Requirements

The MSTM program will require 36 semester units of graduate course credit with 18 units of core (required) and 18 units of elective coursework.

MSTM Core Courses

The MSTM core curriculum is comprised of two components:

FOUNDATIONAL CORE

BUS 4112	Accounting & Finance for Technology Managers	3
BUS 4600	Modern System Architecture & Cloud Computing	3
BUS 4050	Ethics in Technology Management	3

QUANTITATIVE/ANALYTICAL CORE:

BUS 4610	Development, Security & Operations	3
BUS 4300	Systems Management	3
BUS 4250	Agile Methodologies & Product Discovery	3
	Subtotal: 18	

Electives are chosen in consultation with an advisor.

Courses designated MSTM elective: MANAGEMENT	9
Courses designated MSTM elective: TECHNOLOGY	9
Subtotal: 18	
Total Credit Hours: 36	

Master of Business Administration Management Science

KC Chew, PhD
Program Director

The Master of Business Administration – Management Science (MBA-STEM) degree program at NDNU bridges the gap between business and technology by providing the tech-commercialization knowledge managers need for improved decision-making and project implementation. Because being an effective manager in the global landscape will mean leveraging tech and data tools to lead diverse teams, the program has an analytical, data-informed curriculum that prepares you to think critically, perform analytically and apply ethical decision-making skills to become an agent of change.

Admission Information

Fully admitted students will need to meet the following requirements:

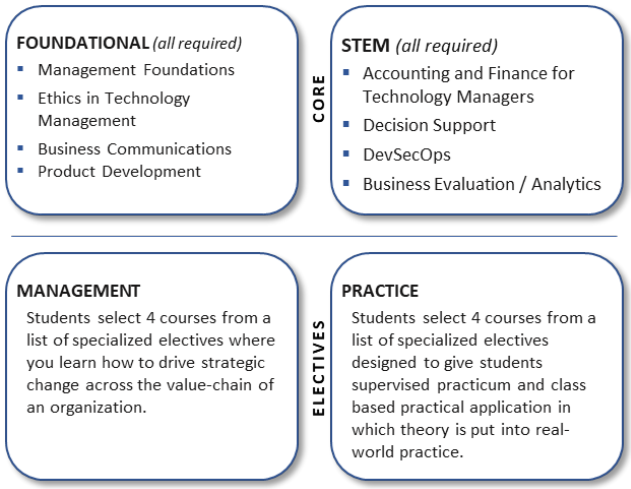
1. A four-year bachelor's degree from a regionally accredited institution
2. A cumulative grade point average of 2.5 or better
3. Two academic and/or professional recommendations
4. A personal interview with the Program Director may be required.

International students should also refer to the general graduate admission requirements

Learning Outcomes

- Students will develop a leadership communication style that is effective and persuasive in a global setting.
- Students will evaluate alternatives for making data-driven, effective business decisions in the digital transformation era.
- Students will apply use of technology, data, and analytics to solve complex business problems.
- Students will exhibit teamwork skills as demonstrated through their ability to inspire collaboration.
- Students will demonstrate mastery in identifying ethical issues and formulate appropriate responses based on the application of NDNU Hallmarks in ethical decision-making.

48 unit / 16 course program



Degree Requirements

The Master of Business Administration Management Science (MBA-STEM) program will require 48 semester units of graduate course credit with 24 units of core (required) and 24 units of elective coursework.

MBA-STEM Core Courses

The MSTM core curriculum is comprised of two components:

FOUNDATIONAL CORE

BUS 4001	**Management Foundations**	3
BUS 4004	**Business Communications**	3
BUS 4050	**Ethics in Technology Management**	3
BUS 4438	**New Product Development**	3

STEM CORE:

BUS 4112	**Accounting and Finance for Technology Managers**	3
BUS 4312	**Business Analytics**	3
BUS 4332	**Decision Support: Forecast and Optimization**	3
BUS 4610	**DevSecOps**	3
		Subtotal: 24

Electives are chosen in consultation with an advisor.

Courses designated MSTM elective: MANAGEMENT	12
Courses designated MSTM elective: PRACTICE	12
	Subtotal: 24
	Total Credit Hours: 48

SBM COURSES

BUS 4000 - Organizational/Management Theory (3)

A systematic and experimental approach to the analysis of structural components of organizations as well as the behavior of people in them from private to public and nonprofit organizations. The purpose of the course is to provide the student with a thorough understanding of management theories, contemporary management application issues, and organizational models as they relate to organizational culture and structure. (MBA Core, MPA Core, MBA-STEM Elective: Practice)

BUS 4001 – Management Foundations (3)

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

BUS 4004 – Business Communication Skills (3)

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

BUS 4008 - Entrepreneurship (3)

Students study the entire entrepreneur process and practice some of it including: ideation, launch, marketing, growth and pitching investors. The course includes student projects, guest speakers, and lectures. The course has two components: a study of key entrepreneurship concepts and a simulation of an actual business plan where teams develop model companies. Teams present portions of their plans throughout the term and receive feedback on improvement opportunities. At semester's end the teams pitch completed plans to a panel of judges including the instructor, students, and some venture capitalists. (MBA Elective: Strategy)

BUS 4010 - Introduction to Public Administration (3)

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

BUS 4016 - Contemporary Issues in Public Administration (3)

This course investigates contemporary issues in public administration with a focus on evaluating the effectiveness of governmental policies, processes, and policy management techniques. Includes an examination of the role of society in shaping public institutions and how these institutions influence and structure public policy-making and administration. (MPA Elective: Policy)

BUS 4020 - Community-Based Research/Analysis (3)

Students gain applied research skills to engage in research for the purpose of benefiting a community organization or addressing a public issue. Topics will survey various scientific methods of inquiry, methodology, and procedures for analyzing and interpreting data and presenting results to address a policy or community-specified need. (MPA Core)

BUS 4040 - Legal and Ethical Dimensions of Business (3)

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

BUS 4048 - Administrative Law (3)

Examines court decisions affecting administrative law. Topics include jurisdiction, venue, judicial ethics and discretion, abuses, and contemporary problems. (MPA Elective: Policy)

BUS 4050 – Ethics in Technology Management (3)

Technology can have a significant impact upon society with ethical implications from its use and misuse. This course considers issues such as privacy, trust, surveillance and role of government regulation, professional codes, organizational approaches, and individual ethics. By using case studies and real-world examples, student will be able to apply an ethical decision-making framework that can be adapted to an organization in context of technology, technology management and societal impact. Students will explore real-world dilemmas and the framework for reaching ethical decisions. (MSTM Core, MBA-STEM: Core)

BUS 4100 - Management Accounting (3)

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

BUS 4108 - Corporate Financial Management (3)

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

BUS 4112 – Accounting & Finance for Technology Managers (3)

This course focuses on managerial accounting and financial management concepts for individuals working in technology to make resources and value-created decisions. Competencies to be developed include evaluating performance using managerial accounting and financial statemetns to assess financial health, demonstrate how to make investment decisions, and performing financial analysis to maximize value-creating business decisions. (MSTM Core, MBA-STEM: Core)

BUS 4124 - Government Budget/Finance (3)

This course focuses on concepts of financial management in the public and private sectors and relates performance in public financial management to notions of public value. Both practical and theoretical dimensions of public sector budgeting, finances, and reporting will be explored. (MBA Elective: Practice, MPA Core)

BUS 4132 - Investments (3)

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

BUS 4140 - Derivatives/Risk Management (3)

Studies theoretical and practical applications in derivatives. Topics include: forwards, futures, swaps, options, hedging strategies, the random walk (Brownian motion) model of stock prices, the Black-Scholes analytical model, and binomial models. Concepts of real options are introduced to demonstrate how it can be used in corporate finance. Financial risk management techniques are emphasized throughout. (MBA Elective: Strategy)

BUS 4148 - International Finance (3)

Considers the international monetary systems and the development of international financial transactions, including international payments, balance of payments, international liquidity, international portfolios, direct investments, and international financial institutions. (MBA Elective: Strategy)

BUS 4158 - Behavioral Finance (3)

Behavioral Finance introduces the theories developed by research into cognitive biases, individual emotions and other psychological effects of decision-making. It explores the applications of these theories in finance, investment, and management and suggests approaches through which the models can be put to effective use. Traditional (or standard) finance builds its theories on the presumption that everyone is rational. However, it's clear that in real life, many are not. An accumulating body of research challenges this fundamental presumption, suggesting instead that decisions are motivated by a complex array of non-rational psychological factors. This course explores decision-making in the real world. (MBA Elective: Practice)

BUS 4164 - Entrepreneurial Finance (3)

Entrepreneurial finance focuses on start-up ventures and the early stages of company development. Raising capital, allocating it, and valuing the potential of the firm create key questions for any start-up. Traditional finance does not reflect the characteristics of a firm that has no historical data. However, crowd funding, angel investing, venture capital, and other funding sources for new firms have developed models that provide the foundation for entrepreneurial finance. These models equally apply to social entrepreneurship where ventures are formed to provide solutions to social issues. Regardless of the goal of the firm, from revenue projections and start up costs to working capital and valuation metrics, this course covers the financing part of a start-up. (MBA Elective: Practice)

BUS 4200 - Enterprise Information Management Systems (3)

Focuses on how the enterprise uses systems and technology to manage the strategic and operational decision-making for organizations in the private and public sectors. Topics include the role of management information systems in finance, research and development, marketing, production, sales, and the customer support value chain. Knowledge management principles and practices for enabling the strategic alignment and for promoting collaborative problem-solving between virtual enterprise stakeholders are emphasized. (MBA Elective: Strategy, MSTM Elective: Management)

BUS 4208 - Global Operations Management (3)

Focuses on how the global enterprise manages the goods and services value transformation process in a manner that is aligned with corporate goals and business strategy. A value-based management approach emphasizes the relationships between activities for product/process design, sourcing, production, delivery, and support using an integrated strategic planning and performance measurement framework. (MBA Elective: Strategy)

BUS 4210 – Applied Performance Management (3)

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

BUS 4216 - Enterprise Performance Management (3)

Focuses on managing corporate operational performance in a real-time enterprise, using holistic practices aligned with business goals and strategy. Adaptive enterprise system process management and decision-making is emphasized. Course work includes business case analysis with a Balanced Scorecard performance measurement system. (MBA Elective: Strategy, MSTM Elective: Management)

BUS 4240 - Project Management (3)

Focuses on how to plan, organize, and implement complex projects. Project initiation, planning, organizing, staffing, scheduling, monitoring and control, conflict management, cost effectiveness, quality, software tools for project management, team processes, and leadership styles are emphasized. Students implement a team project. (MBA Elective: Practice, MPA Elective: Practice, MSTM Elective: Management, MBA-STEM Elective: Practice)

BUS 4248 - Global Management of Virtual Teams (3)

Focuses on how to organize and lead working groups separated by time, distance, or organizational affiliation. Evaluation of collaboration tools, content management applications, and business process management solutions provide a technology framework. Development of collaborative processes with enabling technologies to support departmental and cross-functional teams for intra-company scenarios, as well as intercompany teams in a value chain that forms a virtual enterprise is emphasized. (MBA Elective: Practice)

BUS 4250 – Agile Methodologies & Product Discovery (3)

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

BUS 4256 - Technology and Innovation (3)

Innovation and technology are primary drivers of knowledge-based economies and an area of study that is important for MBA students. This course provides a strategic framework for understanding technological innovation. This covers how the innovation process works and the incredible impact that innovation and technology have had on society, including both intended and unintended consequences. Students explore factors that have led to some major innovations and what lessons can be drawn from these cases. Organizational structures that enhance and reward innovation are analyzed, including the 'coffee-house' model and the Medici Effect. Building organizations that excel at innovation are covered including the critical role that diversity plays. The course includes student projects, guest speakers, lectures and innovation exercises and experiments. (MBA Elective: Strategy)

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

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

BUS 4300 - Systems Management (3)

Focuses on how to identify important system elements of a project, including how to clarify boundaries, relations, and dynamics of organization systems. Operations research, systems thinking, the learning organization, strategic planning, organizational structure, systems dynamics, and sociotechnical designs are considered. (MSTM: Core, MBA-STEM Elective: Leader)

BUS 4308 - Business System Modeling (3)

Focuses on how to design, model, and simulate systems to forecast behavior based on business and organizational strategies, policies, and procedures. Develops insight into the relationship of system structures such as queues, inventories, goal-seeking, and feedback process loops. Students practice techniques for working with client teams and create simulations of real systems. (MBA-STEM Elective: Practice)

BUS 4312 Business Analytics (3)

This course covers the use of advanced descriptive, predictive and prescriptive analytical tools as an aid in managerial decision making and problem solving. Topics covered include: Overview of Business Analytics, Data Management and Visualization, Supervised and Unsupervised Data Mining techniques, and programming methods for Big Data. (MBA-STEM: Core, MSTM Elective: Technology)

BUS 4316 - Sustainability: Local and Global Management (3)

Examines organizational conceptions of sustainability, strategic approaches to value creation, and the challenges toward economic performance, social justice, and environmental quality. Sustainable development involves leading change; dealing with the environmental consequences of products, processes, and operations from cradle to grave; and improving every facet of the enterprise. (MBA Elective: Strategy)

BUS 4324 - Distribution and Supply Chain Management (3)

This course introduces the principles, concepts, and analytical tools of distribution and supply chain management. It is designed to address the key operations and logistical issues in manufacturing and service organizations as well as analysis of inventory control, distribution management, and multi-plant coordination. (MBA Elective: Practice, MBA-STEM Elective: Practice)

BUS 4332 - Decision Support: Forecast and Optimization (3)

Focuses on how to enrich project decision-making through project forecasting and quantitative analysis. Operations research topics, including forecasting, decision trees, linear programming solutions for network, schedules, and resource optimization, are studied. (MSTM Elective: Technology, MBA-STEM: Core)

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

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

BUS 4438 - New Product Development (3)

One of the critical success factors for a company in a highly competitive environment is its ability to develop attractive products for the consumer market. New product and development require cross-functional coordination. The course examines leading-edge companies' culture, strategies, and processes by reviewing their capabilities and competencies to convert innovative ideas into commercialized products and services. (MBA-STEM: Core)

BUS 4400 - Marketing Planning and Analysis (3)

Studies the application of marketing as an integrative process. Topics include analysis of markets, planning and product strategies, and developing a balance in marketing decisions that considers prices, channels of distribution, promotional concerns, competition, and other factors. (MBA Core, MSTM Elective: Management, MBA-STEM Elective: Leader)

BUS 4404 - Consumer Behavior (3)

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

BUS 4408 - Marketing Research (3)

Focuses on the management of the marketing research process. This course provides an in-depth understanding of the methods and procedures involved in marketing research and its role in the decision support system. Emphasis is placed on market research projects, student discussions, and research team presentations. (MBA Elective: Strategy)

BUS 4420 - Digital Marketing (3)

Social network applications are being used today to integrate and coordinate marketing communications, including advertising, PR personal selling, direct marketing, market research, and sales promotion. An exploration of this interplay constitutes the foundation of the class. We explore the effect of social media on traditional marketing disciplines and how they work together. (MBA Elective: Practice)

BUS 4424 - Advertising and Promotion (3)

Gives an in-depth analysis of advertising strategy and execution processes. The psychology of advertising, project planning strategies, effectiveness measurement, and promotional tactics are considered in detail. The course emphasizes the creation of a multi-media advertising campaign for client and agency roles. (MBA Elective: Practice)

BUS 4432 - International Marketing (3)

Concentrates on the development and application of the knowledge and skills required to manage the marketing process effectively in various cultural environments. Among the topics covered are sources of competitive advantage in the international arena and international market structure analysis. (MBA Elective: Strategy)

BUS 4440 - Spatial Analysis (3)

For future leaders who need spatial technology to inform business and public sector decision-making. Course work involves geographic information systems (GIS) applications to practical problems of retail service, public works management, public safety planning and reporting, land-use planning, and economic development. The course also reviews issues of how GIS can be used by organizations to support management analysis. (MBA Elective: Strategy, MPA Core)

BUS 4448 - Copywriting (3)

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

BUS 4450 – Community Relations and Public Affairs (3)

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

BUS 4456 - Public Relations (3)

Students learn how organizations establish and maintain mutually beneficial relationships with the various publics it depends on to achieve its goals and mission. Professional practices, ethical responsibilities, communication theories, program planning, execution and evaluation as well as an in-depth study of the structure and function of various publics are examined. (MBA Elective: Strategy)

BUS 4500 - Leadership Concepts (3)

Gives an historical and philosophical approach to leadership, identification of personal goals and leadership behaviors in administration, and understanding group dynamics and group leadership. The course is organized as a laboratory for self-study of the individual as a leader and for development of leadership strategies. (MBA Elective: Practice, MPA Elective: Practice, MSTM Elective: Management)

BUS 4508 - Human Resource Management (3)

Offers an overview of the personnel function, emphasizing professional responsibilities for employment, compensation, employee and labor relations, benefits administration, legal compliance matters, and human resources planning. (MBA Elective: Strategy, MPA Elective: Practice)

BUS 4516 - Managing Diversity (3)

Considers the specific issues concerned with managing a diverse workforce and clientele; ethnicity, class, religious beliefs, age, gender, sexual orientation, and learning or physical disabilities are considered. (MBA Elective: Practice, MPA Elective: Practice)

BUS 4522 – Cultural Competency in Public Administration (3)

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

BUS 4524 - Labor/Management Relations (3)

The managerial perspective on Labor law, union organizing, campaigns, and negotiations are studied with a view to the development of labor policies. The case method and lecture/discussions are used. (MBA Elective: Practice, MPA Elective: Practice)

BUS 4532 - Conflict Management (3)

Focuses on theoretical and practical analysis of principles and processes for the management of conflict in employment relationships. Provides a framework for understanding and developing skills and techniques for the identification, prevention, and resolution of conflict in workplace relationships; explores the design of effective conflict management systems. (MBA Elective: Practice, MPA Elective: Practice, MSTM Elective: Management)

BUS 4540 - Recruitment, Training, Development (3)

Focuses on staffing needs and how to meet them, interview techniques, assessment of candidate potential and placement, assessment of training needs and means of developing effective training programs, and career planning and management. (MBA Elective: Practice, MPA Elective: Practice)

BUS 4548 - Public Finance and Grant Writing (3)

Students learn about public finance alternatives, the fundraising process, and how to write effective grant proposals for funding social ventures. The grant-writing process, nonprofit governance, issues of fiduciary responsibility, and reporting are covered. (MPA Elective: Practice)

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

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

BUS 4610 – DevSecOps (Development, Security and Operations) (3)

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

BUS 4650 – Software Engineering Principles (3)

The course covers an overview of the software development process and skills required to develop small to complex software systems in meeting customer needs. Theoretical aspects of the class follow industry standards and provides students with real-life examples of enterprise software development processes. (MSTM Elective, Technology)

BUS 4790 – Practicum (3)

The practicum is designed to allow students to observe and gain practical application of knowledge by working with professionals from companies in Silicon Valley. Students will participate in the work in a limited way under the supervision of workplace mentor and the course instructor. The course will augment this participation with assignments for students to demonstrate application of concepts learned from their studies. (MBA-STEM Elective: Practice)

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. (MBA Elective: Strategy, MSTM Elective: Management)

BUS 4980 - Business Strategy (3)

MBA Capstone - This course is used to integrate and apply the knowledge gained from previous courses with an emphasis on strategic planning, strategy formulation and implementation, analysis of industry and competitive firms, assessment of internal strengths and weaknesses, and the formulation of alternative strategies.

Prerequisite: Completion of all major core course work.

BUS 4981 - Public Policy (3)

MPA Capstone - This course is used to integrate and apply the knowledge gained from previous courses with an emphasis on public administration environments, management strategies, ethical decision-making in public agencies, and public policy-making strategies. (MPA Core)

Prerequisite: Completion of all major core course work.

BUS 4982 - Project Systems Analysis (3)

This course is used to integrate and apply the knowledge gained from previous courses with an emphasis on how to analyze and plan a project and how to select and use systems management methods and tools on a professional project. Project planning, analysis, and design; organization, project, and individual goals; processes and performance data/information flow and system structure; and measurement of project quality and success are emphasized. (MSTM Elective: Technology)

BUS 4986 - Special Topics in Business (3)

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

Prerequisite: Consent of advisor.

BUS 4990 - Internship (3)

This course provides students with the opportunity to work in an industry to gain career-related experience. The internship requires 120 to 150 hours during which students acquire further industry knowledge and develop skills necessary for professional advancement.

Prerequisite: Acceptable academic progress and permission of the Dean and/or Program Director.

SCHOOL OF EDUCATION

Caryl Hodges, EdD
Dean

For over 60 years, Notre Dame de Namur University has maintained a reputation for excellence in teacher, administrator, and counselor education. The goal of the School of Education is to prepare competent teachers, specialists, administrators, counselors, and community leaders through professional programs that reflect current trends. Personalized attention and individualized counseling for students, field orientation of programs, and successful placement of graduates have characterized the program since their inception. All programs are accredited or approved by their professional licensing agencies: California Commission on Teacher Credentialing (CTC) and Board of Behavioral Sciences (BBS).

The School of Education offers students the possibility of enrolling concurrently in some master's and credential programs. The School has several integrated programs designed to support each student as he or she prepares to be a professional educator or a community leader. Integrated programs articulate some degree of coursework between the credential and the graduate degree, significantly reducing the time and financial resources required to earn a degree.

Courses are taught by faculty representing diverse academic and practical expertise. Courses are available during both Summer sessions as well as the Fall and Spring semesters. Courses are offered late in the afternoons/evening and on weekends in order to accommodate work commitments.

Admission Information

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

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

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

Teaching Credential Applicants must also submit:

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

Preliminary Administrative Services Credential Applicants must also submit:

1. Verification of one of the following valid credentials:
    a. a clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or
    b. a clear or life California designated subjects teaching credential in adult education, career

technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree, and holds an English learner authorization; or

c. a clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical rehabilitative services requiring a baccalaureate degree and a program of professional preparation including field work or the equivalent.

2. Proof of completion of the Basic Skills Requirement through one of the CTC approved tests to meet this requirement (see CTC website: http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf) or proof of having taken or registered for CBEST examination.
3. Verification of 3 years of successful full-time teaching or full-time experience in a services area field for admission. Candidate must have completed 5 years of successful full-time teaching or full-time experience in a service area field prior to being recommended for the credential.

Admission requirements vary by program. Certain graduate programs may require an initial interview and/or test scores. See the relevant Catalog sections for program-specific requirements. For details on admission processes, see the section on Graduate Admission (p. 16).

Administrative Services

Susan Charles, EdD
Program Director

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.

The program includes courses that address the critical juncture between theory and practice in instructional leadership. Eleven units of the course work are taken in leadership, management, finance, and a specially designed human resource development course addressing the specific needs of educational leaders. Twelve additional units are taken within four courses that include field-based practicum assignments. To ensure instructional leadership, 6 units in curriculum design and implementation and assessment and evaluation are included in the required courses. A 3-unit Action Research/Capstone course will be offered during the candidate's final year in the program.

Degree candidates are supported by University instructors as well as field-based partners in schools and districts during the program. The program is offered in a cohort model. Candidates are admitted in fall only for a 5-semester program (including summer semester). Courses are offered at convenient late afternoon-evening times and are offered off-campus in local school districts.

Program-Specific Admission Requirements

In addition to the basic requirements, applicants to the Master of Arts and Credential in Administrative Services must meet the following requirements:

1. Proof of a bachelor's degree
2. Valid Preliminary or Clear Teaching Credential, Designated Subjects Teaching Credential, or Services Credential
3. Meet the California basic skills requirement
4. Evidence (by transcript) of introductory courses in Psychology and Sociology or complete such courses by mid-program
5. Interview with Administrative Services Program Director
6. A minimum of three-years of classroom teaching experience or experience in a service area field (a minimum of five years is required before the Administrative Services Credential can be awarded).

The following summarizes the requirements for the Preliminary Administrative Services Credential recommendation and Master of Arts in School Administration through NDNU:

1. Successfully complete required courses (includes any required prerequisites)
2. Possess a valid clear or life teaching, designated subjects, or services credential
3. Complete five full years of teaching or services experience with a valid clear or life credential
4. Once employment as an administrator in a California public school district, nonpublic school or agency, or county office of education is validated, the State of California will issue an Administrative Services Credential. If the credential candidate does not have an offer of employment as an administrator, a Certificate of Eligibility will be applied for and issued.

MA School Administration and Preliminary Administrative Services Credential

Learning Outcomes

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

Requirements

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

	Practicum-based Courses	
EDU 4621	School Parent Community Relations	3
EDU 4624	School Law, Governance, Politics	3
EDU 4627	Instructional Leadership	3
EDU 4881	Action Research/Capstone	3

Total Credit Hours: 30

Education MA Programs

Susan Charles, EdD
Program Director

The Master of Arts in Education Program is designed to serve educators, administrators, and community leaders working with and on behalf of schools. The program offers a concentration in Curriculum and Instruction. The concentration includes both required courses and electives which students can choose based on their particular professional interests and needs.

Students who recently completed the preliminary Multiple Subject or Single Subject credential at NDNU may articulate up to 12 units of credential coursework toward these education electives. Students who completed their credential coursework elsewhere and students who do not possess a preliminary credential will consult with the Program Director to develop an appropriate set of elective courses to fulfill the requirement.

A master's thesis is required to complete the degree program. The thesis project integrates research, practice, and personal reflection, allowing students to demonstrate scholarly knowledge, skills and habits of inquiry in the context of a particular research question. The required courses EDU 4721 and EDU 4724 are designed to support students in completing this requirement.

Program-Specific Admission Requirements

In addition to the basic requirements, applicants to the Master of Arts in Education must meet the following requirements:

For students applying solely to the Master of Arts in Education Program

- Valid preliminary teaching credential, with cumulative GPA of 3.0 or better in coursework *or*
- significant teaching experience in a public or private school, a cumulative undergraduate GPA of 3.0, and passing scores on the California Basic Education Skills Test (CBEST)
- International students whose first language is not English are required to submit TOEFL scores of 550 or higher or IELTS composite scores of 6.5 or higher

For students applying jointly to the MA and Credential Programs

- California Basic Education Skills Test (CBEST), California Subject Examinations for Teachers (CSET), and any other tests required for the Credential Program (must submit passing scores before enrolling in master's coursework)
- A personal interview with both the Credential and MA Program Directors

MA Education

Curriculum and Instruction Concentration

The goal of this concentration is to build the capacity of educators to promote social justice in schools and communities through improved teaching practice, curriculum development and assessment, program planning, and action research. The program culminates in a master's thesis, allowing students the opportunity to investigate a particular area of curriculum and instruction in depth.

Articulation with other programs

Students who recently completed a preliminary credential at NDNU can count up to 12 units of credential coursework toward the degree. Applicants who completed a credential at another institution may transfer in up to 6 graduate level units (B- or better) that have not been applied to another degree, with approval of the Program Director. Courses must have been completed within the last seven (7) years in order to be considered transferrable to the MA degree.

Learning Outcomes

- Students will develop, implement, integrate, and assess curriculum
- Students will analyze and evaluate the different categories and uses of assessment
- Students will use a wide range of library and academic online databases and internet resources to research educational problems and apply a range of internet software programs to analyze and report quantitative and qualitative data.

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

Degree Requirements

		Required Courses
EDU 4700	Trends in Curriculum Development	3
EDU 4703	Educational Assessment/Evaluation	3
EDU 4706	Social Justice, Diversity, Equity	3
EDU 4721	Intro to Educational Research	3
EDU 4724	Educational Research	3
		One of the following courses
EDU 4207	Technology - Special Education	3
EDU 4709	Learning, Technology, Curriculum	3
EDU 4715	Media, Medium, and Method	3
EDU 4718	Contemporary Topics in Tech Leadership	3

Subtotal: 18

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

Subtotal: 12

**Students who recently completed or are co-enrolled in NDNU's credential program may articulate up to 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 select 12 units of education electives in collaboration with the Program Director.*

Total Credit Hours: 30

MA Teaching English to Speakers of Other Languages

Caryl Hodges, EdD
Dean

The Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL) degree program at NDNU is a fully online degree program. It is a practitioner-based degree focused on engaging students for preparation to lead instruction in teaching English as an additional language while supporting the growth and knowledge of the communities they serve. Based on the principles of social justice and human rights, candidates will be grounded in pedagogical approaches and epistemological practices that incorporate technology in preparation to enter the field of TESOL as educators working toward a more just world.

Admission Information

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

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

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

- International university transcripts must be evaluated by a professional credential evaluation service. We require a course-by-course evaluation. We accept evaluations from members of NACES and recommend World Education Services, Inc.
- International graduate applicants whose first language is not English are required to submit proof of English language proficiency. For the Test of English as a Foreign Language (TOEFL) exam, the minimum requirement is a score of 550 (paper-based total), 213 (computer-based total) or 80 (internet-based total). For the International English Language Testing System (IELTS) exam, the minimum requirement is a score of 6.0 on the Academic test. In addition,

students may demonstrate English language proficiency by studying through an approved English language school. Speak with Admissions for more information about approved language partners and successful completion levels for each program. Meeting minimum requirements does not guarantee admission.

Learning Outcomes

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

Requirements

	Foundation Courses	
TSL 4400	TESOL Foundations in Theory and Methodology	3
TSL 4410	Digital Technologies for Inclusion in TESOL Instruction	3
TSL 4420	Applied Linguistics and TESOL Pedagogy	3
	Core Courses	
TSL 4430	Assessment, Testing, and Evaluation in TESOL	3
TSL 4450	TESOL Curriculum Design in the Classroom	3
TSL 4460	Discourse Analysis Pragmatics	3
TSL 4470	Digital Storytelling in TESOL Contexts	3
TSL 4490	Structure of American English in Global Paradigms	3
TSL 4500	Online Instruction and Advising in TESOL	3
	Capstone	
TSL 4480	TESOL Portfolio Design	3
	Total Credit Hours: 30	

English for International Students

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.

Credential: Preliminary Multiple Subject (Elementary School)

Stephanie Demaree, EdD
Program Director

The School of Education offers a program of professional preparation for the California Multiple Subject Credential, approved by the California Commission on Teacher Credentialing (CTC). This credential authorizes service in self-contained TK-8th grade classrooms usually in an elementary school setting. NDNU's Multiple Subject Credential Program is post-baccalaureate and requires a full fifth year, or 33 semester units, of study. The concurrent program at NDNU offers candidates who have the Basic Skills and subject matter competency requirements completed by May 1 the opportunity to complete the professional course work and two student teaching experiences within a calendar year (summer session, fall semester, spring semester). NDNU students enrolled in its credential programs may articulate up to 12 units toward the Master of Arts in Education - Curriculum and Instruction (see p. 4747) or 9 units toward the Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (see p. 4848). Interested candidates should contact the Program Director of the Master of Arts in Education program or the Program Director of the Master of Arts in TESOL for more information.

Learning Outcomes

Upon completion of a Preliminary Multiple Subject Credential:

- Candidates will be able to engage and support all students in learning.
- Candidates will be able to create and maintain effective environments for student learning.
- Candidates will be able to understand and organize subject matter for student learning.
- Candidates will be able to plan instruction and design learning experiences for all students.
- Candidates will be able to assess student learning.
- Candidates will be able to develop as professional educators.

Multiple Subject Credential (elementary) candidates spend one semester of student teaching at the primary level and one semester at the upper elementary grade level. These student teaching experiences are in culturally diverse schools with students from a variety of socioeconomic backgrounds and take place at two of the many public school districts with which we have contracts.

Public school districts occasionally offer qualified Multiple Subject candidates the opportunity for a paid internship in lieu of unpaid student teaching. This requires intern candidates to secure a CTC internship credential through the credentials office which requires an official offer of employment, approval of the Program Director, the completion of specified pre-service coursework including one semester of student teaching, and the willingness of the employing district to sign and participate in a support and supervision agreement with NDNU. Subject to Program Director approval, candidates may complete a portion of the student teaching requirement at a WASC accredited private school.

Transfer students must complete a minimum of 15 semester units of credit at Notre Dame de Namur University, including at least one semester of student teaching in the teacher preparation program in order to be recommended for a teaching credential.

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

1. *Prerequisite: Verification of 40 hours of pre-acceptance field experience by teaching or volunteer experience completed with appropriate age in a school setting. Provide the original form signed by the site supervisor, or provide official letter of verification from the site.
2. Successfully complete student teaching and required courses. The lowest grade in student teaching that is considered successful is a B-. The lowest grade in all other credential courses that is considered successful is a C, provided a 3.0 GPA minimum is maintained.
3. Pass the Teaching Performance Assessment.
4. *Passage of Basic Skills Requirement (e.g., CBEST or for more options, see http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf)
5. *Verification of Subject Matter Competence (e.g., CSET in Multiple Subjects)
6. *Verification of fingerprinting clearance on file with the California Commission on Teacher Credentialing (also called a “Certificate of Clearance”). For more information, see http://www.ctc.ca.gov/credentials/leaflets/cl271.pdf.
7. *Copy of negative TB test result from within two years
8. *Signed NDNU Release of Liability Form
9. Verification of meeting the U.S. Constitution requirement by exam, course work, or CSU degree
10. CPR training in infant, child, and adult; training must meet standards of American Heart Association or American Red Cross and be current at time of credential filing.
11. Pass the Reading Instruction Competence Assessment (RICA) by the end of the program.

Requirements

		Required Courses
EDU 4100	**Psychological and Developmental Foundations**	3
EDU 4104	**Sociological and Multicultural Foundations**	3
EDU 4107	**Foundations for Teaching English Learners**	3
EDU 4110	**Special Education for the Classroom Teacher**	2
EDU 4113	**Technology Applications in Education**	1
EDU 4116	**Health Education**	1
EDU 4119	**Assessment in the Classroom**	2
EDU 4330	**Elementary Reading/Language Arts: Primary Grades**	3
EDU 4333	**Elementary Reading/Language Arts: Upper Grades**	3
EDU 4336	**Curriculum: Elementary Math**	2
EDU 4337	**Curriculum: Social Studies**	1
EDU 4338	**Curriculum: Science**	1

EDU 4342	Student/Intern Teaching/Semester I: Multiple Subject	4
EDU 4345	Student/Intern Teaching Semester II: Multiple Subject	4

Note: EDU 4119, EDU 4330, EDU 4333, EDU 4336, EDU 4337, and EDU 4338: 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 12 units toward the Master of Arts in Education or up to 9 units toward the Master of Arts in Teaching English to Speakers of Other Languages (TESOL). Interested candidates should contact the Program Director of Master of Arts in Education or Master of Arts in TESOL for more information.

Professional Clear Teaching Credential Articulation with the Masters in Education

Teachers who have taken graduate coursework elsewhere as part of their induction program for the Professional Clear Credential may transfer up to 6 semester units of recent coursework that has not been applied toward another degree to the Master of Arts in Education. Consult with the Director of the Master of Arts in Education Program for information regarding approved induction courses.

CTC Early Completion Intern Option

The Early Completion Intern Option (ECO) is intended to provide individuals who have requisite skills and knowledge an opportunity to challenge the course work portion of a Multiple or Single Subject Intern Program and demonstrate pedagogical skills through a performance assessment while in a Commission-approved intern program. CTC requirements for ECO can be found online at http://www.ctc.ca.gov/credentials/leaflets/cl840.pdf. Qualified candidates must make an appointment to speak with a Program Director.

Credential: Preliminary Single Subject (Middle and High School)

Kelly Delaney, EdD
Program Director

The School of Education offers a program of professional preparation for the California Single Subject Credential, approved by the California Commission on Teacher Credentialing (CTC). This credential authorizes service in departmentalized settings usually in middle schools and high schools. NDNU's Single Subject Credential program is post-baccalaureate and requires a full fifth year, or 31 semester units, of study. The concurrent program at NDNU offers candidates who have the Basic Skills and subject matter competency requirements completed by May 1 the opportunity to complete the professional course work and two student teaching experiences within a calendar year (summer session, fall semester, spring semester). NDNU students enrolled in its credential programs may articulate up to 12 units toward the Master of Arts in Education - Curriculum and Instruction or up to 9 units toward the Master of Arts in Teaching English to Speakers of Other Languages (TESOL). Interested candidates should contact the Program Director of the Master of Arts in Education program or the Program Director of the Master of Arts in TESOL for more information.

Learning Outcomes

Upon completion of a Preliminary Single Subject Credential

- Candidates will be able to engage and support all students in learning.
- Candidates will be able to create and maintain effective environments for student learning.
- Candidates will be able to understand and organize subject matter for student learning.
- Candidates will be able to plan instruction and design learning experiences for all students.
- Candidates will be able to assess student learning.
- Candidates will be able to develop as professional educators.

Single Subject Credential candidates typically spend one semester of student teaching at the middle or junior high school level and one semester at the high school level. These student teaching experiences are intended to take place in culturally diverse schools with students from a variety of socioeconomic backgrounds. Students work at two of the many public school districts with which we have contracts.

Public school districts occasionally offer qualified Single Subject candidates the opportunity for a paid internship in lieu of unpaid student teaching. This requires intern candidates to secure a CTC internship credential through the credentials office which requires: an official offer of

employment, approval of the Program Director, the completion of specified pre-service coursework including one semester of student teaching, and the willingness of the employing district to sign and participate in a support and supervision agreement with NDNU. Subject to Program Director approval, candidates may complete a portion of the student teaching requirement at a WASC-accredited private school.

Transfer students must complete a minimum of 15 semester units of credit at Notre Dame de Namur University, including at least one semester of student teaching in the teacher preparation program in order to be eligible to be recommended for a teaching credential.

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

1. *Prerequisite: Verification of 40 hours of pre-acceptance field experience by teaching or volunteer experience completed with appropriate age in a school setting. Provide the original form signed by the site supervisor, or provide official letter of verification from the site.
2. Successfully complete student teaching and required courses. The lowest grade in student teaching that is considered successful is a B-. The lowest grade in all other credential courses that is considered successful is a C, provided a 3.0 GPA minimum is maintained.
3. Pass the Teaching Performance Assessment.
4. *Passage of Basic Skills Requirement (e.g., CBEST or for more options, see http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf).
5. *Verification of Subject Matter Competence (e.g., CSET in appropriate teaching area or an approved subject matter waiver from an accredited college or university.)
6. *Verification of fingerprinting clearance on file with the California Commission on Teacher Credentialing (also called a “Certificate of Clearance”). For more information, see http://www.ctc.ca.gov/credentials/leaflets/cl271.pdf).
7. *Copy of negative TB test result from within two years.
8. *Signed NDNU Release of Liability Form.
9. Verification meeting the U.S. Constitution requirement by exam, course work, or CSU degree.
10. CPR training in infant, child, and adult; training must meet standards of American Heart Association or American Red Cross and be current at time of credential filing.

Requirements

		Required Courses
EDU 4100	Psychological and Developmental Foundations	3
EDU 4104	Sociological and Multicultural Foundations	3
EDU 4107	Foundations for Teaching English Learners	3
EDU 4110	Special Education for the Classroom Teacher	2
EDU 4113	Technology Applications in Education	1
EDU 4116	Health Education	1
EDU 4119	Assessment in the Classroom	2
EDU 4405	Teaching and Pedagogy	3
EDU 4407	Secondary Curriculum	2
EDU 4410	Language and Literacy in the Content Areas	3
EDU 4442	Student/Intern Teaching Semester I: Single Subject	4
EDU 4445	Student/Intern Teaching Semester II: Single Subject	4

Total Credit Hours: 31

Articulation with the Master of Arts in Education

NDNU candidates enrolled in its credential programs may articulate up to 12 units toward the Master of Arts in Education or up to 9 units toward the Master of Arts in Teaching English to Speakers of Other Languages (TESOL). Interested candidates should contact the Program Director of the Master of Arts in Education or Master of Arts in TESOL for more information.

Professional Clear Teaching Credential Articulation with the Masters in Education

Teachers who have taken graduate coursework as part of their induction program for the Professional Clear Credential may transfer up to 6 semester units of recent coursework that has not been applied toward another degree toward the Master of Arts in Education. Consult with the Director of the Program for information regarding approved induction courses.

CTC Early Completion Intern Option

The Early Completion Intern Option (ECO) is intended to provide individuals who have requisite skills and knowledge an opportunity to challenge the course work portion of a Multiple or Single Subject Intern Program and demonstrate pedagogical skills through a performance assessment while in a commission-approved intern

program. CTC requirements for ECO can be found online at http://www.ctc.ca.gov/credentials/leaflets/cl840.pdf. Qualified candidates must make an appointment to speak with a Program Director.

Special Education

Susan Charles
Program Director

Credential: Preliminary Education Specialist

NDNU's Education Specialist Credential program prepares students to teach in special education programs in public and private schools. Students choose one of two concentration options: mild/moderate or moderate/severe disabilities.

Credential holders with a mild/moderate authorization will be able to teach students in Resource Specialist Program classes (K-12) and students in special day classes for learning disabilities. Credential holders with a moderate/severe authorization will be able to teach students in grades K-12 whose needs are more severe. A student may elect to complete the requirements for both options. This can be accomplished while in the program with the addition of the appropriate adaptations course (EDU 4234 or EDU 4237), appropriate curriculum and instruction courses (EDU 4336, EDU 4337, EDU 4338 or EDU 4251, EDU 4252), and an additional semester of fieldwork in an appropriate educational setting. If requirements for both are completed during the program the candidate will be recommended for both authorizations. If one or more semesters elapses between the completion of the credential and the Commencement of the coursework/fieldwork for the second authorization OR if the candidate completes the master's requirement before the Commencement of the coursework/fieldwork for the second authorization, then enrollment for coursework for the second authorization will be as an "Education Specialist Added Authorization" and may not be eligible for financial aid.

Special Education candidates may discover opportunities to serve as paid interns while earning the credential. Public school districts will require such interns to hold a university internship credential to begin, a recommendation which requires the successful completion of specific exams, coursework and fieldwork in both general education and special education settings including one semester of student teaching. Fieldwork experience must include one semester of student teaching/internship in a public school setting. Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. See the Education Specialist Program Handbook for details. The Preliminary Education Specialist Credential may be integrated with the Master of Arts Degree in Special Education. Credential courses taken at NDNU count towards the master's degree, subject to degree limits (residency requirements, etc.).

Learning Outcomes

Upon completion of a Preliminary Education Specialist Credential:

- Candidates will be able to develop a shared vision of learning.
- Candidates will be able to promote a culture of teaching and learning.
- Candidates will be able to effectively manage a school in the service of teaching and learning.
- Candidates will be able to work effectively with diverse families and communities.
- Candidates will be able to demonstrate personal ethics and leadership capacity.
- Candidates will be able to demonstrate political, social, economic, legal, and cultural understanding of education.

Students may obtain an Education Specialist Credential without a prior teaching credential. This requires 44 units. Applicants who already hold a teaching credential can complete the requirements for the Education Specialist credential with between 20-30 units of additional coursework and field placement depending on their current credential. A chronological program plan to meet the credential requirements will be discussed when the admitted student meets with the Program Director.

Transfer students must complete a minimum of 15 semester units of credit at Notre Dame de Namur University, including at least one semester of student teaching or internship in the teacher preparation program in order to be recommended for a teaching credential.

Public school districts occasionally offer qualified Education Specialist Credential candidates the opportunity for a paid internship in lieu of unpaid student teaching.

This requires intern candidates to secure a university internship credential through the credentials office which requires: an official offer of employment, approval of the Program Director, the completion of specified pre-service coursework including one semester of student teaching, and the willingness of the employing district to sign and participate in a support and supervision agreement with NDNU. Subject to Program Director approval, students may complete one student teaching semester at a WASC-accredited private school.

The following summarizes the requirements for the Preliminary Education Specialist Credential recommendation through NDNU. **Asterisked** items are required for student teaching eligibility (internship eligibility has additional course and fieldwork requirements). See Special Education Program Handbook:

1. *Prerequisite: Verification of 40 hours of pre-acceptance field experience by teaching or volunteer experience completed with appropriate age in a school setting. Provide the original form signed by the site supervisor, or provide official letter of verification from the site.
2. Successfully complete student teaching or internship and required courses (includes courses that allow authorization to teach English Learners)
3. *Passage of Basic Skills Requirement (e.g., CBEST or for more options, see http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf).
4. *Verification of Subject Matter Competence (e.g., CSET in Multiple Subjects)
5. *Verification of fingerprinting clearance on file with the California Commission on Teacher Credentialing (also called a "Certificate of Clearance"). For more information, see http://www.ctc.ca.gov/credentials/leaflets/cl271.pdf.
6. *Copy of negative TB test result from within two years.
7. *Signed NDNU Release of Liability Form.
8. Verification of meeting the U.S. Constitution requirement by exam, course work, or CSU degree.
9. Pass the Reading Instruction Competence Assessment (RICA) by the end of your program.
10. *CPR training in infant, child, and adult; training must meet standards of American Heart Association or American Red Cross and be current at time of credential filing.

Coursework required for those who enter without a prior credential

Education Specialist Credential Mild/Moderate

		Required Courses
EDU 4100	Psychological and Developmental Foundations	3
EDU 4104	Sociological and Multicultural Foundations	3
EDU 4107	Foundations for Teaching English Learners	3
EDU 4116	Health Education	1
EDU 4200	Special Education Program Management	3
EDU 4203	Clinical Assessment	4
EDU 4207	Technology - Special Education	3
EDU 4209	Counseling - Special Education	3
EDU 4230	Student/Intern Teaching Seminar: (Special Education, 1st semester)	4
EDU 4231	Student/Intern Teaching/Seminar (Special Education, 2nd Semester)	4
EDU 4330	Elementary Reading/Language Arts: Primary Grades	3
EDU 4333	Elementary Reading/Language Arts: Upper Grades	3
	Mild/Moderate Curriculum & Instruction Courses	
EDU 4234	Curriculum and Instruction Adaptations:Mild/Moderate	2
EDU 4336	Curriculum: Elementary Math	2
EDU 4337	Curriculum: Social Science	1
EDU 4338	Curriculum: Science	1

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

Total Required Units

Total: 43

Education Specialist Credential Moderate/Severe

		Required Courses
EDU 4100	Psychological and Developmental Foundations	3
EDU 4104	Sociological and Multicultural Foundations	3
EDU 4107	Foundations for Teaching English Learners	3
EDU 4116	Health Education	1
EDU 4200	Special Education Program Management	3
EDU 4203	Clinical Assessment	4
EDU 4207	Technology - Special Education	3
EDU 4209	Counseling - Special Education	3
EDU 4230	Student/Intern Teaching Seminar: (Special Education, 1st semester)	4
EDU 4231	Student/Intern Teaching/Seminar (Special Education, 2nd Semester)	4
EDU 4330	Elementary Reading/Language Arts: Primary Grades	3

EDU 4333	Elementary Reading/Language Arts: Upper Grades	3

Moderate/Severe Curriculum & Instruction Courses

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

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

Total Required Units

Total: 46

Dual Authorization

Students pursuing a dual authorization must complete the Curriculum and Instruction courses for both the Mild/Moderate and Moderate/Severe Education Specialist Credentails as well as complete a 3rd semester of student/intern teaching.

Coursework required for those who enter with a California credential, depending on the credential held.

For those holding an out-of-state credential, additional coursework may be required.

Required Courses

EDU 4200	Special Education Program Management	3
EDU 4203	Clinical Assessment	4
EDU 4207	Technology - Special Education	3
EDU 4209	Counseling - Special Education	3
EDU 4230	Student/Intern Teaching Seminar: (Special Education, 1st semester)	4
EDU 4231	Student/Intern Teaching/Seminar (Special Education, 2nd Semester)	4

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

Also required are the Curriculum and Instruction Courses for the selected credential, either Mild/Moderate or Moderate Severe, as detailed in the corresponding sections above.

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

EDU 4236	Student/Intern Teaching Seminar (Special Education - Extended)	1
EDU 4330	Elementary Reading/Language Arts :Primary Grades	3
EDU 4333	Elementary Reading/Language Arts: Upper Grades	3
EDU 4336	Curriculum: Elementary Math	2
EDU 4339	Curriculum: Social Studies/Science	2

For the Mild/Moderate Credential

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

For the Moderate/Severe Credential

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

Students may complete three units of capstone coursework in addition to the Education Specialist Credential in order to earn a master's degree. See Master of Arts in Special Education (p. 5555) for further information.

MA Special Education

The goal of the MA Special Education degree is to develop professional practitioners with expertise in three key areas: conceptual knowledge, theoretical knowledge, and application skills. The program is designed to enable students, upon graduation to:

- Use theory as a lens for thinking critically
- Be a knowledgeable consumer of educational literature
- Be skillful in applying research-based teaching practices.
- Use a wide range of instructional materials, approaches, and methods for learners at different stages of development and from differing cultural and linguistic backgrounds.
- Use a wide range of assessment tools including informal/formal, individual/group, and formative/summative instruments.

Building upon the Education Specialist Credential, the program enables NDNU Education Specialist credential students to complete an additional 3-unit course in order to earn a master's degree. See the Education Specialist Credential for the list of required courses. Students who enter the program with a prior teaching credential or degree in a related area (counseling, non-profit agency working with special needs individuals) who are pursuing graduate work to enhance their ability to work with special populations can complete their MA in Special Education degree with 30 units.

Degree Requirements

		Required Courses
EDU 4200	**Special Education Program Management**	3
EDU 4203	**Clinical Assessment**	4
EDU 4207	**Technology - Special Education**	3
EDU 4209	**Counseling - Special Education**	3
EDU 4880	**Educational Research Capstone**	3
Choose one Curriculum and Instruction Course from:		
EDU 4234	**Curriculum and Instruction Adaptations: Mild/Moderate**	3
EDU 4237	**Curriculum and Instruction Adaptations: Moderate to Severe**	3

Subtotal: 19

Education Electives - 11 units of graduate level courses with approval of Program Director

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

Select from Education Department coursework (Multiple Subject, Single Subject, Special Education, or MA in Education). Note: undergraduate, Student Teaching, or Field Practicum courses may not be used to satisfy the elective requirement.

Transfer in up to 6 units of coursework in the field of education not previously used for a degree.

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

Subtotal: 11

Total Credit Hours: 30

SOE COURSES

EDU - EDUCATION

EDU 4100 - Psychological and Developmental Foundations (3)

Investigates and critically appraises insights derived from psychology, especially as they pertain to the teaching-learning process for diverse classrooms of today. Explores theories from behavioral, humanistic, developmental, and cognitive psychology that are relevant for education. Considers effects on student learning, teacher expectations, classroom climate (affective and cognitive), classroom management, planning, diversity factors, learning styles, individual differences, motivation, and evaluation.

EDU 4104 - Sociological and Multicultural Foundations (3)

Analyzes major influences on American education, including social, cultural, historical, political and economic influences. Explores contemporary issues in education, such as the nature of culture, the purposes of public schooling, the profession of teaching, the social structure and education, equality of opportunity, and multicultural education.

EDU 4107 - Foundations for Teaching English Learners (3)

Examines theories of second language acquisition and historical perspectives of bilingual education. Explores factors affecting first and second language acquisition and bilingual education with an emphasis on instructional strategies. Includes class participation demonstrating knowledge of the content and field observations whenever possible. Covers Specially Designed Academic Instruction in English (SDAIE) competencies.

EDU 4110 - Special Education for the Classroom Teacher (2)

This course is designed to provide information, resources, and materials related to the education of students with disabilities in the general education classroom. It includes a description of the categories of disabilities as defined by the Federal law, current regulations, and the IEP/ITP process. Emphasis is placed on the strategies for modifications and accommodations necessary to provide an appropriate learning environment. Attention focuses on the support system available at the school site level.

EDU 4113 - Technology Applications in Education (1)

California has adopted Technology Standards that define computer-based technology use in classrooms. This course ensures that all teacher candidates understand and are able to use appropriate computer-based technology to facilitate the teaching and learning process. In addition to the California Level I Standards, the course covers issues surrounding technology use by society in general and education in particular. Also, several Teacher Performance Expectations (TPEs) from the California Standards of Quality and Effectiveness for Professional Teacher Preparation Programs are addressed in this course.

EDU 4116 - Health Education (1)

This course provides an introduction to health promotion through school health education. Current literature, health education resources, and teaching strategies are introduced and discussed. This course fulfills the California State Credential requirements. CPR and First Aid are NOT included in this course.

EDU 4119 - Assessment in the Classroom (2)

Introduces measurement concepts needed by teachers in order to meet their instructional objectives. Students learn how to create and use assessments that guide instruction and measure results. They also learn how to communicate with students, families, and other audiences about student progress.

EDU 4200 - Special Education Program Management (3)

This course is designed as a seminar focusing on the coordination procedures and implementation of laws, regulations, and other requirements related to special education. The focus is on ethics, policies, and related issues for teachers of students and adults with disabilities. Topics also include training and supervision of instructional aides, staff development/in-service functions, coordination and scheduling of IEP and ITP meetings, monitoring the referral process, inclusion of special education students in the regular education classroom, record keeping, and familiarity with student and parent rights.

EDU 4203 - Clinical Assessment (4)

This course is designed as a survey course of diagnostic assessment tools used by special education teachers. Competencies and understanding of the historical perspective, terminology, administration procedures and interpretation, cognitive assessments-academic achievement assessments, current research in learning styles, and adaptation to Individualized Educational Programs are addressed. Students are expected to administer and interpret various assessment instruments.

EDU 4207 - Technology - Special Education (3)

Introduces developmental and methodological foundations for the use of current technologies and practical application to the special education classroom. The use of low-tech to high-tech devices as assistive technology in meeting IEP needs of students are emphasized. Emphasis is also placed on learning the tools to enhance communication, information access, use of adaptive devices, use of current software/hardware, and problem-solving for the special education and regular education classroom.

EDU 4209 - Counseling - Special Education (3)

This course surveys the various support systems that can be used with special education children and families. An understanding of in-district and community agencies are examined. Effective communication techniques for counseling students and families with special needs are emphasized. Current research and publications that deal with assisting students' families are explored. Developing behavior plans for classrooms and individuals and the use of questionnaires, health histories, and other related information are also explored.

EDU 4230 - Student/Intern Teaching Seminar: (Special Education, 1st semester) (4)

This course has the same focus as EDU 4342, but in a special education setting. Heavy emphasis is placed on exploring and examining solutions for day-to-day problems encountered in teaching students in special education classes, including issues such as planning, instructional problems, and evaluation.

EDU 4231 - Student/Intern Teaching/Seminar (Special Education, 2nd Semester) (4)

Continuing candidates are provided with an opportunity to reflect upon and improve the field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Continued emphasis on exploring and examining solutions for day-to-day problems encountered in teaching students in special education classes, including issues such as planning, instructional problems, and evaluation.

Prerequisite: EDU 4230.

EDU 4234 - Curriculum and Instruction Adaptations: Mild/Moderate (3)

Involves adaptations and methods of curriculum and instruction to meet the needs of students with identified mild/moderate disabilities. This course explores services to support students with special needs in and out of the regular classroom and how additional support services, such as speech, nurse, and adaptive physical education can be utilized. The role of the special education teacher as a support for children with 504 Plans are also discussed.

EDU 4236 - Student/Intern Teaching Seminar (Special Education - Extended) (1)

Candidates are provided with an extended opportunity to plan, teach, and reflect upon and improve their special education field experience. Candidates continue to engage in discussions of the day-to-day problems encountered in teaching students in special education classes, including issues such as planning, instructional problems, and evaluation. May be repeated for credit.

Prerequisite: EDU 4230 OR EDU 4231.

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

This course focuses on students with severe and multiple disabilities, including severe intellectual disability, deaf-blindness, multiple disabilities, and related disabilities such as physical impairments, sensory impairments, other health impairments, and traumatic brain injury. The course covers the characteristics of these learners and teaching methods to meet their varied needs, including methods to support movement, mobility, sensory, and specialized health care needs in order for students to access classrooms, schools, and the community to the

fullest extent of their ability. Emphasis on developing communication skills including knowledge and application of augmentative and alternative communication systems or devices and services to facilitate communication for students with physical/orthopedic disabilities, other health impairments, deaf/blindness, and multiple disabilities.

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

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

EDU 4237 - Curriculum and Instruction Adaptations: Moderate to Severe (3)

Studies adaptations and methods of curriculum and instruction to meet the needs of students with identified moderate/severe disabilities. This course explores current issues and research in special education instructional methods. Topics include the role of the special day class teacher in a school setting, the coordination of services to support students with special needs in and out of the classroom, and how additional support services such as speech therapist, nurse, school psychologist, and adaptive physical education teacher can be utilized. The role of the teacher in referring to outside agencies, working with parents, and developing IEP and ITP are also discussed.

EDU 4330 - Elementary Reading/Language Arts: Primary Grades (3)

Surveys the teaching of beginning reading and language arts in diverse elementary classrooms. Introduces current research, principles, issues, strategies, and materials/resources for developmental processes of learning to read and write for all students. Presents theories concerning language acquisition and language development for first- and second-language learners. Constructs a literacy model with a multicultural/multilingual perspective. Concurrent coursework and field placement are required to ensure application and reflective practice.

EDU 4333 - Elementary Reading/Language Arts: Upper Grades (3)

Continues examination of current research, principles, issues, strategies, and materials/resources, focusing on upper elementary students of diverse backgrounds. Explores language acquisition issues in upper elementary grades. Facilitates connections among students, literature, and response in a multicultural perspective. Introduces literacy in content areas and SDAIE techniques for understanding literature. Concurrent coursework and field placement are required to ensure continued reflection/application.

Prerequisite: EDU4330.

EDU 4336 - Curriculum: Elementary Math (2)

Emphasizes content and method of teaching elementary math concepts. This course includes all eight strands of the state mathematics framework. Students learn hands-on methods designed for prospective teachers.

EDU 4337 - Curriculum: Social Science (1)

Students develop expertise in planning, implementing, and assessing social science curriculum and experiment with a variety of strategies and techniques designed to promote higher-level thinking and provide for differences in teaching a diverse, multilingual, and multicultural population.

EDU 4338 - Curriculum: Science (1)

Students develop expertise in planning, implementing, and assessing science curriculum and experiment with a variety of strategies and techniques designed to promote higher-level thinking and provide for differences in teaching a diverse, multilingual, and multicultural population.

EDU 4342 - Student/Intern Teaching/Semester I: Multiple Subject (4)

Focuses on orientation to and observation of realities of teaching through weekly seminars and on-site assignments in public and private schools. As candidates take charge of classes under the direction of master teachers, seminar sessions enriched by guest speakers stress class management and control, lesson planning, curriculum development, and organization and use of class time. Heavy emphasis is placed on examining solutions for the day-to-day problems that candidates are experiencing.

EDU 4345 - Student/Intern Teaching Semester II: Multiple Subject (4)

Continuing candidates are provided with an opportunity to reflect upon and improve the field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Normally, at least one-half of the class is focused on candidates' concerns. Performance Assessment for California Teachers (PACT) is the focus of this course.

EDU 4346 - Student/Intern Teaching Seminar (Multiple Subject - Extended) (1)

Candidates are provided with an extended opportunity to continue to reflect upon and improve the field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Normally, at least one-half of the class is focused on candidates' concerns. May be repeated for credit.

Prerequisite: EDU 4342 OR EDU 4345.

EDU 4405 - Teaching and Pedagogy (3)

Teacher candidates are oriented to the Single Subject Credential Program and the teaching profession. This course is coordinated by an NDNU faculty member and jointly taught by mentor teachers from local schools. The focus of this course is teaching the state adopted academic content standards using effective strategies in the discipline of the teacher candidate. Program-related topics and legal requirements such as well as a review of the Teaching Performance Expectations (TPE's). Other topics include, but are not limited to classroom management, teaching and learning in a standards-based environment, and setting high expectations for all students. Candidates apply course content to field practicum and the development of their Teaching Performance Assessment.

EDU 4407 - Secondary Curriculum (2-3)

Develops expertise in curriculum planning applied to the subject area and presents strategies and techniques that provide for teaching a diverse population. Direct instruction, questioning techniques, small-group discussions, and higher order thinking skills are included and used by the student in designing a unit of instruction.

EDU 4410 - Language and Literacy in the Content Areas (3)

Introduces current research, principles, issues, strategies, and resources, with respect to language and literacy in Single Subject content areas. Focuses on Specially Designed Academic Instruction in English (SDAIE) for language minority students. Field experience in public school is required.

EDU 4442 - Student/Intern Teaching Semester I: Single Subject (4)

Focuses on orientation to and observation of realities of teaching through weekly seminars and on-site assignments in public and private schools. As candidates take charge of classes under the direction of master teachers, seminar sessions enriched by guest speakers stress class management and control, lesson planning, curriculum development, and organization and use of class time. Heavy emphasis is placed on examining solutions for the day-to-day problems that candidates are experiencing.

EDU 4445 - Student/Intern Teaching Semester II: Single Subject (4)

Continuing candidates are provided with an opportunity to reflect upon and improve the field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Normally, at least one-half of the class is focused on candidates' concerns. Preparation of a professional portfolio is required for both Multiple Subject and Single Subject candidates.

EDU 4446 - Student/Intern Teaching Seminar (Single Subject - Extended) (1)

Candidates are provided with an opportunity to continue to reflect upon and improve their field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Normally at least one-half of the class is focused on the candidates' concerns. May be repeated for credit.

Prerequisite: EDU 4442 OR EDU 4445.

EDU 4492 - Field Practicum PIP STSP (1)

This course consists of a monthly seminar and regular supervisor support designed to provide academic and mentoring support to those candidates hired by school districts as teacher of record on PIP or STSP. Candidates participate in a process of reflection/action and evaluation (*California Standards for the Teaching Profession* [CSTPs]; *Teaching Performance Expectations* [TPEs]) as a vehicle for problem solving and critical thinking directly related to their day to day teaching practice. The course includes monthly seminars with candidates in the same credential program and observations/mentoring by an assigned university supervisor. Supervisors visit candidates in their classroom on a regular basis as well as provide weekly check-in (phone, email, video) to provide feedback and support to assist candidates in having a successful teaching experience. Course is graded Pass/No Pass.

EDU 4600 - Financial Management (3)

This course is designed to develop candidates' leadership capacity and knowledge base in collaboratively aligning fiscal, human and material resources (including technology) to support the learning of all subgroups of students while ensuring optimum management of the organization, operation and resources for a safe, efficient and effective learning environment. The principles and concepts in public fiscal management, budget development, revenue and taxation policies are explored. The final project includes the development of a budget spreadsheet with a time-process plan to ensure collaborative budget development taking student learning into a role of primary consideration which is presented with oral rationalization to a variety of audiences (staff, community, parents, central office personnel).

EDU 4604 - Human Resource Management in School/District (2)

This course is intended to help educational leaders at the school and district level develop knowledge and capacity to perform effectively in the area of human resources (HR) and build high performing human resource teams in schools and districts. The focus of the course is on how the HR function in general serves the needs of all other parts of a system of education and yet has its own unique character within the system. Since the HR function consumes at least 80 percent of the school/district budget and also consumes a great deal of the school district's time and energy, the HR system of a school/district must be carefully considered by the educational leader. It follows that the HR system of a school/district is directly related to the overriding purpose of school in terms of student achievement. While the essential organization of this course is towards developing human and organizational capacities, particular emphasis is given to the application of knowledge and skills to authentic problems of practice within a school/district in order to develop research-based solutions to these problems.

EDU 4606 - Leadership Concepts (3)

This course explores the historical and philosophical approaches to educational leadership and include identification of personal leadership strengths. The concept of facilitating the development of a shared vision for the achievement and success of all students based upon relevant quantitative and qualitative measures of student learning is a primary focus. Through an emphasis on personal leadership practices and their potential impact and influence on the performance of other adults and students, candidates come to realize the importance of educational leadership in a democratic society. The candidate recognizes the primary function of the ability to communicate and implement a shared vision so that the entire school community understands and acts on the mission of the school as standards-based educational system. Candidates come to know and experience the leadership roles inherent in shaping school programs, plans, and activities to ensure integration, articulation and consistency with the shared vision.

EDU 4609 - Organization and Management (3)

This course covers the principles and concepts of management theory, including an historical overview. The managerial functions of leading, planning, organizing, and staffing are focused upon with an emphasis on how these functions are being facilitated by instructional leadership through communication and participatory decision-making. Organizational behavior patterns in management are explored through assigned readings, small-group discussions, guest speakers, and selected videos. There is an emphasis on what makes public organizations distinctive, and analyzing the environment of schools through problem-based learning assignments.

EDU 4621 - School Parent Community Relations (3)

This course covers changing social and institutional conditions including public relations in the age of information, the effective use of administrative technology for communication, identification and analysis of community resources, ways to work effectively with parents, community agencies and special interest groups as well as working with a culturally diverse school community. Candidates examine and evaluate their own attitudes toward people of different races, cultures, and ethnic backgrounds as well as examine their attitudes toward sexual orientation and individuals with disabilities, so they become aware of their individual feelings and be able to be an effective leader in a diverse setting, finding value in all individuals. Special emphasis is put on an educational leader‘s primary focus in mobilizing community resources in the service of student achievement and incorporating family and community expectations in school decision-making activities. This course includes a written practicum which reflects work on an administrative project supervised by an on-site administrator (who serves as a partner in field-based experience) and approved by the instructor. The project is congruous with the course objectives for learning.

EDU 4624 - School Law, Governance, Politics (3)

This course introduces the candidate to the basic concepts of school governance, law, and politics with an overview of our educational system at the federal, state and local levels. State-adopted content standards for students are examined and candidates develop an understanding of the critical role of instructional leadership in monitoring the educational needs of all students. The course covers the interaction of historical and philosophical forces that give rise to various institutionalized practices and laws and focuses on the interaction of administrative, legal and political forces and issues which need careful consideration and/or potential action and advocacy on the part of instructional leaders. This course includes a written practicum which reflects work on an administrative project supervised by an on-site administrator (who serves as a partner in field-based experiences) and approved by the instructor. The project is congruous with the course objectives for learning.

EDU 4627 - Instructional Leadership (3)

This course focuses on understanding the breadth, depth, and application of Instructional Leadership and Associated CAPEs 2A, 2B, 2C, &2D (California Administrative Performance Expectations). The candidate explores the roles and resultant implications of the actions of a variety of stakeholders in curriculum development and program implementation. Procedures and strategies for implementing special programs and mandates are identified and discussed. This course includes a practicum project in which the candidate designs, initiates, and implements, an instructional program aimed at the improvement of student achievement. The written component of the practicum reflects work on an administrative project supervised by an on-site administrator (who serves as a partner in the field-based experiences) and approved by the instructor.

EDU 4700 - Trends in Curriculum Development (3)

This course considers curriculum development and leadership and the factors affecting and influencing both. Current and historical factors are explored, taking an in-depth look at *The Story of American Public Education*. Integral instructional leadership roles in curricular planning and decision-making processes are emphasized. Additionally, the concept of the integration of subject matter and multicultural perspectives and resources, critical thinking and communication skills with technological resources is woven throughout the course.

EDU 4703 - Educational Assessment/Evaluation (3)

This course applies the basic principles of measurement and evaluation to the classroom, the school, and the district. In addition, it addresses the practical problems and concerns facing teachers and schools in dealing with data-driven decision-making and evaluation. Course readings, discussions, and activities center around standardized, standards-based, norm-referenced, criterion-referenced, performance assessment, and formative assessment. Finally, the course explores issues surrounding the California Accountability Dashboard.

EDU 4706 - Social Justice, Diversity, Equity (3)

This course examines the function of schooling within a culturally diverse, democratic society. Course readings explore the current context of schooling and the ways in which schools currently perpetuate inequities. Course discussions and class projects analyze exemplary practices and visions of what school could be like for all students. Throughout the course, students develop strategies for reviewing practices in ways that promote equity.

EDU 4709 - Learning, Technology, Curriculum (3)

This survey course expands and extends the content of EDU4113. It provides students with an overview of and practice with a variety of technologies used in education. Course content includes K-12 curricular uses of camcorders, videodiscs, digital media tools, simulation and problem-solving applications, multimedia authoring tools, and telecommunications. Emphasis is placed upon determining appropriate use of technology, managing the learning process in the classroom, and setting and assessing student outcomes utilizing the performance standards recommended by the State of California for adoption at the district level.

EDU 4715 - Media, Medium, and Method (3)

This applied course examines the appropriate use of multimedia technology as a tool for implementing curriculum. Students learn to discern the appropriate media to meet a specific curriculum objective and to evaluate the merits of using various educational software programs as the medium to create a product. Through guided hands-on practice with the technologies, students demonstrate how to address the needs of individual learning styles in a diverse cultural environment through multimedia. Teams of students apply theories of learning, methods of teaching, and principles of multimedia design to the creation of interdisciplinary curriculum projects.

EDU 4718 - Contemporary Topics in Leadership and Technology (3)

This course provides the candidate with a broad range of contemporary topics that address the intersection of leadership and technology. The course is intended to help educational leaders at the school and district level develop knowledge and capacity to perform effectively through directly addressing issues of student achievement with the study of leadership strongly supported by expertise in the area of technology and communications. The focus of the course is on how technology used optimally serves the needs of professional educators in closing the achievement gap among students and target the unique needs of classrooms, schools and districts. Leadership in the area of technology in a school/district, when used to focus in on learning objectives and subsequent results, can be directly related to the overriding purpose of schools in terms of student achievement. The essential orientation of this course is on addressing the critical intersect of leadership, technology and student achievement. Critical emphasis is given to the application of knowledge and skills to authentic problems of practice within a school/district in order to develop research-based solutions to these challenges.

EDU 4721 - Intro to Educational Research (3)

This is the first course of a two-course series (EDU 4724 is the second course) designed to support students in writing the master's thesis. Course readings, discussions, and activities engage students in developing the skills, habits, and knowledge needed to engage in research that is both scholarly and action-based. Students identify a research question, review, analyze, and synthesize the literature pertaining to the question, and develop ethical and reliable methods to conduct research in the field. Students complete the thesis proposal in the context of this course and submit it for approval to NDNU’s Institutional Review Board.

EDU 4724 - Educational Research (1-3)

This course specifically assumes that students have a completed and approved thesis proposal. The course supports students in obtaining informed consent to begin research in the field and introduces them to methods for analyzing qualitative and quantitative data. Discussions and activities guide students through data collection, analysis, and completion of the final thesis. Students must file the thesis before the end date of the course.

Prerequisite: EDU 4721.

EDU 4880 - Educational Research Capstone (3)

This is the capstone course for students completing the Master of Arts in Special Education. In lieu of a thesis, students develop a portfolio based on the California Standards for the Teaching Profession. The portfolio demonstrates that the student has the capacity to integrate research and practice in their classroom work with students with disabilities.

Prerequisite: All other coursework in the master's degree program; MA Special Education students may be concurrently enrolled in EDU 4230.

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

The Action Research/Capstone Course in the Administrative Services Program at Notre Dame de Namur University reflects the Program‘s intent to prepare educational leaders who are innovative thinkers equipped with 21st Century skills whose reflective thinking and resultant action is tied to the continual improvement of student achievement. The action research focus of the course establishes a forum for students to engage in and apply real-time problem-centered research that allows for the active integration and application of the knowledge base established during the duration of the Administrative Services Program.

EDU 4886 - Special Topics in Education (1-3)

Course offered to cover topics of special interest in the field of education.

EIS – English for International Students

EIS 6000 - Academic English: Intermediate Communication Skills (1-3)

Focuses on developing English speaking, reading, and writing skills through readings in academic areas and writing across the curriculum. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

EIS 6008 - Academic English: Advanced Communication Skills (1-3)

Focuses on the development of advanced writing skills in a variety of academic subjects and includes a research paper in student's major field of study. The amount of work required for upper-division credit will differ in both quantity and quality from that required for lower-division credit.

EIS 6016 - Spoken English: Pronunciation (1)

Focuses on study of American English pronunciation, including sounds, intonation, and stress through classroom and language lab activities, using computers, tapes, and videos. May be repeated for credit.

EIS 6032 - Spoken English: Oral Presentation (1)

Gives students the opportunity to develop speaking skills by participating in classroom debates and discussions and by giving a variety of oral presentations. May be repeated for credit. The amount of work required for upper-division credit differs in both quantity and quality from that required for lower-division credit.

EIS 6070 - Graduate ESL Seminar (1)

Focuses on advanced academic writing and research paper organization and style for graduate students in their major field of study.

TSL - Teaching English to Speakers of Other Languages

TSL 4400 - TESOL Foundations in Theory and Methodology (3)

Examination of theory and methods of instruction for English language development and theory and methods of specifically designed academic instruction delivered in English. This course focuses on the concepts, principles, theories, and research in teaching English as a Second Language. The main areas of emphasis are: culture, standards, assessment, learning, grammar and the reading process.

TSL 4410 - Digital Technologies for Inclusion in TESOL Instruction (3)

This course focuses on the use of computer technology for diverse learners in the United States. Students explore issues surrounding the use of computers to enhance learning for all students. Through critical reading, the use of software, and hands-on activities, students study the relationship between technology and equity, the way technology is changing culture, gender equity, inclusion, and educational computing as a social practice. The class is both theoretical and practical. Students are required to have access to the internet and a microphone for audio recordings.

TSL 4420 - Applied Linguistics and TESOL Pedagogy (3)

This course focuses on the concepts, principles, theories, and research in selected major areas of linguistic studies. The main emphasis of the course is on language structure, language use, and first and second language acquisition. Major content division include theories of first and second language acquisition/learning; models of second language acquisition/learning; psycho-linguistic factors in language acquisition; personality factors in second language acquisition; socio-cultural factors in second language acquisition; contrastive analysis and error analysis.

TSL 4430 - Assessment, Testing, and Evaluation in TESOL (3)

This course is designed to develop, identify, and assess students' understanding regarding the nature of second language testing and assessment. In addition to researching and analyzing second language examinations, the course also focuses on evaluating standardized tests as a means of measuring second language proficiency. Moreover, students are prepared to select, administer, and interpret the rationale of specific tools for second language testing as well as its impact on linguistic rights as defined in the TESOL Member Resolution on Language Rights (1987).

TSL 4450 - TESOL Curriculum Design in the Classroom (3)

This course explores the preparation and evaluation of TESOL materials with specific emphasis on integrated skills and student-centered instruction. It examines the ways that English Language Teaching (ELT) materials can be evaluated and adapted to individualize and pluralize instruction as well as nourish students' learning preferences and cultural identities.

TSL 4460 - Discourse Analysis Pragmatics (3)

This course explores several approaches to discourse analysis and pragmatics with application to the teaching of language arts/ESL/EFL. The emphasis is on oral communication (oracy) with some attention to written texts (literacy). Students will gain facility with discourse analysis and gain an understanding of the importance of discourse and pragmatics in language teaching with particular application to their own professional situations.

TSL 4470 - Digital Storytelling in TESOL Contexts (3)

This course explores the role of storytelling in the digital era, specifically in the field of TESOL. Students explore essential elements of digital storytelling, experiment with storytelling through various media types and techniques, and collaborate with and contribute to a diverse learning community through storytelling projects and presentations.

TSL 4480 - TESOL Portfolio Design (3)

This capstone course affords students the opportunity to fully integrate theory and practice of second language acquisition and expand their knowledge through individual evaluation and conceptualization of areas of interest and concern. It provides students with the information and guidance needed for the development and completion of an online teaching portfolio in TESOL.

TSL 4490 - Structure of American English in Global Paradigms (3)

This course examines the structure of American English through an overview and inquiry into English phonology, morphology, syntax, semantics, and grammar. Students practice applying concepts of English linguistics to planning, teaching, and assessing in ESL/EFL/EDL contexts. The major thread and framework for this course is the notion that language is not neutral and teaching language is a political act; that language is not limited to its parts, like grammar and meaning, but it is first of all the cultural product of the people who use it to communicate. In teaching language, we teach cultural norms regarding the value of each utterance in a given society. Voice, power, and emotion play a critical role in teaching and learning a language.

TSL 4500 - Online Instruction and Advising in TESOL (3)

This course introduces the concepts and theories of social computing. It explores distance and distributed learning, varied techniques to promote mentoring, reflective discourse, collegial sharing, and dissemination of information. Research in current technologies informs the development of online community of student choice.

SCHOOL OF PSYCHOLOGY

Caryl Hodges, Ed.D.
Dean

Helen Marlo, Ph.D.
Chair, Clinical Psychology Department

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

The Bachelor of Arts in Psychology is a degree completion program that admits students who have earned their Associate in Arts for Transfer (AA-T) in Psychology from a California Community College to complete the remaining upper division coursework required for a Bachelor of Arts in Psychology. Community-based learning immerses students in diverse community organizations providing them with the multiple options to apply what they have learned to a wide range of career opportunities and graduate work. The program allows students to complete graduate level courses in the Clinical Psychology program. Working alongside graduate students, BA students can explore their interest in pursuing a MS in Clinical Psychology following earning their BA degree

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

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

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

The CPD is dedicated to training well-rounded mental health professionals. Personalized attention and individualized advising, rigorous clinical training, community engagement opportunities, and successful placement of practicum students and graduates has characterized this program since its inception.

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

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

The MSCP Degree Program has three options:

1. The MSCP, at 37 units, prepares students for future doctoral studies, and can serve as a terminal degree for unlicensed, master's level mental health professionals to work within a broad range of clinical, social service, medical, research, and administrative settings.

2. The MSCP/MFT concentration, at 60 units, enables students to pursue a clinical license as a marriage and family therapist (MFT). It also prepares students for doctoral studies.

3. The MSCP/MFT/LPCC concentration, at 67 units, enables students to pursue clinical licenses to practice as a marriage and family therapist (MFT) and as a professional clinical counselor (LPCC). It also prepares students for doctoral studies.

Master of Science in Clinical Psychology

Helen Marlo, Ph.D.
Chair

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

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

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

It is structured to meet diverse professional goals through:

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

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

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

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

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

Learning Outcomes

- **Clinical Psychology Domain: Learning Outcome 1** -- Students will acquire a broad, integrative, and comprehensive foundation in the field of clinical psychology that integrates theoretical, clinical, and empirical findings particularly geared for the mental health professional. This domain emphasizes understanding factors that mediate human behavior, development throughout the lifespan, psychological health, and psychopathology.
- **Diversity and Cultural Competence Domain: Learning Outcome 2** -- Students will be educated on diversity through diverse teaching methods, courses, theoretical perspectives, and topics throughout the program, that directly embody and address issues of diversity. This domain will also include education on cultural and cross-cultural issues and their impact on human behavior.
- **Psychotherapy Domain: Learning Outcome 3 --** Students will comprehend, integrate, and apply the major theories and basic empirical findings of psychotherapy practice, including theories and topics that are germane for MFT and LPCC licensure.

Students will also acquire training in specialized clinical topics emphasized in clinical practice. Students will be versed in tenets of evidence based practice and findings from psychotherapy research.

- **Clinical, Professional, and Ethical Competence: Learning Outcome 4** -- Students will develop clinical, professional, and ethical competencies through academic coursework and clinical training/practicum experiences. Through such courses, tenets germane to professionalism; ethical development; and clinical practice will be accented. Students will be able to recognize the ethical and legal codes for mental health professions; demonstrate personal and professional awareness for their relevancy; and apply them in their clinical work.
- **Research Domain: Learning Outcome 5** -- Students will understand research designs and parameters of psychological research, particularly within the field of clinical psychology and become more critical consumers of psychological research. They will create and implement an original research project via a capstone project or thesis that is relevant to their scholarly professional interests. The final research project aims to contribute to the field and/or community in a meaningful way.

Admission

NDNU has rolling admission, accepting applications all year round, and admitting students throughout the year for fall, spring and summer semesters. Please review the Graduate Admissions (p. 16) section of this catalog for complete admission requirements.

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

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

Requirements:

- Completed NDNU application for admission
- Official Transcripts from all colleges and universities attended, with one transcript showing a bachelor's degree from a regionally accredited institution in the U.S., or equivalent academic preparation outside of the U.S.
- GPA of a 3.0 and above preferred, but 2.5-3.0 considered.
- Resume or CV
- Contact information for two references (name, address, phone, email)
- Four, 3-unit prerequisite undergraduate psychology courses including General Psychology and Abnormal Psychology

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

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

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

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

DISTINCTIONS OF THE PROGRAM

Distinctions of the Program:

- Ranked the #2 Master's Program in Psychology in the U.S.A. in 2016
- Comprehensive program offering Master's degrees in Clinical Psychology with concentrations in marital/family therapy and marital family therapy/licensed professional clinical counseling
- Scholar-practitioner model with professors who are practicing clinicians.
- Fulfills all California academic requirements required by the Board of Behavioral Sciences (BBS) for licensed marriage and family therapists (MFT) and licensed professional clinical counselors (LPCC).
- Courses are conveniently offered, part-time or full-time, in the late afternoon, evening, and weekends.
- Provides preparation for MFT/LPCC exams and licensure.
- Competitive preparation for doctoral studies, including as a doctoral-level, licensed clinical psychologist.

- Training is applicable to a variety of backgrounds: psychology, social work, law, medicine, sociology, biology, business, education, nutrition, and more.
- Individualized clinical training and research project provides choices for fulfilling professional career goals.
- Offers a range of innovative, holistic, courses in psychotherapy (psychodynamic psychotherapy and psychoanalysis, cognitive behavioral therapy, family systems and relational psychotherapy; child/adolescent psychotherapy, group therapy, couple therapy, and more).
- Education on contemporary, specialized clinical topics: cross-cultural issues, trauma, addictions, neurophysiology, psychopharmacology, career counseling, and more.
- Practicum Training Fair with community agencies, provides opportunities for competitive practicum and internship placements throughout the Bay Area.
- Supervised clinical experience through practicum program that counts towards MFT licensure.
- Student centered program that includes the Association of Student Leaders who support academic and professional growth and peer networking.
- Well-respected clinical program for nearly 40 years with a holistic, values-based mission and vision that emphasizes professional training and community engagement.

MISSION, VISION AND PHILOSOPHY

Mission, Vision and Philosophy:

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

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

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

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

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

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

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

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

The Clinical Training Program, led by our Director of Clinical Training (DCT) and Clinical Training Team (CTT), includes a year of supervised clinical training and experience at a respected community site, that includes a small group clinical seminar through the practicum/case seminar sequence. Opportunities for accruing additional

clinical experiences--that count towards MFT licensure, are offered year round through a Supervised Field Experience course.

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

Academic and professional success is fostered through a student-centered Department culture that emphasizes mentoring. Our Advising Analyst provides personalized advising and assistance with academic planning and course registration, which supports timely progression through our program. The Association of Student Leaders (ASL) fosters a student-centered culture that provides mentoring experiences for our students by our students.

Our Mission and Vision is summarized in the "5C's of the CPD:"

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

MS Clinical Psychology

Please consult the CPD Student Handbook for detailed information on program requirements.

Program Requirements

		Major Requirements
CPY 4216	Psychopathology	3
CPY 4230	Lifespan Development	3
CPY 4235	Human Sexuality	1
CPY 4240	Psychodynamic Psychotherapy	3
CPY 4245	Professional Ethics and Law	3
CPY 4311	Cognitive Behavioral Therapy	3
CPY 4420	Clinical Practicum I	3
CPY 4422	Clinical Practicum II	3
CPY 4430	Clinical Case Seminar I	3
CPY 4432	Clinical Case Seminar II	3
CPY 5205	Neurophysiology and Psychopharmacology	3
CPY 4896	Research Methods and Proposal	3
	Plus one of the following courses	
CPY 4882	Research Project: Capstone Completion	3
CPY 4897	Research Project: Thesis Completion	3
CPY 4650	Positive Psychology & Mindfulness	3
	Optional:	
CPY 4888	Research Project: Capstone Extension	3
CPY 4898	Research Project: Thesis Extension	3
CPY 6992	Supervised Field Experience	1-3

Total Credit Hours: 37

MS Clinical Psychology/Marriage and Family Therapy Concentration

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

Program Requirements

		Major Requirements
CPY 4216	Psychopathology	3
CPY 4217	Child and Adolescent Psychopathology and Psychotherapy	3
CPY 4221	Cross-Cultural Issues	3
CPY 4222	Family Systems and Relational Psychotherapy	3
CPY 4230	Lifespan Development	3
CPY 4235	Human Sexuality	1
CPY 4240	Psychodynamic Psychotherapy	3
CPY 4245	Professional Ethics and Law	3
CPY 4252	Clinical Assessment and Treatment	3
CPY 4275	Couple Psychotherapy	3
CPY 4280	Survey of Child and Adult Psychotherapy	2
CPY 4311	Cognitive Behavioral Therapy	3
CPY 4420	Clinical Practicum I	3
CPY 4422	Clinical Practicum II	3
CPY 4430	Clinical Case Seminar I	3
CPY 4432	Clinical Case Seminar II	3
CPY 5200	Group Psychotherapy	3
CPY 5205	Neurophysiology and Psychopharmacology	3
CPY 5265	Diagnosis and Treatment of Addictions	3
CPY 4896	Research Methods and Proposal	3
	Plus one of the following courses	
CPY 4882	Research Project: Capstone Completion	3
CPY 4897	Research Project: Thesis Completion	3
CPY 4650	Positive Psychology & Mindfulness	3
	Optional:	
CPY 4888	Research Project: Capstone Extension	3
CPY 4898	Research Project: Thesis Extension	3
CPY 6992	Supervised Field Experience	1-3

Total Credit Hours: 60

MS Clinical Psychology/Marriage and Family Therapy/Licensed Professional Clinical Counselor Concentration

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

Program Requirements

	Major Requirements	
CPY 4216	Psychopathology	3
CPY 4217	Child and Adolescent Psychopathology and Psychotherapy	3
CPY 4221	Cross-Cultural Issues	3
CPY 4222	Family Systems and Relational Psychotherapy	3
CPY 4230	Lifespan Development	3
CPY 4235	Human Sexuality	1
CPY 4240	Psychodynamic Psychotherapy	3
CPY 4245	Professional Ethics and Law	3
CPY 4252	Clinical Assessment and Treatment	3
CPY 4275	Couple Psychotherapy	3
CPY 4280	Survey of Child and Adult Psychotherapy	2
CPY 4286	Specialized Clinical Topics	1
CPY 4311	Cognitive Behavioral Therapy	3
CPY 4420	Clinical Practicum I	3
CPY 4422	Clinical Practicum II	3
CPY 4430	Clinical Case Seminar I	3
CPY 4432	Clinical Case Seminar II	3
CPY 5200	Group Psychotherapy	3
CPY 5205	Neurophysiology and Psychopharmacology	3
CPY 5265	Diagnosis and Treatment of Addictions	3
CPY 5550	Crisis, Trauma, and Recovery	3
CPY 5560	Career Development Theories and Techniques	3
CPY 4896	Research Methods and Proposal	3
	Plus one of the following courses	
CPY 4882	Research Project: Capstone Completion	3
CPY 4897	Research Project: Thesis Completion	3
CPY 4650	Positive Psychology & Mindfulness	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

SOP COURSES

CPY 4145 - Dying, Death, Bereavement (1)

Addresses the psychological reactions of terminally ill people and their families and examines appropriate therapeutic interventions related to the grief process. Fosters introspection of belief systems about dying, death, and bereavement.

CPY 4216 - Psychopathology (3)

This course introduces students to the study and understanding of psychological disorders. The study of psychopathology is approached from the standpoint of individual character structure/personality and the context of treatment. The etiology and dynamics of character structure and the development of symptoms and personality disorders are examined and discussed. Symptom formation and character disorders are examined primarily from dynamic, developmental, and socio-cultural perspectives, with attention given to cultural assumptions underlying classifications of psychopathology and the development of biopsychosocial case formulations. The course discusses the importance of developing an integrative approach to treatment by taking into account the treatment context, the socio-cultural context, and the nature of the evidence on which assertions about effectiveness of treatment are based. Includes BBS mandates for the 'principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools such as the current edition of the Diagnostic and Statistical Manual, the impact of co-occuring substance use disorders or medical psychological disorders, established diagnostic criteria for mental or emotional disorders, and the treatment modalities and placement criteria within the continuum of care.'

CPY 4217 - Child and Adolescent Psychopathology and Psychotherapy (3)

This course explores forms of psychopathology, mental disorder, and normal and abnormal development in children and adolescents and their treatment. It incorporates the perspective of developmental psychopathology for understanding etiology, assessment, diagnosis, and treatment. The course focuses on adaptive and maladaptive behaviors and psychological processes, as well as risk and protective factors within the child, family, and environment, while addressing cultural issues including ethnicity, socioeconomic status, and gender differences. This course offers education on child abuse effects, assessment, diagnosis, and treatment. Forms of psychotherapy that address psychopathology in children and adolescents are surveyed.

CPY 4221 - Cross-Cultural Issues (3)

This course educates students about the role of culture in human behavior; assist students in gaining knowledge about cross-cultural phenomena and reflect on their encounters in a cultural context that is different from their native culture. The course emphasizes the students' integration of theory and research about the relationships between culture and psychology, develop skills to apply knowledge about the impact of culture on psychology to themselves and others, and promotes continuous reflection on their multi-dimensional cross-cultural experiences. This course provides an overview of the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice models. Attention is given to the intersection of multiple cultural influences, as well as power differences that occur between groups.

CPY 4222 - Family Systems and Relational Psychotherapy (3)

This course examines the application of a variety of systemic and relational theories and models of intervention to interpersonal and relational problems with a strong emphasis on contemporary systems, interpersonal, attachment, humanistic, and relational theories. Reviews principles of mental health recovery-oriented care and methods of service delivery as appropriate within systems. This course emphasizes systemic therapy approaches for resolving individual, interpersonal, couple, and family problems. Developmental and intervention considerations of non-traditional and diverse couples and families are examined.

CPY 4230 - Lifespan Development (3)

This course provides an analysis of major approaches to the study of human development from infancy to old age, reviewing specific family life events and the psychological implications of developmental milestones such as childbirth, childrearing, childhood, adolescence, adulthood, marriage, divorce, career, blended families, parenting, aging and long-term care, and

geropsychology. Education on issues of aging and long-term care are examined comprehensively and fulfill BBS requirements. An overview of the individual differences and biological, cultural, socioeconomic, and environmental factors that influence growth and development across the lifespan are provided.

CPY 4235 - Human Sexuality (1)

This course offers a study of the psychological, social, and physiological dimensions of human sexual behavior. Emphasis is placed on the diversity of human sexual development and current research. Reflection of individual attitudes about sexuality and the sources that have affected the development of those attitudes is encouraged. Deviations, dysfunctions, and controversies in sexuality are presented.

CPY 4240 - Psychodynamic Psychotherapy (3)

This course provides a clinical survey of theoretical and empirical psychodynamic psychotherapy approaches and topics. Classical models of psychoanalysis are surveyed including Freudian, Jungian, Ego Psychology, Object Relations, Humanistic, and Self-Psychology while being integrated into contemporary, Developmental, Relational and evidence-based practice. Specific topics include foundational psychodynamic concepts that inform the practice of psychotherapy. The psychotherapeutic relationship; conscious and unconscious processes; transference/countertransference; the development of personal qualities; developmental issues; personality; and relationships are examined. Clinical practice issues, including therapeutic interventions, are accented including for individuals with a range of diagnoses (including severe mental illness). Issues regarding assessment, diagnosis, treatment planning, interventions, and collaborative treatment practices are surveyed.

CPY 4245 - Professional Ethics and Law (3)

This course examines ethical and legal standards, codes, and issues within the mental health professions and their relevant professional, clinical, and personal dimensions and implications. While covering legal and ethical issues requisite for licensure, it also emphasizes personal and professional development, the development of professional qualities, and the impact of personal values as an integral part of cultivating an ethical attitude within the field of psychology. The course emphasizes the relationship between the development of personal qualities, sense of self, values, professional behavior, ethics, and clinical practice. Specific topics include child and elder abuse assessment and reporting; scope of practice; legal patterns and trends; privilege/confidentiality; treatment of minors; professional writing; evidence-based practice; collaborative treatment; case management; and community resources.

CPY 4252 - Clinical Assessment and Treatment (3)

This course introduces the basic appraisal concepts, various instruments, procedures, methods, and interview techniques used for developmental, behavioral, cognitive, affective, learning, and personality assessment. Emphasis is placed on understanding, criticizing, and using the assessment report to assist in the development of an approach to treatment. Includes BBS mandates for the assessment, appraisal, and testing of individuals, including basic concepts of standardized and non-standardized testing and other assessment techniques, norm-referenced and criterion-referenced assessment, statistical concepts, social and cultural factors related to assessment and evaluation of individuals and groups, and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling. Appropriate treatment planning and collaborative treatment with health care providers and family members is reviewed.

CPY 4275 - Couple Psychotherapy (3)

This course examines the theory and practice of psychotherapy with couples. Conscious and unconscious patterns of communication, behaviors, interactions, and defenses are discussed. The course reviews a variety of issues encountered in couple psychotherapy, including transitions to parenthood and childrearing, problems with intimacy and sex, substance use, infidelity, abuse and domestic violence, and more. Education on spousal and intimate partner abuse, assessment, reporting, and intervention is covered. The context of the couple is examined from a socio-cultural perspective, with attention paid to diverse types of couples and relationships. Assessment, diagnosis, and intervention strategies for couples are reviewed.

CPY 4280 - Survey of Child and Adult Psychotherapy (2)

This course surveys a variety of treatment approaches for children and adults and may incorporate training in modalities such as play therapy; expressive arts therapy;

sandplay therapy; somatic, and experiential therapies. Possible topics include treating premarital, couple, family, and child relationships; treating child, adult, spousal, and elderly trauma and abuse; healthy functioning; health promotion; illness prevention; working with families; professional writing, including documentation of services, treatment plans, and progress notes; and connecting consumers with resources.

CPY 4286 - Specialized Clinical Topics (1)

This course focuses on a variety of specialized clinical topics, including alternative psychotherapeutic approaches, relevant for MFT/LPCC licensure. Topics range across the broad spectrum of clinical practice and research in the field of psychology, bringing students into contact with the most recent and sometimes controversial clinical issues. Topics are continually modified to fulfill evolving BBS recommendations and standards.

CPY 4311 - Cognitive Behavioral Therapy (3)

This course introduces students to Cognitive-Behavioral Theory and technique as well as developments within Cognitive-Behavioral Therapy including Dialectical Behavior Therapy (DBT) and Acceptance and Commitment Therapy (ACT). Students learn about empirical findings that demonstrate its usefulness for a wide variety of problems, including mood disorders, anxiety disorders, personality disorders, eating disorders, substance abuse disorders, and psychotic disorders. Students learn to apply CBT; DBT; and ACT, and learn to address a variety of clinical topics, as recommended by the BBS, through this treatment modality.

CPY 4420 - Clinical Practicum I (3)

This two-semester sequence of supervised practicum in the field provides an average of 20 hours weekly (250 hours per semester) of supervised training and face-to-face psychotherapeutic experience with children, adolescents, adults, couples, and families in community agencies, schools, and hospitals throughout the Bay Area. A practicum packet must be completed and signed by all parties to ensure that the site, student, and faculty are in agreement with the BBS and departmental requirements. This clinical field placement meets the requirements of the Board of Behavioral Sciences for ongoing experience in the use of applied psychotherapeutic techniques, assessment, diagnosis, crisis intervention, and the treatment of individuals in need. Integrated strength-based recovery model, evidence-based and best practices, case management, working with co-occurring disorders, collaborative treatment, and training on working with domestic violence, child, adult, spousal, and elderly abuse will be emphasized. Understanding of the impact of socioeconomic position and culture will also be emphasized. Please note timeline restrictions (earliest start date is August 15 for training at field site).

CPY 4422 - Clinical Practicum II (3)

This two-semester sequence of supervised practicum in the field provides an average of 20 hours weekly (250 hours per semester) of supervised training and face-to-face psychotherapeutic experience with children, adolescents, adults, couples, and families in community agencies, schools, and hospitals throughout the Bay Area. A practicum packet must be completed and signed by all parties to ensure that the site, student, and faculty are in agreement with the BBS and departmental requirements. This clinical field placement meets the requirements of the Board of Behavioral Sciences for ongoing experience in the use of applied psychotherapeutic techniques, assessment, diagnosis, crisis intervention, and the treatment of individuals in need. Training on working with domestic violence, child, adult, spousal, and elderly abuse will be emphasized. Integrated strength-based recovery models, evidence-based and best practices, case management, working with co-occurring disorders, and collaborative treatment will be emphasized. Understanding of the impact of socioeconomic position and culture will also be emphasized.

CPY 4430 - Clinical Case Seminar I (3)

This two-semester sequence accompanies CPY 4420 and provides an intensive small-group seminar setting within which students may discuss their field placement experiences and their cases. Students focus on the personal issues involved in transference and counter-transference in their cases; develop a better sense of the relationship between the development of personal qualities, their sense of self, values, professional behavior, and ethics; learn to integrate theory with evidence-based practice; benefit from feedback from their colleagues and instructor; learn how to construct and present case analyses; develop professional writing skills; become acquainted with community resources and methods of collaborative treatment; develop psychotherapy, intervention, assessment, and case management skills, including methods for specialized issues; and explore this opportunity for profound professional growth. It addresses many questions that beginning therapists face,

including: setting up a therapeutic frame, establishing a therapeutic alliance, developing a treatment plan, using one's self in the treatment process, being alert to danger signals, working with cultural issues, handling crises and abuse, deciding on which type of intervention to use, developing a working hypthesis/formulation of the patient's difficulties, termination, and more. This class augments and supports what students are learning academically and experientially, concurrently, in CPY 4420.

Corequisite: CPY 4420.

CPY 4432 - Clinical Case Seminar II (3)
Group seminar setting within which students may discuss their field placement experiences and their cases. Students focus on the personal issues involved in transference and counter- transference in their cases; develop a better sense of the relationship between the development of personal qualities, their sense of self, values, professional behavior, and ethics; learn to integrate theory with evidence-based practice; benefit from feedback from their colleagues and instructor; learn how to construct and present case analyses and develop professional writing skills; become acquainted with community resources and methods of collaborative treatment; develop psychotherapy, intervention, assessment, and case management skills, including methods for specialized issues; and explore this opportunity for profound professional growth. It addresses many questions that beginning therapists face, including: setting up a therapeutic frame, establishing a therapeutic alliance, developing a treatment plan, using one's self in the treatment process, being alert to danger signals, working with cultural issues, handling crises and abuse, deciding on which type of intervention to use, developing a working hypothesis/formulation of the patient's difficulties, termination, and more. This class augments and supports what students are learning academically and experientially, concurrently, in the corequisite course CPY 4422.

CPY4650 - Positive Psychology & Mindfulness (3)
This course will serve as an overview to the field of positive psychology with a particular emphasis on the personal and professional application of mindfulness and acceptance-based approaches such as Mindfulness-Based Cognitive Therapy (MBCT) and Acceptance Commitment Therapy (ACT). The class will provide an opportunity to explore in greater depth several key topic areas within the positive psychology field that are increasingly impacting clinical psychology research and practice. These include such areas as mindfulness, self-acceptance, gratitude, and the capacity for greater meta-cognition and cognitive de-fusion. An emphasis will be placed on the professional development of students, providing them opportunities to experiment with various positive psychology approaches in their own lives and through that, developing tools to support greater wellness, resilience and an enhanced capacity to cope effectively with stress (including adversity and trauma) in themselves and their future clients.

CPY 4882 - Research Project: Capstone Completion (3)

This course enables the student to build upon their Capstone proposal; conduct and complete their research capstone.

CPY 4888 - Research Project: Capstone Extension (3)

This course is offered for exceptional situations, a maximum of two times, unless there is chair approval, as an alternative to students who do not complete their capstone in the previous two courses.

CPY 4896 - Research Methods and Proposal (3)

This course provides an overview of research design and methodology culminating in developing a complete Master's Thesis or Capstone research proposal. Special emphasis is placed on helping the student conceptually understand the principles of psychological research, which informs evidence-based practice. Topics include observation and measurement, study design and implementation, descriptive and inferential statistics and the range of research projects including theses, needs assessments, grants, and program evaluations. This course culminates with the completion of a formal project proposal. Thesis or capstone project proposal may not proceed without IRB approval and project must be approved by the professor.

CPY 4897 - Research Project: Thesis Completion (3)

This course enables the student to build upon their Thesis proposal; conduct and complete their thesis.

CPY 4898 - Research Project: Thesis Extension (3)

This course is offered for exceptional situations, a maximum of two times, unless there is chair approval, as an alternative to students who do not complete their

thesis in the previous two courses.

CPY 4986 - Special Topics in Clinical Psychology (1-3)

Course covers topics of special interest in the Clinical Psychology field.

CPY 5200 - Group Psychotherapy (3)

This course provides an overview of group psychotherapy, including analysis of group development, dynamics, process, and agents of therapeutic change. Issues pertaining to group leadership, ethics, and work with special populations are addressed. The intraphysic and interpersonal dimensions of groups may be explored. Emphasis is placed on group developmental stage theories, group leadership styles and approaches, pertinent research and literature, group psychotherapy methods, and evaluation of effectiveness.

CPY 5205 - Neurophysiology & Psychopharmacology (3)

This course introduces the basic components of the brain and the central nervous system, focusing upon the role of sensation, perception, learning, mood, and memory in mental health. Developments in the field of interpersonal neurobiology and their relevancy for psychotherapy may be surveyed. A review of the range of psychotropic medications used in the management of psychological health is included. Emphasizes understanding of how to collaborate and communicate effectively with health care providers and family members, including evidence-based and best practices to work with consumers with co-occurring disorders. Special emphasis is placed on the new requirements regarding basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medical evaluations and so that the side effects of those medications can be identified.

CPY 5265 - Diagnosis and Treatment of Addictions (3)

This course focuses on the detection, evaluation, and treatment of substance abuse in a sociocultural context. It includes the historical and contemporary perspectives on alcohol and drug abuse, basic principles of diagnosis and assessment, and prevention and intervention strategies with diverse populations. Sociopolitical and cultural aspects of work in this area is emphasized. Reviews the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.

CPY 5550 - Crisis, Trauma, and Recovery (3)

This course integrates an integrative, depth-oriented, and community-based approach to trauma including crisis theory, multidisciplinary responses to crises, emergencies, or disasters; cognitive, affective, behavioral, and neurological effects associated with trauma; brief, intermediate, and long-term approaches to trauma treatment; assessment strategies for clients in crisis; principles of intervention for individuals with mental or emotional disorders during times of crisis or emergency; and other clinical topics including domestic violence and abuse. Trauma-specific theories and approaches are integrated along with patient advocacy, collaborative care and referrals, and community resources with emphasis on strength-based and evidence-based approaches.

CPY 5560 - Career Development Theories/Techniques (3)

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 (3)

Offers supervised practicum hours which supports students in receiving clinical training and in fulfilling the BBS requirements after the completion of 12 graduate units. This course requires the approval of the Director of Clinical Training and/or Chair; may fulfill individual clinical training needs and requirements; and may partially fulfill requirements from CPY 4420; CPY 4422; CPY 4430; CPY 4432 given individual contracts and agreements in these respective courses. Students meet with the Director of Clinical Training by appointment after obtaining an approved practicum site. A practicum packet must be completed and signed by all the parties to ensure that the site, student, and faculty are in agreement with the BBS and departmental requirements

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Rendon, Mario
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Master Degree, University of Rome – Palermo;
Ph.D., University of Messina

Marlo, Helen
BA, University of Missouri;
Ph.D. University of South Carolina

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