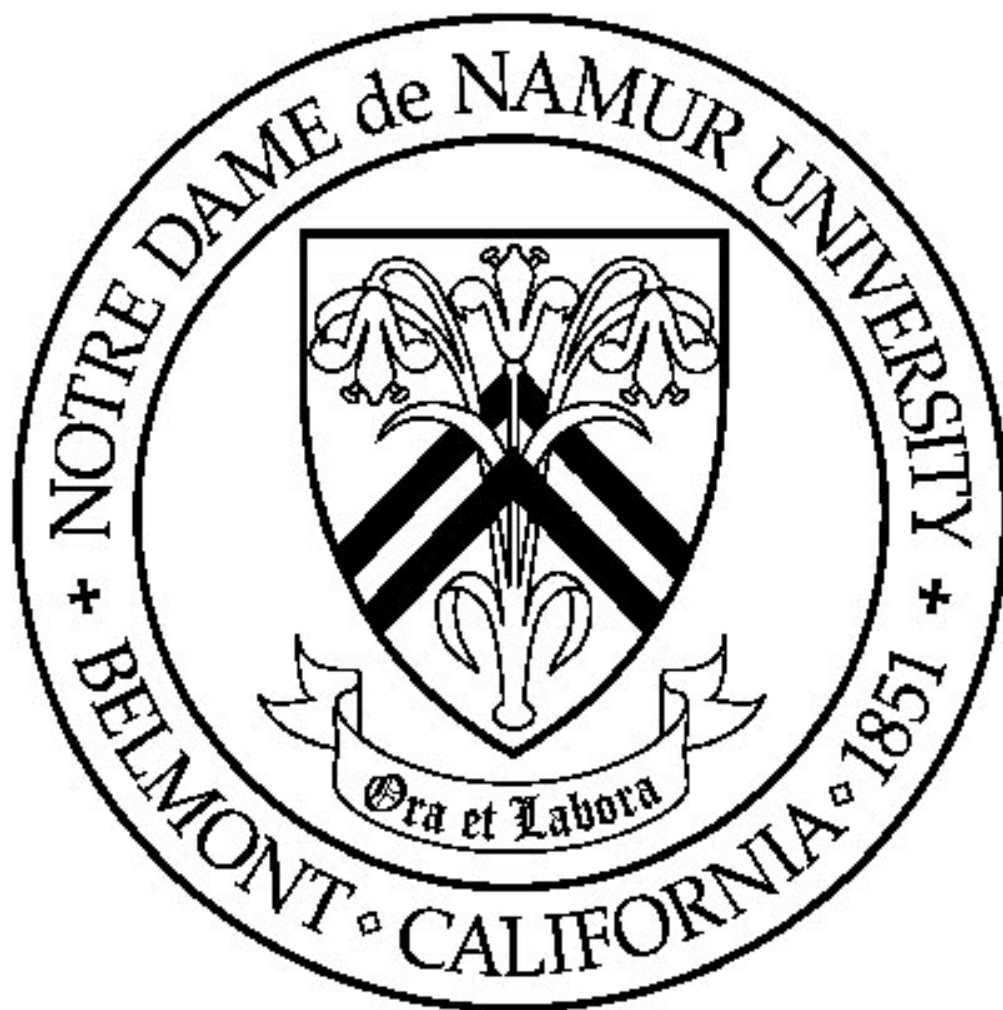


Notre Dame de Namur University



2025-2026

Graduate General Catalog

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2025-2026 Graduate General 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 2025-2026 catalog is effective August 25, 2025 through August 22, 2026.

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

Academic Calendar

Fall 2025 Full Semester Classes

CLASSES BEGIN	August 25
Holiday - Labor Day	September 1
Last Day to Add/Drop	September 5
Advance Registration Begins for Spring 2026	October 20
Last Day to Request Grade of "W"	November 26 (Wednesday)
Holiday – Thanksgiving	November 27-28
CLASSES END	December 6
SEMESTER ENDS	December 13
Fall 2025 Final Grades Due	December 17

Spring 2026 Full Semester Classes

CLASSES BEGIN	January 12
Holiday – Martin Luther King Day	January 19
Last Day to Add/Drop	January 23
Holiday - President's Day	February 16
Holiday - Spring Break	March 9-13
Advance Registration Begins Summer / Fall 2026	March 16
Holiday - Good Friday	April 3
Last Day to Request Grade of "W"	April 24
CLASSES END	May 2
SEMESTER ENDS	May 2
Commencement	May 2
Spring 2026 Final Grades Due	May 6

Fall Semester 2025 Module Classes

MODULE 1 CLASSES BEGIN	August 25
Holiday - Labor Day	September 1
Last Day to Add/Drop M1 Classes	September 5
Last Day to Request M1 Grade of "W"	October 10
MODULE 1 CLASSES END	October 18
MODULE 2 CLASSES BEGIN	October 20
Advance Registration Begins Spring 2026	October 20
Module 1 Final Grades Due	October 22
Last Day to Add/Drop M2 Classes	October 31
Holiday – Thanksgiving	November 27-28
Last Day to Request Grade of "W"	December 5
MODULE 2 CLASSES END	December 13
SEMESTER ENDS	December 13
Module 2 Final Grades Due	December 17

Spring Semester 2026 Module Classes

MODULE 1 CLASSES BEGIN	January 12
Holiday – Martin Luther King Day	January 19
Last Day to Add/Drop M1 classes	January 23
Holiday - President's Day	February 16
Last Day to request M1 Grade of 'W'	February 27
MODULE 1 CLASSES END	March 9
MODULE 2 CLASSES BEGIN	March 9
Module 1 Final Grades Due	March 11
Adv, Registration Begins Summer / Fall 2026	March 16
Last Day to Add/Drop M2 classes	March 20
Holiday - Good Friday	April 3
Last Day to Request M2 Grade of "W"	April 24
MODULE 2 CLASSES END	May 2
Commencement	May 2

Module 2 Grades Due	May 6
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Summer 2026 Semester Classes

CLASSES BEGIN	May 4
Last Day to Add/Drop	May 15
Holiday – Memorial Day	May 25
Holiday – Juneteenth	June 19
Holiday – Fourth of July (observed)	July 3
Last Day to Request Grade of “W”	August 7
CLASSES END	August 15
SEMESTER ENDS	August 22
Summer 2026 Final Grades Due	August 26

Summer Semester 2026 Module Classes

MODULE 1 CLASSES BEGIN	May 4
Last Day to Add/Drop M1 Classes	May 15
Holiday – Memorial Day	May 25
Last Day to Request M1 Grade of W	June 18 (Thursday)
Holiday - Juneteenth	June 19
MODULE 1 CLASSES END	June 27
MODULE 2 CLASSES BEGIN	June 29
Module 1 Final Grades Due	July 1
Holiday – Fourth of July (observed)	July 3
Last Day to Add/Drop M2 classes	July 10
Last Day to Request M2 Grade of “W”	August 14
MODULE 2 CLASSES END	August 22
SEMESTER ENDS	August 22
Module 2 Final Grades Due	August 26

Introduction to Notre Dame de Namur University

President's Welcome

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

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

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

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

Mission Statement

Notre Dame de Namur University provides transformative, professionally oriented education designed for learners who reflect the diversity of our world. Our graduates are highly skilled professionals and lifelong learners who work to transform the world through values-based professional work and community-based action for social justice.

As an inclusive learning community, NDNU invites people from all walks of life to come together to honor the dignity, sacredness, and diversity of every person. Rooted in the inclusive values of the Sisters of Notre Dame de Namur, the Catholic intellectual tradition, and our liberal arts heritage, NDNU is guided by its Core Values and the *Hallmarks of a Notre Dame de Namur Learning Community*.

History

Founded by the Sisters of Notre Dame de Namur in 1851, NDNU is a private, independent, Catholic, coeducational institution. In 1843, six Sisters of Notre Dame de Namur traveled from Belgium to Oregon to establish mission schools. From there the Sisters came to the San

Francisco Bay Area where they established the College of Notre Dame, in the city of San Jose. The school was chartered in 1868 as the first college in the state of California authorized to grant the baccalaureate degree to women.

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

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

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

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

Academic Freedom Statement

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

Specific information regarding student academic freedoms, code of student conduct, student judicial system, policy on harassment and discrimination and student grievance procedures is

contained in the Student Handbook available from the Student Affairs Division. See the section on Student Academic Rights and Responsibilities.

Statement of Nondiscrimination

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

Accreditation

Institutional Accreditation

Notre Dame de Namur University is accredited by the:
WASC Senior College and University Commission (WSCUC)
1001 Marina Village Parkway, Suite 402
Alameda, CA 94501
(510) 748-9001

Accredited and Approved Programs at NDNU

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

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

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

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

NDNU is authorized under federal law to enroll nonimmigrant students.

Higher Education Act Disclosures

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

Office of the Provost

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

Academic Affairs

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

School of Business and Management

School of Education

School of Psychology

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

Academic Advising

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

International Student Office

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

Library Services

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

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

Disabilities Services

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

of the Rehabilitation Act of 1973, the DRC makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities.

Office of the Registrar

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

Academic Success Center

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

University Websites and Virtual Platforms

NDNU Campus Portal

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

Notre Dame de Namur University Website

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

academic record. Students may bookmark <http://www.ndnu.edu/> on any browser for quick access.

Canvas Learning Management System (LMS)

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

Public Safety

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

Organizations, Activities, and Events

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

NDNU Alumni Community

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

Commencement

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

Honor Societies

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

Delta Mu Delta

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

Student Academic Rights and Responsibilities

Student Conduct

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

Privacy Rights of Students

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

- Student's name
- Address (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:

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.

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 2025

Application Fees and Deposits

Application Fee	\$60.00
Enrollment Deposit (non-refundable)	\$100.00
International Deposit (Refundable only if visa is refused)	\$850.00

Tuition (per unit)

Undergraduate Tuition – Online (per unit)	\$412.00
Undergraduate Tuition – In Person (per unit)	\$678.00
MA Educational Therapy (per unit)	\$876.00
Other Education Master's & Credential Programs	\$595.00
MA Strategic Leadership and Social Justice, SLSJ Certificate	\$515.00
Graduate Psychology Programs	\$1028.00
Master of Business Administration Program	\$515.00
Master of Public Administration Program	\$618.00
MS Technology Management Program	\$876.00
MBA Management Science Program	\$876.00
Graduate Certificate Courses (6000 level)	\$514.00
Continuing Education Unit (CEU) Tuition	Variable
Senior Citizen (65+) Rate	50%

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

Other Student Fees

Parking Violations	Variable
Education Supervision Fee Student/Intern Teaching Seminar (EDU 4236, EDU 4270, EDU 4271, EDU 4346, EDU 4350, EDU 4351, EDU 4446, EDU 4450, EDU 4451) fee per course	\$220.00
Teacher Performance Assessment Fee CalTPA courses (EDU 4260, EDU 4261, EDU 4360, EDU 4361, EDU 4460, EDU 4461, EDU 4560, EDU 4561) fee per course	\$250.00
Course Challenge Fee (per unit)	\$120.00
Bad Check Charge	\$25/\$35
Lost Library Book/Other Equipment Fee (plus replacement cost)	\$25.00
Disability Services Lost/Damaged Equipment Fee	Variable

Payment of Tuition and Fees

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

Payment or payment arrangements* can consist of (or a combination of):

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

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

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

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

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

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

Tuition Refund Policy

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

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

Tuition Refund – Semester and Module Courses

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

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

Tuition Refund – Courses of Other Duration

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

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

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

Admission Information

Graduate Admission

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

Admission Requirements

Minimum Requirements

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

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

Program-specific Requirements

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

International Students

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

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

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

- TOEFL (Test of English as a Foreign Language): Minimum score of 79 (Internet-based total)

- IELTS (International English Language Testing System): Minimum score of 6.5 on the Academic test.
- iTEP (International Test of English Proficiency): Minimum score of 3.8
- PTE (Pearson Test of English): Minimum score of 53
- Duolingo: Minimum score of 110
- GTEC: Minimum score of 1267

The test must be taken within the last two years to be considered in the application process.

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

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

Application Procedure for Master's and Credential Programs

Application and Deposit Process

Applicants will complete the application for Graduate or Credential studies:

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

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

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

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

Applicants to certain programs will be scheduled for interview with the prospective program director.

Applicants will be contacted by their admissions counselor, program director, or academic advisor from their prospective program if additional actions or information are required.

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

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

Transcripts

Master's and Credential program applicants must send to Graduate Admissions one official transcript from each college or university attended. One transcript must show a bachelor's degree granted from an accredited institution. Applicants must also submit official transcripts containing any applicable prerequisite coursework (see program pages for program-specific requirements).

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

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

Letters of Recommendation

Most programs require at the time of application the names and contact information of two references who can provide letters of recommendation. Instructions are available in the online application. Some programs require students provide a PDF list of two references to be contacted by the program (see program pages for program-specific requirements).

If possible, recommendations should be from professors in the student's major academic department. Applicants who have not been in school for some time should ask professional colleagues or administrators for references. Please refer to program pages for program-specific requirements.

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

Submission and Acceptance Schedule

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

Domestic Students:

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

International Students:

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

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

Admission Status

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

Full Admission

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

Provisional Admission

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

Conditional Admission

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

program and for contributing to the mission of the program. For specific conditions, please contact your academic advisor of your program of interest.

International Conditional Admission

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

Term of Admission

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

Revocation of Admission

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

Unclassified Graduate Status

For admission to Unclassified Graduate status, a student must hold a baccalaureate degree from an accredited four-year college or university or have the equivalent of a United States bachelor's degree. Admission to the Unclassified Graduate status does not guarantee admission to a graduate or certificate program. Students may take a maximum of 12 units with departmental approval in unclassified Graduate status. Admission to and duration of Unclassified Graduate standing shall be determined by the Chair/Program Director. International students studying on an F-1 visa are not eligible for unclassified status. Unclassified students are not eligible for financial aid.

Office of Financial Aid

Mission Statement

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

Financial Aid for Graduate and Credential Students

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

Credential Students

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

Graduate Students

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

Endowed Scholarships

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

NDNU Financial Aid Policies

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

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

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

Deadlines

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

Applying for Financial Aid

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

Return of Title IV Funds

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

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

- The date the student provides official notification to the Office of the Registrar; or
- The student's last documented date of attendance at an academically related activity; or
- The date NDNU determines is related to the circumstance beyond the student's control; or
- The midpoint of the payment period for students who do not officially withdraw;

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

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

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

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

Satisfactory Academic Progress SAP Policy

Overview

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

Qualitative Measures

Undergraduate

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

Graduate

Graduate students must maintain a minimum cumulative GPA of 3.0.

Quantitative Measures

Course Completion Standard

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

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

Maximum Time Frame Standard

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

Definitions of Successful Course Completion

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

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

3. Incomplete courses will not be considered successfully completed. An incomplete grade will count as credit/s attempted and credit/s not earned until the grades have been changed to a passing grade.

Consequences of Failure to Maintain Satisfactory Academic Progress

NDNU evaluates students following Spring Semester regarding satisfactory academic progress.

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

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

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

1. Student submits the Satisfactory Academic Progress Appeal form to the Office of Financial Aid. Appeal form can be found at <https://www.ndnu.edu/plan-your-finance/forms/>. Student needs to include with their form
 - a. A statement explaining the circumstances which led to the failure to meet SAP and how the student's academic performance will improve in the future.
 - b. Student submits to the Committee any supporting documentation as to why SAP standards were not met.
 - c. Student Education Plan that lists the classes needed to complete the student's declared major.
2. The Committee reviews the student's appeal and renders one of the following decisions:
 - Approve unconditional – the student is reinstated on probation without a specific remediation plan.
 - Approve conditional – the student is reinstated on probation with a specific remediation plan.
 - Deny – the student's disqualification status remains with no further opportunity for appeal.

Probation Status Review

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

- SAP Cleared – probation status is removed.

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

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

Academic Policies

General Academic Policies and Procedures

Course Designations

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

Department Codes

School of Business and Management	
BUS	Business
School of Education	
EDU	Education
ETH	Educational Therapy
TSL	Teaching English to Speakers of Other Languages
School of Psychology	
CPY	Clinical Psychology
PSY	Psychology
Interdisciplinary	
SLJ	Social Justice and Strategic Leadership
Institutional Requirements and Electives	
ACC	Accounting
ART	Art
BIO	Biology
EIS	English for International Students
ENG	English
REL	Religious Studies
SOC	Sociology

Course Numbering System

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

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

Activity Component

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

C	Community Engagement
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Noncredit Study

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

Retention of Final Examinations

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

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, Evelia Chacon, in the Registrar's Office at registrar@ndnu.edu to begin using their education benefits at NDNU.

Monthly benefits are based on the number of units taken each semester, the scheduled meeting dates of each course taken and the number of veteran's dependents. Information on monthly benefits may be obtained by calling (888) 442-4551. Disabled veterans are advised to contact the Vocational Rehabilitation Office in Oakland, California at (510) 637-1128. Children and spouses

of veterans qualify for Survivor/Dependent benefits only if the veteran's death or disability is 100 percent service-related.

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

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

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

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

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

Official Transcripts

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

Diplomas

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

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

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

Academic Honors

Academic honors are not awarded at the graduate level.

Credit Hour Policy

Purpose

This Policy provides guidelines and procedures for:

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

Definition

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

“A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than— (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

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

Each program will meet the Department of Education Code of Federal Regulations 600.2 requirements and the WSCUC Credit Hour Policy in ways distinct to its programmatic structure, but in compliance with these stipulations. WSCUC permits an institution, in determining the

amount of work associated with a credit hour, to take into account a variety of delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

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

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

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

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

Modalities

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

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

Credit Hour Length

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

Exceptions and Variations

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

Program Length Policy

Program length may be seen as one of several measures of quality and as a proxy measure for scope of the objectives of degrees or credentials offered. As per WSCUC guidance:

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

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

Periodic Review Processes

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

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

Graduate General Regulations

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

Master's Degrees

The University offers four master's degrees:

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

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

Graduate Policies and Procedures

Full-time Status

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

Registration

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

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

Failure to comply with the procedures specified by the Office of the Registrar for registration, changes in course registrations (Drop/Add), or withdrawal from a course may result in denial of credit and a failing grade.

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

Adding/Dropping Graduate Courses

Students may add and drop themselves from classes online through the NDNU Campus Portal through their designated add/drop deadline (second Friday of the Semester or module – see the Academic Calendar for specific deadlines).

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.

Students must contact their academic advisor each semester to receive registration clearance and complete the online registration agreements before they can perform registration transactions. If a departmental hold is preventing course registration, it is the student's responsibility to resolve this hold in time to complete any necessary add/drop transaction before the deadline. 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 add/drop deadlines are determined by the appropriate academic calendar (Semester or Module-based) for the course. All courses will be available to add or drop online through their designated add/drop deadline.

Courses of any length other than 8 or 15 weeks are classified by their start date as Module 1 or Module 2 classes, and the appropriate Last Day to Add/Drop will apply.

Course Withdrawal Period (Grade of "W")

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

Withdrawal from the University

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

Military Withdrawal

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

Temporary Withdrawal (Leave of Absence)

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

Students who return to the University after two years must reapply and be admitted under the current catalog of record by the Office of Admissions. Any exception is at the discretion of the Advisor in consultation with the Dean. Students may request a Leave of Absence by completing the form linked on the Campus Portal.

General Graduate Attendance Policy

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

Time Limits

Master's Degrees

All degree work must be completed within seven years from the beginning of the term of admission to the master's program unless state licensure requirements are more restrictive. For example, a student who began their degree work at the start of the Fall term in 2025 must complete all requirements by the end of the Summer term in 2032. Additionally, any units of credit used to satisfy unit requirements within a master's degree program whether earned at NDNU or transferred from another accredited institution must have been earned within the seven-year period prior to the date on which the master's degree is to be awarded.

Graduate Certificates

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

Credentials

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

Transfer Credit

A maximum of 6 semester units of graduate credit toward a 30-45 unit master's program or 12 semester units of graduate credit toward a 50-70 unit master's program may be transferred from other accredited institutions at the discretion of the department chair/program director/advisor. The student must earn a grade of B (3.0) or higher in each course. No continuing education or workshop units may be transferred. Units for research courses and research projects are not transferable. Transferred units must have been earned within the seven-year period prior to the date on which the NDNU master's degree is awarded.

A student who wishes to take a course at another accredited institution after the student has been accepted to a graduate program at Notre Dame de Namur University must have the course

approved in writing by their department chair/program director/advisor before registering. The transfer course form must be completed before the course is taken. All transferred units must be within the seven-year limit of the master's degree. A student cannot clear Probationary status through transfer units. Career experience cannot be substituted for graduate course work.

Concurrent Master's Degrees

A graduate student may not simultaneously pursue two master's degrees.

Second Master's Degrees

A student wishing to pursue a second master's degree may transfer a maximum of 6 units of master's level work into a 30-45 unit program or 12 units into a 50-70 unit program. The transferability must be deemed appropriate and is at the discretion of the department chair or program director. Research courses and research projects are not transferable. The transferred units must have been earned within the seven-year period prior to the date on which the NDNU master's degree is to be awarded.

Challenge of Courses

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

Independent Study

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

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

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

Optional Circumstances

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

Required Circumstances

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

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

Grading System

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

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

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

Grades Not Used in Computing GPA:

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

In-Progress Grade ("IP")

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

(Non-Pass) for the course, which must be repeated at full tuition. For programs where a Thesis/Capstone or Practicum Extension course exists, the "IP" will stay in place and the student will register for extension units (Pass/No pass credit) as needed until complete, at which time the IP will be changed to the appropriate letter grade.

Incomplete Grades ("I*")

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

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

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

Grade Changes

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

Grade Appeal

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

Director within 10 working days of receipt of the review. The Department Chair/Program Director will review the case, including a written statement from the instructor within 10 working days of receipt of the student's appeal.

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

Grade Reports

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

Repeat Policy

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

Course Substitution Policy

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

Auditing Courses

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

Articulated Programs

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

Graduate Teaching Assistantship

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

Changing from One Graduate Program to Another

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

Program Termination

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

Catalog of Record

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

Completion of Requirements for the Master's Degree

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

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

In those master's programs in which a graduate thesis/research project is required, an electronic copy is submitted to the department and to the School Dean for archiving. Diplomas are not issued until all accounts and records are cleared to the satisfaction of the Business Office.

Participation in Graduation

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

Exceptions to this policy are as follows:

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

- They have 3 or fewer units remaining to complete their program.
- The remaining units will be completed by the end of Fall term following Commencement.

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

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

Graduate Commencement Speaker

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

- A minimum GPA in all university work attempted (at Notre Dame de Namur University and other institutions) of 3.9
- A maximum of 6 units of transfer credit if completing a 30-45 unit master's program or 12 units of transfer credit if completing a 50-70 unit master's program.
- Expected completion of all work before the graduation ceremonies
- Outstanding writing and speaking skills
- Meets professional standards required by their degree program at an exemplary level.

Satisfactory Academic Performance

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

Academic Probation

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

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

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

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

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

Disqualification

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

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

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

Re-enrollment after Disqualification

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

School of Business and Management

John Veitch, PhD, CFA

Dean

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

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

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

We prepare students with professional-level knowledge, skills, and abilities grounded in the essential characteristics, values, and activities of our NDNU Hallmarks as well as our rich heritage of innovation, achievement, and promotion of diversity. Our students graduate with the competencies and values necessary to thrive and provide leadership in our ever-changing global business environment. In growing personally and socially, as well as professionally, students gain the critical skills and knowledge to become significant contributors in both their profession and their communities.

Master of Business Administration

Jordan Holtzman, DBA
Program Director

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

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

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

Admission Information

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

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

International students should also refer to the General Graduate Admission Requirements.

Learning Outcomes

- 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 apply effective leadership and management techniques to add value to organizations within and across functional lines.
- 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 apply the NDNU Hallmarks of community engagement and social justice to business problems and challenges.

36 unit/12 course MBA program

Foundational (all required) • Organizational Management/Theory • Legal/ Ethical Dimensions of Business • Marketing Planning and Analysis	Analytical (all required) • Artificial Intelligence Primer • Management Accounting • Corporate Financial Management
Strategy (all required) • Global Operations Management • Technology, Design, and Innovation • Business Strategy	Practice (3 electives) Students select three courses from a concentration or across concentrations to promote their experiential learning

Degree Requirements

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

- Core Courses – 27 units
- Concentration or Elective Courses – 9 units

MBA Core Courses

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

BUS 4000 Organization Management Theory	3
BUS 4040 Legal and Ethical Dimensions of Business	3
BUS 4100 Management Accounting*	3
BUS 4108 Corporate Financial Management*	3
BUS 4208 Global Operations Management	3
BUS 4260 Technology, Design, and Innovation	3
BUS 4400 Marketing Planning and Analysis	3
BUS 4620 Artificial Intelligence Primer	3
BUS 4980 Business Strategy	3
Subtotal : 27	

MBA Elective Courses/Concentration (See Concentrations below) **9**

Electives are chosen in consultation with an advisor

Total units: 36

***Notes:** Students in Public Administration/Non-Profit Concentration may substitute BUS 4124 Government Budget/Finance in place of BUS 4100*

Students in Healthcare Administration concentration may substitute BUS 4170 Healthcare Finance in place of BUS 4108.

MBA Concentrations (9 units)

Artificial Intelligence Concentration (any 3 of 4 courses)

BUS 4630 AI Powered Business Applications with No-Code	3
BUS 4640 Business Use Cases for AI	3
BUS 4660 Managing AI Projects	3
BUS 4670 AI Governance and Ethics	3

Business Analytics Concentration (any 3 of 4 courses)

BUS 4330 Storytelling with Data	3
BUS 4333 Spreadsheet Modeling for Decision-making	3
BUS 4334 Python for Business Analytics	3
BUS 4660 Managing AI Projects	3

Cybersecurity Concentration (any 3 of 4 courses)

BUS 4700 Info Governance, Risk Management, and Compliance	3
BUS 4710 Network Architecture for Cyber Managers	3
BUS 4720 Cyber Risk Management and Strategy	3
BUS 4730 Executive Cyber Defense	3

Healthcare Administration Concentration (any 3 of 4 courses)

BUS 4120 Structure and Economics of US Healthcare System	3
BUS 4150 Management of Healthcare Organizations	3
BUS 4160 Data Analysis for Healthcare Management	3
BUS 4170 Healthcare Finance	3

Finance Concentration

BUS 4130 Capital Markets and Investing	3
BUS 4134 Financial Statements Analysis and Valuation	3
BUS 4136 Frontiers of Finance	3

Public Administration/Non-Profit Concentration

BUS 4010 Introduction to Public Administration	3
BUS 4016 Contemporary Issues in Public Administration	3
BUS 4020 Community-Based Research/Analysis	3

Courses in the concentrations above, except for Public Administration/Non-Profit, are offered in partnership with the Lower Cost Models Consortium (LCMC) and Rize. These courses meet all NDNU academic standards, are treated as standard NDNU courses, but offer students the opportunity to interact with students from other universities that are part of LCMC/Rize in these courses. Rize courses are as 7-week courses that operate on a similar semester schedule to NDNU. Courses in each Rize concentration are offered at least twice per academic year.

The Public Administration/Non-Profit concentration relies on NDNU courses that register only NDNU students. These courses are offered once per year to support students who have chosen this concentration. Additional MBA elective courses beyond those in the concentrations may be offered as justified by student demand. The full list of SBM graduate courses is found at the end of the School of Business Graduate Programs section.

Master of Public Administration

Not currently accepting applications

Jeff Cox, MA
Program Director

The Master of Public Administration (MPA) prepares students to meet modern-day demands for accountability and effectiveness in public and nonprofit organizations.

The MPA curriculum develops theoretical and practical foundations for the practice of effective public management in a wide range of public service functional areas. Students gain relevant knowledge and skills in public policy, administration, program evaluation, and decision-making to be effective advocates for change.

This degree program emphasizes close involvement with leaders from a wide variety of public sector organizations, enabling graduates to make contributions to various levels and functions of administration. This program offers student visas to international applicants for full-time study in the United States. Graduating international students are eligible for 1-year Optional Practical Training opportunities.

Admission Information

Fully admitted students need to meet the following requirements:

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

International students should also refer to the General Graduate Admission Requirements.

Learning Outcomes

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

- Students will apply the NDNU Hallmarks of community engagement and social justice to problems and challenges faced by government, non-profits, and communities.

36 unit/12 course program

Foundational (all required) • Organizational Management/Theory • Intro to Public Administration • Community Relations and Public Affairs	Quant/Analytical (all required) • Community-based Research/Analysis • Government Budget/Finance • Applied Performance Management
Policy (all required) • Contemporary Issues in Public Administration • Cultural Competency in Public Administration • Public Policy Capstone	Practice (3 electives) Students select three courses from these specialized electives that promote experiential learning from experts and practitioners on overseeing implementation

Degree Requirements

The MPA program requires 36 semester units of graduate coursework:

- Core: 27 units
- Electives: 9 units

MPA Core Courses

BUS 4000 Organizational/Management Theory	3
BUS 4010 Introduction to Public Administration	3
BUS 4450 Community Relations and Public Affairs	3
BUS 4020 Community-based Research/Analysis	3
BUS 4124 Government Budget/Finance	3
BUS 4210 Applied Performance Management	3
BUS 4016 Contemporary Issues in Public Administration	3
BUS 4522 Cultural Competencies in Public Administration	3
BUS 4981 Public Policy Capstone	3
Subtotal:	27

MPA Elective Courses **9**

Electives are chosen in consultation with an advisor

Total units: 36

Master of Science in Technology Management

Bahram Mahbod, PhD
Program Director

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

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

The MSTM is offered as a full-time, cohort-based program with live and hybrid instruction modality. This program offers student visas to international students for study in the United States.

International students graduating from this program are eligible for the 3-year STEM Optional Practical Training opportunity.

Admission Information

Fully admitted students need to meet the following requirements:

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

International students should also refer to the General Graduate Admission Requirements.

Learning Outcomes

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

36 Unit/12 course MS in Technology Management Program

Foundational (all required) • Artificial Intelligence Primer • Legal/Ethical Dimensions of Business • Organization/Management Theory	Analytical (all required) • AI-Powered Biz Apps with No-Code • Software Development, Security, & Operations • Systems Management
Management (all required) • Agile and Product Discovery • AI Based Incident Recovery/Disaster Recovery Management Project Management	Practice (3 electives) Students select three courses as electives or as an area of emphasis • Artificial Intelligence • Cybersecurity • Business Analytics

Degree Requirements

The MSTM program requires 36 semester units of graduate coursework:

- Core: 27 units
- Electives: 9 units

MSTM Core Courses:

Foundational

BUS 4040 Legal Ethical Dimensions of Business	3
BUS 4620 Artificial Intelligence Primer	3
BUS 4000 Organization Management/Theory	3

Management

BUS 4240 Project Management	3
BUS 4230 AI Based Incident Recovery/Disaster Recovery Management	3
BUS 4250 Agile Methodology and Product Discovery	3

Quantitative/Analytical Core

BUS 4630 AI-Powered Biz Apps with No-Code	3
BUS 4300 Systems Management	3
BUS 4610 Software Development, Security, & Operations	3

Subtotal: 27

MSTM Practice Emphasis or Elective Courses **9**

Electives are chosen in consultation with an advisor

Total units: 36

MSTM Advisory Tracks or Elective Courses

The MSTM program offers students the opportunity to select 3 courses (9 units) to personalize their learning journey. These three courses may be chosen from one of the areas below to develop deep knowledge in an area of interest or relevance to the student. The three courses may also be chosen across emphasis areas listed below or from other courses being offered.

Courses in the advisory tracks below are offered in partnership with the Lower Cost Models Consortium (LCMC) and Rize. These courses meet all NDNU academic standards and are treated as standard NDNU courses but offer students the opportunity to interact with students from other universities that are part of the LCMC/Rize in these courses. Rize courses are 7-week courses that operate on a similar semester schedule to NDNU. Each Rize course is offered at least twice per academic year.

Artificial Intelligence Emphasis (any 3 of 4 courses)

BUS 4630 AI Powered Business Applications with No-Code	3
BUS 4334 Python for Business Analytics	3
BUS 4670 AI Governance and Ethics	3
BUS 4660 Managing AI Projects	3

Business Analytics Emphasis (any 3 of 4 courses)

BUS 4330 Storytelling with Data	3
BUS 4333 Spreadsheet Modeling for Decision-making	3
BUS 4334 Python for Business Analytics	3
BUS 4660 Managing AI Projects	3

Cybersecurity Emphasis (any 3 of 4 courses)

BUS 4700 Info Governance, Risk Management, and Compliance	3
BUS 4710 Network Architecture for Cyber Managers	3
BUS 4720 Cyber Risk Management and Strategy	3
BUS 4730 Executive Cyber Defense	3

Students may take additional Rize courses beyond the required 36-units the MSTM program requires for graduation. Please consult with your advisor if this is an option you wish to explore.

School of Business and Management 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, MSTM-Core, MPA Core)

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.

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.

BUS 4008 - Entrepreneurship (3)

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

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. (MBA Public Administration Concentration, MPA Core)

BUS 4016 - Contemporary Issues in Public Administration (3)

This course investigates contemporary issues in public administration with a focus on evaluating the effectiveness of governmental policies, processes, and policy management techniques. Includes an examination of the role of society in shaping public institutions and how these institutions influence and structure public policymaking and administration. (MBA Public Administration Concentration, MPA Core)

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

Students gain applied research skills to engage in research for the purpose of benefiting a community organization or addressing a public issue. Topics will survey various scientific

methods of inquiry, methodology, and procedures for analyzing and interpreting data and presenting results to address a policy or community-specified need. (MBA Public Administration Concentration, MPA Core)

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

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

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 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)

BUS 4108 – Corporate Financial Management (3)

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

BUS 4110 – Business Valuation (3)

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

BUS 4120 – Structure and Economics of the US Healthcare System (3)

Healthcare systems are complicated structures beholden economically and legally to many different stakeholders and policies. When those factors change, they have consequences. Aspiring managers must be able to make informed decisions about what to do in the face of change. By the end of this course, aspiring healthcare system managers will be prepared to analyze the economic impact of policy changes on their institutions and tackle challenges such as hospital mergers, new payment models, regulated drug prices, and Medicaid insurance bids. (MBA Healthcare Administration Concentration)

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. (MPA Core)

BUS 4130 – Capital Markets and Investing (3)

Investing involves risk—but this course teaches you how to manage that risk and make the right decisions to build and protect your wealth. What portfolio decisions are safer? How can companies thrive by balancing debt and equity? How can options mitigate risk? By the end, you'll have the financial acumen to make informed investment decisions, optimize portfolio performance, and master strategies for risk management, capital allocation, and sustainable financial growth. (MBA Finance Concentration)

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.

BUS 4134 - Financial Statements Analysis and Valuation (3)

Financial statements are a gold mine that, when analyzed correctly, can reveal a company's financial health and potential for future profitability. And valuing a company is a critical skill in finance that both influences investment decisions and drives financial success. Through financial statement analysis, financial ratio analysis, risk assessment, pro forma financial statements, and advanced valuation techniques like DCF and comparable company analysis, students will gain the quantitative expertise to make informed investment decisions. (MBA Finance Concentration)

BUS 4136 – Frontiers of Finance (3)

Finance isn't a static field, and understanding disruptors like blockchain and cryptocurrency allows you to capitalize on opportunities that are revolutionizing financial operations. Students will describe and evaluate blockchain, analyze cryptocurrencies, and assess decentralized finance (DeFi) platforms. By course end, students will be ready to explore blockchain and crypto career opportunities and lead discussions on these cutting-edge technologies. (MBA Finance Concentration)

BUS 4150 Management of Healthcare Organizations (3)

Should a hospital focus on pediatrics or heart surgery? How can clinics build and retain a strong workforce? What is the best strategy for negotiating with insurance companies? This course focuses on the management principles and practices that create successful healthcare organizations. Students will learn to navigate key management challenges, apply strategic analysis frameworks, and manage healthcare workforce and IT systems—all with an emphasis on

ethical leadership, collaboration, and quality assurance. (MBA Healthcare Administration Concentration)

BUS 4160 – Data Analysis of Healthcare Management (3)

Healthcare managers that can leverage data analysis make more informed decisions that lead to better outcomes. Data in a healthcare context brings solutions, but also unique challenges that managers must navigate to harness its potential. In this course, students will explore effective management and integration of data-driven decisions in healthcare. By the end, students will be able to strategize and communicate data insights to drive ethical impact in healthcare systems. (MBA Healthcare Administration Concentration)

BUS 4170 – Healthcare Finance (3)

In health services organizations, bad financial management can cost more than money—it can cost lives, making financial acumen crucial for quality patient care. This course covers financial statement analysis, cost accounting, capital budgeting, and financial modeling, equipping future managers to make informed decisions around challenges such as evaluating insurance designs, assessing service line impacts, and analyzing new drug costs. (MBA Healthcare Administration Concentration)

BUS 4200 - Enterprise Information Management Systems (3)

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

BUS 4208 - Global Operations Management (3)

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

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. (MPA Core, MSTM Elective: Practice)

BUS 4216 - Enterprise Performance Management (3)

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

BUS 4230 - AI Based Incident Recovery/Disaster Recovery Management (3)

Provides business students a comprehensive understanding of Incident Response (IR) and Disaster Recovery (DR) in the technology sector, emphasizing the role of Artificial Intelligence (AI) in improving response and recovery strategies. Students will explore key IR/DR concepts, industry best practices, case studies, and engage in a simulated crisis scenario using AI-driven decision-making tools.

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: Core)

BUS 4250 – Agile Methodologies & Product Discovery (3)

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

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

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

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)

BUS 4308 - Business System Modeling (3)

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

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.

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.

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.

BUS 4330 – Storytelling with Data (3)

Storytelling is one of the oldest and most powerful tools for action, and this course empowers MBA students to transform raw data into compelling narratives that drive business decisions. By the end of this course, you'll be able to create data queries and visualizations, integrate data into business planning, and effectively communicate your findings, helping organizations turn data into a strategic tool for competition and innovation. (MBA Business Analytics Concentration, MSTM Elective)

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

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

BUS 4333 – Spreadsheet Modeling for Decision Making (3)

Spreadsheet tools are the most universal and easily accessible program for most people to use and interpret data—and a vital skill for any analyst to know. In this course, students will learn data cleaning, financial modeling, optimization, and data visualization using PivotTables and

PivotCharts, enabling students to analyze complex datasets, create forecasts, and effectively communicate insights to support data-driven decision-making in business contexts. (MBA Business Analytics Concentration, MSTM Elective)

BUS 4334 – Python for Business Analytics (3)

Managers who hope to stay competitive in business analytics need to be able to scale their analytics—and Python provides that solution. This course covers Python's significance in business analytics, setting up the Python environment, and learning basic syntax. You'll leverage three of Python's essential libraries—NumPy for numerical data, Pandas for data manipulation, and Matplotlib for data visualization—to use data to solve complex business problems. (MBA Business Analytics Concentration, MSTM Elective)

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. (MPA Elective: Practice)

BUS 4400 - Marketing Planning and Analysis (3)

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

BUS 4404 - Consumer Behavior (3)

Explores the culture, psychology, motivation, and decision processes of consumers.

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.

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.

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.

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. (MPA Elective)

BUS 4448 - Copywriting (3)

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

BUS 4450 – Community Relations & Public Affairs (3)

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

BUS 4456 - Public Relations & Crisis Management (3)

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

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. (MPA Elective: Practice)

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. (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. (MPA Elective: Practice)

BUS 4522 – Cultural Competency in Public Administration (3)

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

BUS 4524 - Labor/Management Relations (3)

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

BUS 4540 - Recruitment, Training, Development (3)

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

BUS 4548 - Public Finance and Grant Writing (3)

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

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

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

BUS 4610 – Development, Security and Operations (3)

This course provides foundational understanding of best practices for development and operations teams in technical environments to come together towards a common goal of quickly and efficiently moving requirements through a continuous workflow across all stages of

application and infrastructure operation lifecycle with embedded security concerns. (MSTM Core)

BUS 4620 - Artificial Intelligence Primer (3)

In today's rapidly evolving world, artificial intelligence (AI) is becoming increasingly prevalent and integral to various aspects of our lives. The course aims to provide students with a foundational understanding of AI, its applications, and its potential impact on society. The objective of this course is to provide students with a comprehensive but introductory understanding of Artificial Intelligence (AI) and its applications in the business world. The course aims to bridge the gap between AI technology and business strategy, equipping students with the knowledge and skills needed to leverage AI for competitive advantage and informed decision-making. (MSTM – Core, MBA Core)

BUS 4630 - AI-Powered Biz Apps with No-Code (3)

This course equips students as future business leaders with the skills to develop AI-driven business applications without coding. Students will learn, design, develop and deploy no-code AI platforms to automate workflows, enhance decision-making, and drive business innovation. By the end of the course, students will have created a functional AI-powered business agent and will present their Business Proposal & AI App Prototype as their capstone project. (MBA AI Concentration, MSTM Core)

BUS 4640 - Business Use Cases for AI (3)

Just like you wouldn't use a financial model to drive a marketing campaign, different business use cases require different AI tools. In this course, students will explore the potential and limitations of AI technologies, learning to identify business problems suitable for AI solutions and build effective AI implementation strategies. By the end of this course, students will address key challenges and solutions in AI implementation. (MBA AI Concentration)

BUS 4660 - Managing AI Projects (3)

AI projects can help predict trends and optimizes operations, allowing businesses to understand not just what has happened but what will happen—and what should be done about it. By the end of this course, students will be prepared to drive financial and operational impact by managing AI project lifecycles: developing comprehensive project plans, managing data and models, ensuring effective deployment, and communicating progress and outcomes to stakeholders. (MBA AI Concentration, MBA Business Analytics Concentration, MSTM Elective)

BUS 4670 - AI Governance and Ethics (3)

Alongside powerful data-driven solutions, AI opens a Pandora's box of ethical issues: data privacy, bias, transparency, and balancing automation with human oversight. AI governance may be the biggest ethical issue of our time, something essential for any manager to understand before implementing this new technology. Students will develop AI policies for ethics and compliance, mitigate AI-related risks, and communicate governance standards to stakeholders. (MBA AI Concentration, MSTM Elective)

BUS 4700 - Info Governance, Risk Management, & Compliance (3)

Companies storing information are responsible for keeping it safe—and face consequences if they don't. Who's at fault after an attack and who must be informed? This course covers corporate governance principles, risk identification methods, business regulations, accountability, and audits. In a data-driven world, business leaders must handle data responsibly, and by the end of this course, you'll learn how to manage the growing legal obligations around cybersecurity. (MBA Cybersecurity Concentration, MSTM Elective)

BUS 4710 - Network Architecture for Cyber Managers (3)

In order to ensure a house is safe, we need to know how it's built. It's the same for cybersecurity: to ensure systems are secure, we need to understand their design and the unique security challenges of different network architectures and data storage solutions. By the end of this course, you'll be able to critique security for various network designs, including IT and OT systems, cloud environments, data storage, and IoT networks, in terms of cyber risk. (MBA Cybersecurity Concentration, MSTM Elective)

BUS 4720 - Cyber Risk Management and Strategy (3)

Cyberattacks today are inevitable—but the extent of the damage may rely on how much you, as the manager, are prepared. By the end of this course, you'll know how to create risk management strategies before, during, and after cyberattacks, developing incident response plans, understanding frameworks like NIST and MITRE ATT&CK, identifying proactive and reactive protection techniques, and debriefing with 'hotwashes.' (MBA Cybersecurity Concentration, MSTM Elective)

BUS 4730 - Executive Cyber Defense (3)

To defend against hackers, you need to think like a hacker. This course covers the fundamentals of ethical hacking, from Linux commands and open-source tools to attack tree construction and vulnerability research. By the end of the course, you'll be able to use what you've learned to analyze, interpret, and communicate penetration tests and security strategies to executives. (MBA Cybersecurity Concentration, MSTM Elective)

BUS 4790 - Practicum (3)

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

BUS 4980 - Business Strategy (3)

MBA Capstone - This course is used to integrate and apply the knowledge gained from previous courses with an emphasis on strategic planning, strategy formulation and implementation, analysis of industry and competitive firms, assessment of internal strengths and weaknesses, and the formulation of alternative strategies. (MBA Core) Prerequisite: Completion of all major core course work.

BUS 4981 - Public Policy (3)

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

BUS 4982 - Project Systems Analysis (3)

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

BUS 4986 - Special Topics in Business (3)

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

BUS 4990 - Internship (3)

This course provides students with the opportunity to work in an industry to gain career-related experience. The internship requires 120 to 150 hours during which students acquire further industry knowledge and develop skills necessary for professional advancement. Prerequisite: Acceptable academic progress and permission of the Dean and/or Program Director.

School of Education

Kelly Vaughn, PhD
Interim Dean

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

The School offers 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 master's 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 Summer as well as the Fall and Spring semesters. Courses are offered late in the afternoons/evening and on weekends in order to accommodate work commitments. The Multiple Subject and Single Subject Credential Programs and MA Education are authorized to be offered both in hybrid and fully online modalities. The MA Educational Therapy is offered in synchronous online modality.

Admission Information

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

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

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

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

1. Basic Skills Requirement: As of June 29, 2024, a Bachelor's degree demonstrates completion of the Basic Skills Requirement. See PSA 24-07 on the CTC [website: https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2024/psa-24-07.pdf?sfvrsn=4b8f3cb1_3](https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2024/psa-24-07.pdf?sfvrsn=4b8f3cb1_3)
Note: Basic Skills verification is required prior to enrollment in student teaching.
2. Proof of subject matter competency requirement through: completion of degree with an academic major from an accredited college/university in a CTC listed academic content area; complete coursework addressing each of the CTC adopted subject matter domains; Passing CSET examination in an CTC credential academic content area or a completion of a combination of coursework and CSET subtests that meets or exceeds the subject matter domains. See the CTC website: <https://www.ctc.ca.gov/educator-prep/subject-matter-requirements>
Note: Subject matter competency verification is required prior to enrollment in student teaching.

Admission requirements vary by program. Certain graduate programs may require an initial interview and/or test scores. See the relevant Catalog sections for program-specific requirements. For details on admission processes, see the section on Graduate Admission (p. 17).

MA School Administration

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

Units

Core Courses

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

Practicum-based Courses

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

Total units: 30

Education MA Programs

Susan Charles, EdD

Program Director

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

Students who recently completed the preliminary Multiple Subject or Single Subject credential at NDNU may articulate up to 15 units of credential coursework toward these education electives. Students who completed their credential coursework elsewhere and students who do not possess a preliminary credential will consult with the Program Director to develop an appropriate set of elective courses to fulfill the requirement.

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

Program-Specific Admission Requirements

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

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

- Valid preliminary teaching credential, with cumulative GPA of 3.0 or better in coursework or
- Significant teaching experience in a public or private school, a cumulative undergraduate GPA of 3.0, and proof of completion of the Basic Skills Requirement through undergraduate/graduate coursework or CBEST test (see the CTC website: [https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)))
- International students should also refer to the general graduate admission requirements for English language proficiency requirements.

MA Education

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

Articulation with other programs

Students who recently completed a preliminary credential at NDNU can count up to 15 units of credential coursework toward the degree. Applicants who completed a credential at another institution may transfer in up to 6 graduate level units (B- or better) that have not been applied to another degree, with approval of the Program Director. Courses must have been completed within the last seven (7) years in order to be considered transferrable to the MA degree.

Learning Outcomes

- Students will develop, implement, integrate, and assess curriculum
- Students will analyze and evaluate the different categories and uses of assessment
- Students will use a wide range of library and academic online databases and internet resources to research educational problems and apply a range of internet software programs to analyze and report quantitative and qualitative data.
- Students will evaluate practices and systems that support the success of under-represented minority groups
- Students will apply critical thinking skills, analytical reading skills, analytical writing skills, and oral communication skills in the evaluation of educational problems
- Students will plan, conduct, evaluate, publish, and present a thesis research project based on a socially relevant research question

Requirements

Units

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
Subtotal:	15

Education Electives or Articulated Credential Courses 15

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

EDU 4100 Psychological and Developmental Foundations	3
EDU 4104 Sociological and Multicultural Foundations	3
EDU 4107 Foundations for Teaching English Learners	3
EDU 4110 Special Education for the Classroom Teacher	3
EDU 4113 Technology Applications for the Classroom	3
EDU 4116 Health Education	3
EDU 4120 Assessment in the Classroom	3
EDU 4330 Elementary Reading/Language Arts: Primary Grades	3
EDU 4333 Elementary Reading/Language Arts: Upper Grades	3
EDU 4336 Curriculum: Elementary Math	2

EDU 4337 Curriculum: Social Studies	1
EDU 4338 Curriculum: Science	1
EDU 4405 Teaching and Pedagogy	3
EDU 4410 Language and Literacy in the Content Areas	3

**Students who recently completed or are co-enrolled in NDNU's credential program may articulate up to 15 semester units of coursework from this list. Those who obtained a preliminary teaching credential from another institution or who have substantial experience with private-school teaching can select 15 units of education electives in consultation with the Program Director.*

Total units: 30

Credential: Preliminary Multiple Subject (Elementary School)

Carolyn Piraino EdD
Program Director

The School of Education offers a program of professional preparation for the California Multiple Subject Credential, approved by the California Commission on Teacher Credentialing (CTC). This credential authorizes service in self-contained TK-8th grade classrooms usually in an elementary school setting. NDNU's Multiple Subject Credential Program is post-baccalaureate and requires a full fifth year, or 33 semester units, of study. The concurrent program at NDNU offers candidates who have the Basic Skills and subject matter competency requirements completed by May 1 the opportunity to complete the professional course work and two student teaching experiences within a calendar year (summer session, fall semester, spring semester). NDNU students enrolled in its credential programs may articulate up to 15 units toward the Master of Arts in Education (see p. 67). Interested candidates should contact the Program Director of the Master of Arts in Education program.

Learning Outcomes

Upon completion of a Preliminary Multiple Subject Credential:

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

Multiple Subject Credential (elementary) candidates spend one semester of student teaching at the primary level and one semester at the upper elementary grade level. These student teaching experiences are in culturally diverse schools with students from a variety of socioeconomic

backgrounds and take place at two of the many public school districts with which we have contracts.

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

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

Private School teachers: Candidates who are working in private schools seeking a credential without any or enough previous, private school teaching experience, are required to complete a substantive clinical experience of at least 150 hours in a diverse, public school setting where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of the California's student population. This occurs during a third semester, in the fall, spring or summer, after 2 semesters of supervised student/intern teaching in their own classroom has occurred. Additionally, for those 2 semesters, NDNU will review the private school where the candidate is teaching to determine if it aligns with the placement requirements. In addition, the school must be WASC accredited and have a teacher who meets the CTC and NDNU requirements to serve as an intern liaison. Candidates who have three or more years of private school teaching experience may follow the CTC Requirements for Teachers with Private School Teaching Experience (CL-834) to apply directly to the CTC for a Preliminary Credential:

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

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

1. *Prerequisite: Verification of 40 hours of pre-acceptance field experience by teaching or volunteer experience completed with appropriate age in a school setting. Provide the original form signed by the site supervisor, or provide official letter of verification from the site.
2. Successfully complete student teaching and required courses. The lowest grade in student teaching that is considered successful is a B-. The lowest grade in all other credential courses that is considered successful is a C, provided a 3.0 GPA minimum is maintained.

3. Pass the Teaching Performance Assessment.
4. *Basic Skills Requirement see PSA 24-07 on the CTC website:
https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2024/psa-24-07.pdf?sfvrsn=4b8f3cb1_3
5. *Verification of Subject Matter Competence (see CTC website:
<https://www.ctc.ca.gov/educator-prep/subject-matter-requirements>
6. *Verification of fingerprinting clearance on file with the California Commission on Teacher Credentialing (also called a “Certificate of Clearance”). For more information, see <https://www.ctc.ca.gov/docs/default-source/leaflets/cl271.pdf>
7. *Copy of negative TB test result from within two years
8. *Signed NDNU Release of Liability Form
9. Verification of meeting the U.S. Constitution requirement by exam, course work, or CSU degree
10. CPR training in infant, child, and adult training must meet standards of American Heart Association or American Red Cross and be current at time of credential filing.

Requirements

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	3
EDU 4113 Technology Applications for the Classroom	3
EDU 4116 Health Education	3
EDU 4120 Assessment in the Classroom	3
EDU 4330 Elementary Reading/Language Arts: Primary Grades	3
EDU 4333 Elementary Reading/Language Arts: Upper Grades	3
EDU 4336 Curriculum: Elementary Math	2
EDU 4337 Curriculum: Social Studies	1
EDU 4338 Curriculum: Science	1
EDU 4350 Student/Intern Teaching Semester 1: Multiple Subject	3
EDU 4351 Student/Intern Teaching Semester 2: Multiple Subject	3
EDU 4360 CalTPA Support Cycle 1	0.5
EDU 4361 CalTPA Support Cycle 2	0.5

Total units: 33

Note: EDU 4120, EDU 4330, EDU 4333, EDU 4336, EDU 4337, and EDU 4338: These courses involve working directly with students in an approved classroom setting. Therefore, concurrent enrollment in either EDU 4350 or EDU 4351 is required.

Articulation with the Master of Arts in Education

NDNU students enrolled in its credential programs may articulate up to 15 units toward the Master of Arts in Education or up. Interested candidates should contact the Program Director of Master of Arts in Education for more information.

CTC Early Completion Intern Option

The Early Completion Intern Option (ECO) is intended to provide individuals who have requisite skills and knowledge an opportunity to challenge the course work portion of a Multiple or Single Subject Intern Program and demonstrate pedagogical skills through a performance assessment while in a Commission-approved intern program. CTC requirements for ECO can be found online at [https://www.ctc.ca.gov/credentials/leaflets/early-completion-intern-option-\(cl-840\)](https://www.ctc.ca.gov/credentials/leaflets/early-completion-intern-option-(cl-840)) . Qualified candidates must make an appointment to speak with a Program Director.

Credential: Preliminary Single Subject (Middle and High School)

Carolyn Pirano EdD
Program Director

The School of Education offers a program of professional preparation for the California Single Subject Credential, approved by the California Commission on Teacher Credentialing (CTC). This credential authorizes service in departmentalized settings, usually in middle schools and high schools. NDNU's Single Subject Credential program is post-baccalaureate and requires a full fifth year, or 31 semester units, of study. The concurrent program at NDNU offers candidates who have the Basic Skills and subject matter competency requirements completed by May 1 the opportunity to complete the professional course work and two student teaching experiences within a calendar year (summer session, fall semester, spring semester). NDNU students enrolled in its credential programs may articulate up to 15 units toward the Master of Arts in Education. Interested candidates should contact the Program Director of the Master of Arts in Education program for more information.

Learning Outcomes

Upon completion of a Preliminary Single Subject Credential

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

Single Subject Credential candidates typically spend one semester of student teaching at the middle or junior high school level and one semester at the high school level. These student teaching experiences are intended to take place in culturally diverse schools with students from a

variety of socioeconomic backgrounds. Students work at two of the many public school districts with which we have contracts.

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

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

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

1. *Prerequisite: Verification of 40 hours of pre-acceptance field experience by teaching or volunteer experience completed with appropriate age in a school setting. Provide the original form signed by the site supervisor, or provide official letter of verification from the site.
2. Successfully complete student teaching and required courses. The lowest grade in student teaching that is considered successful is a B-. The lowest grade in all other credential courses that is considered successful is a C, provided a 3.0 GPA minimum is maintained.
3. Pass the Teaching Performance Assessment.
4. *Basic Skills Requirement, see PSA 24-07 on the CTC website:
https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2024/psa-24-07.pdf?sfvrsn=4b8f3cb1_3
5. *Verification of Subject Matter Competence (see CTC website:
<https://www.ctc.ca.gov/educator-prep/subject-matter-requirements>
6. *Verification of fingerprinting clearance on file with the California Commission on Teacher Credentialing (also called a “Certificate of Clearance”). For more information, see <https://www.ctc.ca.gov/docs/default-source/leaflets/cl271.pdf>
7. *Copy of negative TB test result from within two years.
8. *Signed NDNU Release of Liability Form.
9. Verification meeting the U.S. Constitution requirement by exam, course work, or CSU degree.

10. CPR training in infant, child, and adult training must meet standards of American Heart Association or American Red Cross and be current at time of credential filing.

Requirements

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	3
EDU 4113 Technology Applications for the Classroom	3
EDU 4116 Health Education	3
EDU 4120 Assessment in the Classroom	3
EDU 4405 Teaching and Pedagogy	3
EDU 4407 Secondary Curriculum	2
EDU 4410 Language and Literacy in the Content Areas	3
EDU 4450 Student/Intern Teaching Semester 1: Single Subject	3
EDU 4451 Student/Intern Teaching Semester 2: Single Subject	3
EDU 4460 CalTPA Support Cycle 1	0.5
EDU 4461 CalTPA Support Cycle 2	0.5

Total units: 31

Articulation with the Master of Arts in Education

NDNU candidates enrolled in its credential programs may articulate up to 15 units toward the Master of Arts in Education. Interested candidates should contact the Program Director of the Master of Arts in Education for more information.

CTC Early Completion Intern Option

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

Special Education

Sharon O'Neil EdD
Program Director

Credential: Preliminary Education Specialist

NDNU's Education Specialist Credential program prepares students to teach in special education programs in public and private schools. Students choose one of two concentration options: Mild/Moderate Support Needs (MMSN) or Extensive Support Needs (ESN).

- Credential holders with a Mild/Moderate Support Needs (MMSN) authorization will be able to teach students in Resource Specialist Program classes (K-12) and students in special day classes for learning disabilities.
- Credential holders with an Extensive Support Needs (ESN) authorization will be able to teach students in grades K-12 whose needs are more severe.

A student may elect to complete the requirements for both options. This can be accomplished while in the program with the addition of the appropriate adaptations course (EDU 4234 or EDU 4237), appropriate curriculum and instruction courses (EDU 4336, EDU 4337, EDU 4338 or EDU 4251, EDU 4252), and an additional semester of fieldwork in an appropriate educational setting. If requirements for both are completed during the program the candidate will be recommended for both authorizations. If one or more semesters elapses between the completion of the credential and the commencement of the coursework/fieldwork for the second authorization OR if the candidate completes the master's requirement before the commencement of the coursework/fieldwork for the second authorization, then enrollment for coursework for the second authorization will be as an "Education Specialist Added Authorization" and may not be eligible for financial aid.

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

courses taken at NDNU count towards the master's degree, subject to degree limits (residency requirements, etc.).

Learning Outcomes

Upon completion of a Preliminary Education Specialist Credential:

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

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

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

Public school districts occasionally offer qualified Education Specialist Credential candidates the opportunity for a paid internship in lieu of unpaid student teaching. This requires intern candidates to secure a university internship credential through the credentials office which requires: an official offer of employment, approval of the Program Director, the completion of specified pre-service coursework including one semester of student teaching, and the willingness of the employing district to sign and participate in a support and supervision agreement with NDNU.

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

1. *Prerequisite: Verification of 40 hours of pre-acceptance field experience by teaching or volunteer experience completed with appropriate age in a school setting. Provide the original form signed by the site supervisor, or provide an official letter of verification from the site.

2. Successfully complete student teaching or internship and required courses (includes courses that allow authorization to teach English Language Learners)
3. Pass the Teaching Performance Assessment. (Required of students admitted to the program beginning in fall 2022)
4. *Completion of Basic Skills Requirement, (see https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2024/psa-24-07.pdf?sfvrsn=4b8f3cb1_3)
5. *Verification of Subject Matter Competence (see CTC website: <https://www.ctc.ca.gov/educator-prep/subject-matter-requirements>)
6. *Verification of fingerprinting clearance on file with the California Commission on Teacher Credentialing (also called a “Certificate of Clearance”). For more information, see <https://www.ctc.ca.gov/docs/default-source/leaflets/cl271.pdf>
7. *Copy of negative TB test result from within two years.
8. *Signed NDNU Release of Liability Form.
9. Verification of meeting the U.S. Constitution requirement by exam, course work, or CSU degree.
10. *CPR training in infant, child, and adult training must meet standards of American Heart Association or American Red Cross and be current at time of credential filing.

Coursework required for those who enter without a prior credential

Education Specialist Credential Mild/Moderate Support Needs (MMSN)

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	3
EDU 4200 Special Education Program Management	3
EDU 4203 Clinical Assessment	4
EDU 4205 Professional Development: SPED Teachers	1
EDU 4207 Technology – Special Education	3
EDU 4209 Counseling – Special Education	3
EDU 4270 Student/Intern Teaching Seminar (SPED 1 st Semester)	3
EDU 4271 Student/Intern Teaching Seminar (SPED 2 nd Semester)	3
EDU 4330 Elementary Reading/Language Arts: Primary Grades	3
EDU 4333 Elementary Reading/Language Arts: Upper Grades	3
EDU 4336 Curriculum: Elementary Math	2
EDU 4337 Curriculum: Social Studies	1
EDU 4338 Curriculum: Science	1
EDU 4260 CalTPA Support Cycle 1	0.5
EDU 4261 CalTPA Support Cycle 2	0.5
EDU 4234 Curriculum and Instruction Adaptations: Mild/Moderate	3
<i>*EDU 4107, EDU 4200, EDU 4203 must be completed prior to student teaching.</i>	

Total units: 44

Education Specialist Credential Extensive Support Needs

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	3
EDU 4200 Special Education Program Management	3
EDU 4203 Clinical Assessment	4
EDU 4205 Professional Development: SPED Teachers	1
EDU 4207 Technology – Special Education	3
EDU 4209 Counseling – Special Education	3
EDU 4270 Student/Intern Teaching Seminar (SPED 1 st Semester)	3
EDU 4271 Student/Intern Teaching Seminar (SPED 2 nd Semester)	3
EDU 4330 Elementary Reading/Language Arts: Primary Grades	3
EDU 4333 Elementary Reading/Language Arts: Upper Grades	3
EDU 4260 CalTPA Support Cycle 1	0.5
EDU 4261 CalTPA Support Cycle 2	0.5
EDU 4237 Curriculum & Instruction Adaptations: Extensive Support Needs	3
EDU 4251 Teaching Students w/ Motor, Sensory & Health Needs	2
EDU 4252 Core Curriculum Access for Students w/ Severe Disabilities	2

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

Total units: 44

Dual Authorization

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

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

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

EDU 4200 Special Education Program Management	3
EDU 4203 Clinical Assessment	4
EDU 4205 Professional Development: SPED Teachers	1
EDU 4207 Technology – Special Education	3
EDU 4209 Counseling – Special Education	3
EDU 4236 Student/Intern Teaching Seminar (Special Education Extended)	1

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

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

Mild/Moderate Support Needs:

EDU 4234 Curriculum and Instruction Adaptations: Mild/Moderate	3
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Extensive Support Needs:

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

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

EDU 4236 Student/Intern Teaching Seminar (Special Education Extended)	1
EDU 4330 Elementary Reading/Language Arts: Primary Grades	3
EDU 4333 Elementary Reading/Language Arts: Upper Grades	3
EDU 4336 Curriculum: Elementary Math	2
EDU 4337 Curriculum: Social Studies	1
EDU 4338 Curriculum: Science	1

For the Mild/Moderate Support Needs Credential:

EDU 4234 Curriculum and Instruction Adaptations: Mild/Moderate	3
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For the Extensive Support Needs Credential

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

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

Adding the MA Special Education with the Credential

Students may complete three units of capstone coursework in addition to the Education Specialist Credential in order to earn a master's degree. See Master of Arts in Special Education (p. 79) 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

EDU 4200 Special Education Program Management	3
EDU 4203 Clinical Assessment	4
EDU 4205 Professional Development: SPED Teachers	1
EDU 4207 Technology – Special Education	3
EDU 4209 Counseling – Special Education	3
EDU 4880 Educational Research Capstone	3

Choose one Curriculum and Instruction Course from:

EDU 4234 Curriculum and Instruction Adaptations: Mild/Moderate	3
EDU 4237 Curriculum & Instruction Adaptations: Extensive Support Needs	3
Subtotal: 20	

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

- The other Curriculum and Instruction course may be used as an elective.
- Select from Education Department coursework (Multiple Subject, Single Subject, Special Education, MA in Education, MA Educational Therapy, or MA Strategic Leadership and Social Justice). *Note: undergraduate, Student Teaching, or Field Practicum courses may not be used to satisfy the elective requirement.*
- Students with previous graduate level course work can transfer in up to 6 units of coursework in the field of education or related fields not previously used for a degree.
- Students may also use up to 6 units of Independent Study.

Subtotal: 10
Total units: 30

MA Educational Therapy

Polly Mayer, MA, ET/P
Program Director

An Educational Therapist (ET) is an educational professional skilled in the areas of academic assessment, instructional remediation and intervention, and learning program development who works in clinics, learning centers, private practice, literacy programs and other academic support settings, with neurodiverse children and adults who have various types of learning differences and disabilities. These may include learning disabilities, such as difficulties in reading, mathematics, and writing (dyslexia, dyscalculia, dysgraphia), attention deficit hyperactivity disorder (ADHD) and production, organization, and time management (Executive Function) challenges. The focus of the work in educational therapy sessions is on the specific and holistic needs of the individual client in the area of academic remediation and intervention.

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

Admission Requirements

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

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

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

Learning Outcomes

- The ability to plan, implement, and apply a variety of remediation curriculum and intervention strategies to support individuals with learning differences, and articulate and apply theories of cognition and human learning.

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

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

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

AET Prerequisite Classes

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

- Human Development*
- Educational Psychology

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

**Can be fulfilled with CPY 4230 Lifespan Development*

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

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

Suitability for Practice

The faculty of NDNU's MA ET Program is committed to candidates' development of ethical practice, professional boundaries, client confidentiality, and awareness of internship competence and professional limitations. At any time during a candidate's progress through the program, should a significant concern regarding the candidate's suitability for the profession occur, in accordance with the AET Code of Ethics and based on the candidate's behavior, a committee of graduate program faculty shall convene to review the candidate's conduct and performance. The committee shall interview the student and the person(s) who raised the concern and consult with university administration. After careful deliberation, the committee will determine whether there is a basis for concern and, if there is a basis, will determine a course of action which could

include immediate program disqualification or substantive remediation such as course and/or internship repetition. Should a candidate wish to appeal the review committee's decision, they may contact the Dean of Education.

Degree Requirements:

ETH 4259 Neurophysiological Principles in Education	3
ETH 4261 Introduction to Mild/Moderate Disabilities	3
ETH 4263 Instructional Strategies for Students with Reading Difficulties	3
ETH 4264 Assessment in Special Education	3
ETH 4266 Advanced Assessment	3
ETH 4267 The Roles of Educational Therapist	2
ETH 4268 Business Practice for the Educational Therapist	1
ETH 4296 Internship in Educational Therapist	3
Subtotal:	21

Additional Strategy/Methodology Course Options – Choose 2

EDU 4104 Sociological and Multicultural Foundations	3
ETH 4269 Math Strategies for Students with Mild/Moderate Disabilities	3
EDU 4207 Technology – Special Education	3
EDU 4209 Counseling in SPED	3
SLSJ 4401 Foundations in Social Justice and Strategic Leadership	3
CPY 4650 Positive Psychology and Mindfulness	3
Subtotal:	6

Total Units to Complete Educational Therapy Certificate: 27

MA Educational Therapy Courses:

EDU 4721 Introduction to Educational Research	3
EDU 4724 Educational Research	3
Total units:	33

Accelerated Educational Therapy Master's and Certificate*

ETH 4267 The Roles of Educational Therapist	2
ETH 4268 Business Practice for the Educational Therapist	1
ETH 4266 Advanced Assessment	3
ETH 4259 Neuropsychological Principles in Education	3
ETH 4296 Internship in Educational Therapist	3

Total Units to Complete Accelerated Educational Therapy Certificate: 12

MA Educational Therapy Courses:

EDU 4721 Introduction to Educational Research	3
EDU 4724 Educational Research	3
Master's degree units:	6

Articulated Units from Special Education Credential 15*

Total Units to complete Accelerated Certificate and Master's degree: 33

Courses which may be articulated from Special Education Credential

EDU 4100 Psychological and Developmental Foundations	3
EDU 4104 Sociological and Multicultural Foundations	3
EDU 4107 Foundations for Teaching English Learners	3
EDU 4116 Health Education	1
EDU 4200 Special Education Program Management	3
EDU 4203 Clinical Assessment	4
EDU 4205 Professional Development: SPED Teachers	1
EDU 4207 Technology - Special Education	3
EDU 4209 Counseling – Special Education	3
EDU 4234 Curriculum Adaptations: Mild/Moderate	3
EDU 4330 Elementary Reading/Language Arts Primary Grades	3
EDU 4333 Elementary Reading/Language Arts Upper Grades	3
EDU 4336 Curriculum: Elementary Math	2
EDU 4337 Curriculum: Social Science	1
EDU 4338 Curriculum: Science	1

*Students who complete the Accelerated Educational Therapy path articulate up to 15 units from their Special Education Credential, provided these courses were completed in the last seven years.

School of Education Courses

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)

This course provides educators with hands-on experience in applying technology to support diverse learners and foster inclusive learning environments. Participants will explore digital citizenship, AI and computational thinking, instructional design with technology, and global collaboration, all while embedding Universal Design for Learning (UDL) and Multi-Tiered System of Supports (MTSS) principles. Through interactive discussions, lesson planning, and project-based learning, educators will develop a curated toolkit of digital tools and strategies to immediately implement in their classrooms. By the end of the course, participants will create a Future-Ready Classroom Digital Showcase demonstrating their ability to integrate technology effectively in their instructional practice.

EDU 4116 - Health Education (1)

This course prepares future educators to teach and model comprehensive health education through the lens of the Whole Child and Whole Educator. Participants explore physical and mental health, identity and relationships, substance abuse prevention, and the vital role of teacher wellness. With a balance of asynchronous modules and one synchronous session, candidates will investigate key California Health Education Standards, engage in self-reflection, and develop strategies to foster healthy, inclusive learning environments. By the end of the course, students will create a personal health education philosophy and identify their role in supporting student well-being and their own professional sustainability.

EDU 4120 - Assessment in the Classroom (3)

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

EDU 4200 - Special Education Program Management (3)

This course is designed as a seminar focusing on the coordination procedures and implementation of laws, regulations, and other requirements related to special education. The focus is on ethics, policies, and related issues for teachers of students and adults with disabilities. Topics also include training and supervision of instructional aides, staff development/in-service

functions, coordination and scheduling of IEP and ITP meetings, monitoring the referral process, inclusion of special education students in the regular education classroom, record keeping, and familiarity with student and parent rights.

EDU 4203 - Clinical Assessment (4)

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

EDU 4205 - Professional Development: SPED Teachers (1)

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

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

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

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

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

EDU 4237 - Curriculum and Instruction Adaptations: Extensive Support Needs (3)

Studies adaptations and methods of curriculum and instruction to meet the needs of students with identified moderate/severe disabilities. This course explores current issues and research in special education instructional methods. Topics include the role of the special day class teacher in a school setting, the coordination of services to support students with special needs in and out of the classroom, and how additional support services such as speech therapist, nurse, school psychologist, and adaptive physical education teacher can be utilized. The role of the teacher in referring to outside agencies, working with parents, and developing IEP and ITP are also discussed. Prerequisite: EDU 4270 OR EDU 4271.

EDU 4260 – Cal TPA SPED Support 1 (0.5)

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

EDU 4261- Cal TPA SPED Support 2 (0.5)

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

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

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

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

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

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

This course has the same focus as EDU 4350, but in a special education setting. Heavy emphasis is placed on exploring and examining solutions for day-to-day problems encountered in teaching students in special education classes, including issues such as planning, instructional problems, and evaluation.

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

Continuing candidates are provided with an opportunity to reflect upon and improve the field experience. Candidates are encouraged to discuss problems and reactions to their field experiences. Continued emphasis on exploring and examining solutions for day-to-day problems encountered in teaching students in special education classes, including issues such as planning, instructional problems, and evaluation. Prerequisite: EDU 4270.

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

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

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

Continues examination of current research, principles, issues, strategies, and materials/resources, focusing on upper elementary students of diverse backgrounds. Explores language acquisition issues in upper elementary grades. Facilitates connections among students, literature, and response in a multicultural perspective. Introduces literacy in content areas and SDAIE techniques for understanding literature. Concurrent coursework and field placement are required to ensure continued reflection/application. Prerequisite: EDU4330.

EDU 4336 - Curriculum: Elementary Math (2)

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

EDU 4337 - Curriculum: Social Science (1)

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

EDU 4338 - Curriculum: Science (1)

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

EDU 4340 - Content Area Curriculum (1)

Participants in this course will do an in-depth content area review of specific subject matter concepts and skills. This small group course will be tailored to the needs of the participants with an emphasis on content area mastery of K-12 Content and/or Common Core Standards for the State of California.

EDU 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: One semester of Student Teaching or Program Director Approval.

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

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

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

Continuing candidates are provided with an opportunity to reflect upon and improve the field experience. Candidates are encouraged to discuss problems and reactions to their field experiences.

EDU 4360 - Cal TPA MS Support 1 (0.5)

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

EDU 4361 - Cal TPA MS Support 2 (0.5)

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

EDU 4405 - Teaching and Pedagogy (3)

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

EDU 4407 - Secondary Curriculum (2-3)

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

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

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

EDU 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: One semester of Student Teaching or Program Director Approval.

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

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

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

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

EDU 4460 - Cal TPA SS Support 1 (0.5)

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

EDU 4461 - Cal TPA SS Support 2 (0.5)

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

EDU 4560 - CalTPA Remedial 1 (0.5)

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

EDU 4561 - CalTPA Remedial 2 (0.5)

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

EDU 4492 - Field Practicum PIP STSP (1)

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

EDU 4600 - Financial Management (3)

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

EDU 4604 - Human Resource Management in School/District (3)

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

EDU 4606 - Leadership Concepts (3)

This course explores the historical and philosophical approaches to educational leadership and include identification of personal leadership strengths. The concept of facilitating the

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

EDU 4609 - Organization and Management (3)

This course covers the principles and concepts of management theory, including an historical overview. The managerial functions of leading, planning, organizing, and staffing are focused upon with an emphasis on how these functions are being facilitated by instructional leadership through communication and participatory decision-making. Organizational behavior patterns in management are explored through assigned readings, small-group discussions, guest speakers, and selected videos. There is an emphasis on what makes public organizations distinctive and on 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 4798 - Thesis Extension (1)

This is an optional continuation of EDU 4724 Educational Research that provides additional time and support for School of Education students in conducting, analyzing, and presenting the research involved in their master's thesis. Course may be taken for a maximum of three units without prior approval from the chair.

EDU 4880 - Educational Research Capstone (3)

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

Prerequisite: All other coursework in the master's degree program; MA Special Education students may be concurrently enrolled in EDU 4270.

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

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

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

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

ETH - EDUCATIONAL THERAPY

ETH 4259 - Neuropsychological Principles in Education (3)

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

ETH 4261 - Intro to Mild/Moderate Disabilities (3)

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

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

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

ETH 4264 - Assessment in Special Education (3)

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

ETH 4266 - Advanced Assessment (3)

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

ETH 4267 - The Roles of Educational Therapists (2)

Presents an overview of the practice of educational therapy. The areas of emphasis include historical and current perspectives on educational therapy; developing and managing a professional practice; assessment, case management, instruction; and effective communication

strategies within school, family, and service communities. Candidates create a plan for their personal professional development.

ETH 4268 - Business Practice for the Educational Therapist (1)

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

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

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

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

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

ETH 4296 - Internship in Educational Therapist (3)

Supervised internship for educational therapy candidates. ETH candidates work 1:1 with students from schools, clinics, colleges, and universities. Candidates administer informal assessments, develop and implement instructional sequences, and participate in site-based programs. During the class, ETH students write a report describing the progress of their student during the semester. Prerequisite: completion of 12 units of study at NDNU and the approval of the Program Director of the Educational Therapy Program.

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

Interdisciplinary Studies

MA in Strategic Leadership and Social Justice

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

Susan Charles
Program Director

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

Program Learning Outcomes:

Graduates of the MA in Strategic Leadership and Social Justice program will:

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

Admission Information:

Fully admitted students will need to meet the following requirements:

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

Degree Requirements

SLJ 4401 Foundations of Strategic Leadership and Social Justice	3
SLJ 4402 Race and Ethnicity	3
SLJ 4403 Identity Safety	3
SLJ 4404 Interpersonal Communication	3
SLJ 4405 Policy and Law	3
SLJ 4406 Change Management and Intervention	3

SLJ 4407 Strategic Leadership and Social Justice Practicum	3
SLJ 4408 Strategic Leadership and Social Justice Capstone	3
BUS 4522 Cultural Competencies in Public Administration	3
EDU 4706 Social Justice, Diversity, and Equity	3

Total units: 30

Certificate in Strategic Leadership and Social Justice

The Certificate in Strategic Leadership and Social Justice program at NDNU offers an academically rigorous foundation in the theories and practices of equity and social justice. Designed to meet the growing demand for leaders adept at managing social justice initiatives, this program provides a rich blend of scholarly study and practical application.

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

This Certificate also serves as a pathway for academic advancement. Completed courses are eligible for credit toward NDNU's Master of Arts in Strategic Leadership and Social Justice program, offering students a seamless progression to further their expertise and career impact.

Admission information:

Fully admitted students will need to meet the following requirements:

- A four-year bachelor's degree from an accredited institution
- A cumulative grade point average of 2.5 or better
- Two academic and/or professional recommendations
- A personal interview with the Program Director

Certificate requirements:

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

Certificate Requirements – choose any 3 courses

SLJ 4401 Foundations of Strategic Leadership and Social Justice	3
SLJ 4402 Race and Ethnicity	3
SLJ 4403 Identity Safety	3
SLJ 4404 Interpersonal Communication	3
SLJ 4405 Policy and Law	3
SLJ 4406 Change Management and Intervention	3
SLJ 4407 Practicum	3

SLSJ 4408 Capstone	3
BUS 4522 Cultural Competencies in Public Administration	3
EDU 4706 Social Justice, Diversity, and Equity	3
Total units:	9

SLJ - Strategic Leadership and Social Justice Courses

SLJ 4401 - Foundations of Strategic Leadership and Social Justice (3)

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

SLJ 4402 - Race and Ethnicity (3)

Throughout the world, race and ethnicity are powerful identities that affect how people live their day-to-day lives. While paying some attention to the complexities of race in the United States, this course focuses on how race is socially constructed and experienced in a range of countries and cultures. Issues discussed include white supremacy, race-mixing, indigenoussness, varying forms of discrimination, and potential for political mobilization around race and ethnic identity.

SLJ 4403 - Identity Safety (3)

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

SLJ 4404 - Interpersonal Communication (3)

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

SLJ 4405 - Policy and Law (3)

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

SLJ 4406 - Change Management & Intervention (3)

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

SLJ 4407 - Strategic Leadership and Social Justice Practicum (3)

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

SLJ 4408 - Strategic Leadership and Social Justice Capstone (3)

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

School of Psychology

Helen Marlo, PhD

Dean, School of Psychology

Overview:

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

Undergraduate Program: BA in Psychology Degree Completion

The BA Psychology admits students who are ready to transfer to NDNU and complete the remaining upper division coursework required for a Bachelor of Arts in Psychology. The BA Psychology offers a strong general psychology curriculum with interdisciplinary perspectives that develops the students' research and communication skills while fostering respect for diverse viewpoints, collaboration, and community engagement signature elements-of the NDNU experience.

Undergraduate Capstone and Graduate Readiness

When nearing completion of the BA Psychology, each student compiles an e-portfolio to document, organize, and help the student reflect on their academic achievements, in part to support their professional and career development. Designed in line with the American Psychological Association (APA) guidelines, the curriculum equips students with the foundational knowledge and qualifications commonly required for graduate programs in psychology. Thus, the undergraduate BA provides a strong foundation supporting entry into the NDNU graduate programs or other academic and professional pursuits depending on the goals of the student-

Graduate Program

For over 40 years, Notre Dame de Namur University has maintained a reputation for excellence in training mental health. The goal of Master of Science in Clinical Psychology (MSCP), located within the Clinical Psychology Department (CPD), is to prepare highly trained Licensed Marriage and Family Therapists (LMFTs), Licensed Professional Clinical Counselors (LPCCs), or non-licensed mental-health professionals. Our graduates often become community leaders because our graduate-level training reflects advanced contemporary practice. Our curriculum is fully consistent with requirements for our professional licensing agency, the Board of Behavioral Sciences (BBS) and is submitted to that board for regular review to ensure that our training is fully up-to-date and compliant with all requirements and expectations.

Philosophy and Core Components of Graduate Training

The CPD approaches the study of psychology with a value on the development of the whole person throughout the lifespan. The MSCP programs are 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. Selected core components of the CPD programs include our faculty who are actively working in the field, as well as our support of diversity in academic, theoretical, and clinical training and learning approaches.

Personalized Training and Practicum Excellence

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

Career Pathways and Doctoral Preparation

While many of our students elect licensure-bound training toward the LMFT and/or the LPCC, we also train non-licensure-bound mental health professionals qualified to pursue careers in medical, mental health, allied health, administration, social service, educational, geriatric, research, industry, and business settings. All our programs prepare students who are often eager to pursue future doctoral studies in psychology or related fields.

Faculty and Course Format

Teaching faculty represent diverse academic and broad practical and clinical expertise. Courses are available during Fall, Spring, and two intensive Summer sessions. Classes meet in the late afternoon/evening and on weekends to accommodate the needs of adult students with work, family, and other commitments.

Graduate Program Tracks and Options

The MSCP Degree Program has three options:

1. The MSCP, at 37 units, prepares students for future doctoral studies, and can serve as a terminal degree for unlicensed, master's level mental health professionals to work within a broad range of clinical, social service, medical, research, and administrative settings. Students may tailor the MSCP curriculum to further their professional goals by selecting electives in consultation with an advisor. To this end, we present two preselected elective tracks: the Consulting and Applied Psychology Track and the Business, Organizational and Consulting Track. Students may opt to complete 12 units of general electives from the MFT or LPCC coursework, subject to advisor and dean approval. See the MS Clinical Psychology program requirements below for further information.
2. The MSCP/MFT concentration, at 60 units, enables students to pursue a clinical license as a marriage and family therapist (MFT). It also prepares students for doctoral studies.

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

Master of Science in Clinical Psychology

Helen Marlo, PhD

Dean

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

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.

Our programs are-structured to meet diverse professional goals through:

- The Master of Science in Clinical Psychology (MSCP): 37-unit program. This program prepares students for doctoral studies in psychology or another related field or may serve as a terminal degree for unlicensed master's level mental health professionals who work in a broad range of clinical, research, industry, organizational, business, healthcare, legal, or administrative settings. As noted above, this option allows for two elective tracks: the MSCP Consulting and Applied Psychology Track (MSCP-CAP) and the MSCP-Business, Organizational, and Consulting Track (MSCP-BOC). Students may opt to complete 12 units of general electives from the MFT or LPCC concentration coursework, subject to advisor and dean approval.
- The Master of Science in Clinical Psychology/Marriage and Family Therapy (MSCP/MFT): 60-unit concentration.
- The Master of Science in Clinical Psychology/Marriage and Family Therapy/Licensed Professional Clinical Counselor (MSCP/MFT/LPCC): 67-unit concentration.

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

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

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

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

Learning Outcomes

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

Diversity and Cultural Competence Domain: Learning Outcome 2 -- Students will be educated on diversity through diverse teaching methods, courses, theoretical perspectives, and topics throughout the program, that directly embody and address issues of diversity. This domain will also include education on cultural and cross-cultural issues and their impact on human behavior.

Psychotherapy Domain: Learning Outcome 3 -- Students will comprehend, integrate, and apply the major theories and basic empirical findings of psychotherapy practice, including theories and topics that are germane for MFT and LPCC licensure. Students will also acquire training in specialized clinical topics emphasized in clinical practice. Students will be versed in tenets of evidence-based practice and findings from psychotherapy research.

Clinical, Professional, and Ethical Competence: Learning Outcome 4 -- Students will develop clinical, professional, and ethical competencies through academic coursework and clinical training/practicum experiences. Through such courses, tenets germane to professionalism; ethical development; and clinical practice will be accented. Students will be able to recognize the ethical

and legal codes for mental health professions; demonstrate personal and professional awareness for their relevancy; and apply them in their clinical work.

Research Domain: Learning Outcome 5 -- Students will understand research designs and parameters of psychological research, particularly within clinical psychology and become more critical consumers of psychological research. Students can implement an original research project via a capstone project or thesis relevant to their scholarly professional interests. The final research project aims to contribute to their professional development, field and/or community in a meaningful way.

Admission

NDNU has rolling admission, accepting applications all year round, and admitting students throughout the year for fall, spring and summer semesters. Please review the Graduate Admissions (p. 17) section of this catalog for complete admission requirements.

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

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

Requirements:

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

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

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

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

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

School of Psychology Graduate Transfer Unit Policy

For applicants or incoming students who have not completed coursework in NDNU's School of Psychology (SOP) graduate programs, subject to approval by the dean, the programs will accept for transfer previously completed graduate courses that meet the following criteria, with the total number of transferable units limited to one-third of the required units for the student's program of admission. For a course to be eligible for transfer, the student must achieve a grade of B (3.0) or higher in the course. Units from continuing education, certificates, workshops, and research projects are not eligible for transfer. Decisions about the courses and number of units transferred are based on the currency and relevance of the course content. All transferable units must have been earned within the seven years before being awarded the master's degree. Students who wish to take a course at another accredited institution after registering for courses in a SOP graduate program at Notre Dame de Namur University must first obtain written approval from their advisor, with the approval confirmed by the dean, before registering. Unless approved at entry to the program, transfer units for students enrolled in a graduate degree program at NDNU may not exceed 25% of the required coursework (MS/CP: 9 units max; MS/CP/MFT and MS/CP/MFT/LPCC: 15 units max). The Transfer Course Approval Form must be completed and submitted prior to enrollment. Transfer units cannot be used to resolve probationary status, and career experience cannot replace graduate coursework.

Distinctions of the Program

- Comprehensive program offering master's degrees in Clinical Psychology with concentrations in Marital/Family Therapy (MFT) and Marital Family Therapy/Licensed Professional Clinical Counseling (LPCC)
- Based on the scholar-practitioner model with faculty who are practicing clinicians who "practice what they teach".
- Meets all California Board of Behavioral Sciences (BBS) academic requirements for MFT and LPCC licensure
- Fully in-person and fully online program options (synchronous and asynchronous courses)
- Flexible course scheduling: part-time or full-time options available in the late afternoon, evening, and weekends.
- Provides preparation for MFT/LPCC exams and licensure.
- Offers competitive preparation for doctoral studies, including pathways to licensure as a clinical psychologist.
- Training is relevant to students from diverse backgrounds, including psychology, social work, law, medicine, sociology, biology, business, industry, education, nutrition, and related fields.
- Individualized clinical training aligned with each student's professional career goals.
- Innovative, holistic coursework in psychotherapy, including psychodynamic psychotherapy, psychoanalysis, CBT, family systems and relational therapy, expressive

arts therapy, mindfulness, trauma therapy, child and adolescent therapy, couple and group therapy, and more.

- Specialized clinical training in contemporary topics such as trauma, cross-cultural issues, addictions, neurophysiology, psychopharmacology, and career counseling.
- Practicum Training Fair with numerous, reputable California agencies that offer competitive practicum and internship placements.
- Optional involvement in research opportunities, including a capstone or thesis.
- Year-round, supervised practicum clinical experience that applies toward MFT licensure requirements.
- Student-centered environment supported by the Association of Student Leaders (ASL), promoting academic success, professional development, and peer networking.
- Nearly 40 years of recognition as a respected, holistic clinical psychology program emphasizing professional excellence and community engagement.

School of Psychology Mission

Notre Dame de Namur University's School of Psychology (SOP) advances integrative training in applied psychology to undergraduate and graduate students. Our approach values the development of the whole person throughout the lifespan. We emphasize lifelong learning and growth, consciousness, character, and integrity with the goal of promoting human development and alleviating suffering. The SOP accents the interdependence of psychological, cultural, neurobiological, and spiritual dimensions of our human experience. Through transformative education, community engagement, and professional development, our programs qualify graduates for promising careers or future graduate studies.

School of Psychology Vision

Notre Dame de Namur University's School of Psychology (SOP) aspires to expand its innovative teaching and training programs throughout California to support transformative education in applied psychology. 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. Guided by our humanistic core values, the SOP strives to provide ethical, comprehensive, and innovative education and training for psychology professionals by professors working in the field.

School of Psychology—Clinical Psychology Department: Summary

The Clinical Psychology Department (CPD) provides integrative, professionally oriented education and clinical training for mental health professionals. Our program emphasizes lifelong learning, self-reflective practice, character, integrity, and the alleviation of human suffering.

We value community, holistic learning, and values-based training that affirms sacredness and diversity. Our commitment extends to community engagement, service, and social justice.

The CPD offers ethical, comprehensive, and innovative clinical psychology training guided by our humanistic core values. We emphasize the development of the whole person across the

lifespan, following the scholar-practitioner model. Our approach supports rigorous clinical training, values curiosity, honors diverse academic and theoretical approaches, and respects theoretical, empirical, experiential, and clinical knowledge.

Grounded in an integrative psychological approach, the CPD highlights the interdependence of psychological, developmental, relational, affective, cognitive, behavioral, neurobiological, spiritual, cultural, and social dimensions of human behavior. We value scientific, philosophical, humanistic, aesthetic, spiritual, and cultural perspectives on human dynamics.

Respecting the whole person, we integrate scholarly, theoretical, clinical, creative, scientific, experiential, and practical knowledge to provide a broad-based foundation for future clinicians, mental health professionals, and doctoral students. Our transformative programs foster personal and professional growth. Personal psychotherapy is strongly recommended to support this transformation.

The program offers innovative courses taught by experienced professor-psychologists actively practicing in the field. Training includes family systems and relational psychotherapy; child, adolescent, couple, and marriage and family therapy; psychodynamic psychotherapy and psychoanalysis; emotion-focused, cognitive behavioral, and dialectical behavior therapy; and humanistic, existential, experiential, and expressive psychotherapies. Additional modalities include somatic, sensorimotor, play, sandplay, expressive arts, and group therapy. Courses also cover specialized clinical topics, cross-cultural issues, psychological assessment, addictions, neurophysiology, psychopharmacology, career counseling, and trauma.

The Clinical Training Program, led by the Director of Clinical Training (DCT), nurtures professional interests. It includes a year of supervised clinical training at a respected community site and a practicum/case seminar sequence. The Supervised Field Experience course offers year-round clinical opportunities that count toward program credit and MFT licensure.

Academic courses, especially Research Methods, train students to critically evaluate psychological research. Students may focus on a specific area of interest and produce a creative research project (thesis or capstone), aligned with their professional goals.

Academic and professional success is supported through a student-centered department culture emphasizing mentorship. The Academic Advisor offers personalized guidance on academic planning and registration. The Association of Student Leaders (ASL) fosters a supportive, student-led community and mentoring network.

MS Clinical Psychology

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

Program Requirements

CPY 4216 Psychopathology*	3
CPY 4230 Lifespan Development*	3
CPY 4235 Human Sexuality	1
CPY 4240 Psychodynamic Psychotherapy	3
CPY 4245 Professional Ethics and Law*	3
CPY 4311 Cognitive Behavioral Therapy	3
CPY 5205 Neurophysiology and Psychopharmacology	3
CPY 4896 Research Methods	3
CPY 4650 Positive Psychology and Mindfulness	3
Subtotal:	25

Electives chosen in consultation with advisor	12
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Optional:

CPY 6992 Supervised Field Experience

Total units: 37

Elective tracks based on professional interests:

Business and Organizational Consulting Track (BOC)

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

Consulting and Applied Psychology Track (CAP)

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

General Elective Track

12 units of Elective courses, chosen in consultation with academic advisor and dean; courses may come from BOC or CAP tracks or may be chosen from MFT or LPCC concentration courses.

Research Elective Option

CPY 4897 Research Project – Thesis Completion	3
CPY 4898 Research Project- Thesis Extension	3

OR

CPY 4882 Research Project – Capstone Completion	3
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CPY 4888 Research Project- Capstone Extension 3

Note: These Research Elective options are for students who wish to complete a thesis or capstone. Please discuss this substitution with your academic advisor. We highly recommend completing a thesis or capstone if you want to pursue doctoral studies or wish to include research as a part of your career as a licensed therapist or unlicensed mental health professional.

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

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

MS Clinical Psychology/Marriage and Family Therapy Concentration

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

Program Requirements

CPY 4216 Psychopathology	3
CPY 4221 Cross Cultural Issues	3
CPY 4222 Family Systems and Relational Psychotherapy	3
CPY 4230 Lifespan Development	3
CPY 4235 Human Sexuality	1
CPY 4240 Psychodynamic Psychotherapy	3
CPY 4245 Professional Ethics and Law	3
CPY 4252 Clinical Assessment and Treatment	3
CPY 4275 Couples Psychotherapy	3
CPY 4150 Psychotherapy Innovations: Wellness, Spirituality, and Advanced Theories	2
CPY 4311 Cognitive Behavioral Therapy	3
CPY 4420 Clinical Practicum I	3
CPY 4422 Clinical Practicum II	3
CPY 4430 Clinical Seminar I	3
CPY 4432 Clinical Seminar II	3
CPY 5200 Group Psychotherapy	3
CPY 5205 Neurophysiology and Psychopharmacology	3
CPY 5265 Diagnosis and Treatment of Addictions	3
CPY 4896 Research Methods	3
CPY 4650 Positive Psychology and Mindfulness	3

Choose 1 course:

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

Optional:	
CPY 6992 Supervised Field Experience	1
Research Elective Option	
CPY 4897 Research Project – Thesis Completion	3
CPY 4898 Research Project- Thesis Extension	3
OR	
CPY 4882 Research Project – Capstone Completion	3
CPY 4888 Research Project- Capstone Extension	3
Note: These Research Elective options are for students who wish to complete a thesis or capstone. Please discuss this substitution with your academic advisor. We highly recommend completing a thesis or capstone if you want to pursue doctoral studies or wish to include research as a part of your career as a licensed therapist or unlicensed mental health professional.	

Total Units: 60

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

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

Program Requirements	
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 Couples Psychotherapy	3
CPY 4150 Psychotherapy Innovations: Wellness, Spirituality, and Advanced Theories	2
CPY 4311 Cognitive Behavioral Therapy	3
CPY 4420 Clinical Practicum I	3
CPY 4422 Clinical Practicum II	3
CPY 4430 Clinical Seminar I	3
CPY 4432 Clinical Seminar II	3
CPY 5200 Group Psychotherapy	3
CPY 5205 Neurophysiology and Psychopharmacology	3
CPY 5265 Diagnosis and Treatment of Addictions	3
CPY 5550 Crisis, Trauma, and Recovery	3
CPY 5560 Career Development Theories and Techniques	3
CPY 4896 Research Methods	3
CPY 4650 Positive Psychology and Mindfulness	3

Choose 1 course:

CPY 4286 Specialized Clinical Topics 1

CPY 4145 Death, Dying, and Bereavement 1

Optional:

CPY 6992 Supervised Field Experience 1

Research Elective Option

CPY 4897 Research Project – Thesis Completion 3

CPY 4898 Research Project- Thesis Extension 3

OR

CPY 4882 Research Project – Capstone Completion 3

CPY 4888 Research Project- Capstone Extension 3

Note: These Research Elective options are for students who wish to complete a thesis or capstone. Please discuss this substitution with your academic advisor. We highly recommend completing a thesis or capstone if you want to pursue doctoral studies or wish to include research as a part of your career as a licensed therapist or unlicensed mental health professional.

Total units: 67

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

1. Traditional, In-Person Modality (Includes hybrid/blended option where some courses are held remotely/online)
 - a. Classes are in real time, in-person, at a designated location
 - b. At the professor's discretion, no more than 30-40% of traditional classes are offered online through synchronous and/or asynchronous online instruction, including video conferencing tools (e.g., Zoom)
2. Synchronous Online Modality
 - a. All classes are live, in real time, online, but synchronously online using video conferencing tools (e.g., Zoom).
 - b. Students and faculty meet at designated times like traditional classes, but not in-person.
3. Asynchronous Online Modality
 - a. Students access course materials, discussions, and assignments on their own time although there may be deadlines for assignments.
 - b. There are no or very few scheduled class meetings (typically synchronous online)

- c. Includes student to faculty contact through office hours (i.e., live through Zoom) and student to student contact through group assignments, virtual meetings, and online discussion forums.
- d. Active faculty presence remains a key component of the teaching process.

School of Psychology Courses

CPY 4130 - Psychotherapy Interventions: Expressive Arts Therapy (3)

Prerequisite: PSY 1001, PSY 2157

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

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

CPY 4145 - Dying, Death, Bereavement (1)

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

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

This course surveys advanced innovations in various schools of psychotherapy, emphasizing wellness, spirituality, and evidence-based practice. Topics may include personal growth, consciousness, motivation, affect, meaning, values, dreams, awareness, integrative health, and contemporary approaches in Depth, Integrative, Existential, Humanistic, Psychoanalytic, and Transpersonal Psychology. Focus is placed on theoretical integration, clinical application, and scholarly reflection.

Note: CPY 4150 includes regular grading. CPY 6150 may be taken for enrichment with Pass/Fail grading.

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

This advanced course prepares Marriage and Family Therapists (MFTs) and Licensed Professional Counselors (LPCs), to engage in organizational consultation and evaluation within mental health and other organizational settings. The course addresses the appraisal, evaluation, and testing of individuals, groups, and organizations, using standardized and non-standardized assessments, statistical concepts, and evidence-based practices. Students explore the ethical use of assessment techniques in counseling and consultation, culturally responsive evaluation practices, and California laws and professional ethics for MFTs and LPCCs. Given the likely importance of Artificial Intelligence (AI) in their future professional work, the course provides a relevant overview and use of AI in selected assignments. The course also addresses substance use and co-occurring disorders, program evaluation, and research-informed quality improvement. Students develop competencies applicable to diverse organizational contexts.

If taken as 4160 to fulfill required units, regular grading is included. May be taken as 6160 for enrichment with pass/fail grading.

CPY 4170 - Coaching for Psychotherapists and Mental Health Professionals (3)

This course surveys the practice of coaching for psychotherapists and other mental health professionals. Topics include an overview of “evidence-based” coaching models, including in the workplace, life-coaching, and coaching techniques. It includes topics related to resilience and techniques to help clients address adversity, trauma, tragedy, threats, or other stresses, with an orientation to wellness and prevention. It also covers career development theories and techniques, decision making models, and the interrelationships among and between work, family, and other life roles and factors, including how multicultural issues impact career development. Addresses assessment and appraisal of clients, relying on standardized and non-standardized assessment techniques, statistical concepts, and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques. It covers approaches to identification, evaluation, and treatment of substance use disorders and related issues in organizations. It addresses contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the scope of practice for MFTs and LPCs and requires “professional writing, including the documentation of coaching services and its integration with treatment plans, and progress notes.

CPY 4216 - Psychopathology (3)

This course introduces students to the study and understanding of psychological disorders. The study of psychopathology is approached from the standpoint of individual character structure/personality and the context of treatment. The etiology and dynamics of character structure and the development of symptoms and personality disorders are examined and discussed. Symptom formation and character disorders are examined primarily from dynamic,

developmental, and socio-cultural perspectives, with attention given to cultural assumptions underlying classifications of psychopathology and the development of biopsychosocial case formulations. The course discusses the importance of developing an integrative approach to treatment by considering the treatment context, the socio-cultural context, and the evidence on which assertions about treatment effectiveness are based. Includes BBS mandates for the 'principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools such as the current edition of the Diagnostic and Statistical Manual, the impact of substance use disorders or medical psychological disorders, established diagnostic criteria for mental or emotional disorders, and the treatment modalities and placement criteria within the continuum of care.

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

This course examines child and adolescent development with a focus on psychopathology and treatment. Students explore normal and abnormal development, diagnostic assessment, and treatment modalities through a developmental psychopathology framework. Topics include adaptive and maladaptive behaviors, risk and protective factors, and cultural considerations such as ethnicity, gender, and socioeconomic status. The course also addresses child abuse effects, assessment, diagnosis, and evidence-based treatment options for child and adolescent mental health.

CPY 4221 - Cross-Cultural Issues (3)

This course educates students about the role of culture in human behavior; assists students in gaining knowledge about cross-cultural phenomena and reflects on their encounters in a cultural context that is different from their native culture. The course emphasizes the students' integration of theory and research about the relationships between culture, including California culture, and psychology. Cultural competency and sensitivity, particularly in California, is emphasized. The practice of culturally competent and informed forms of counseling where students develop skills to apply knowledge about the impact of culture on psychology to themselves and others and promotes continuous reflection on their multi- cross-cultural experiences. This class addresses the theories and techniques of multicultural counseling including but not limited to: cultural self- awareness, identity development, promoting cultural, social justice strategies for diverse populations, and eliminating biases and prejudices, oppression, and discrimination.

This course provides an overview of culturally informed principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice models. Attention is given to the intersection of multiple cultural influences, and power differences between groups.

CPY 4222 – Family Systems and Relational Psychotherapy (3)

This course examines the application of a variety of systemic and relational theories and models of intervention to interpersonal and relational problems with a strong emphasis on contemporary

systems, interpersonal, attachment, humanistic, and relational theories. Reviews principles of mental health recovery-oriented care and methods of service delivery as appropriate within systems. This course emphasizes systemic therapy approaches for resolving individual, interpersonal, couple, and family problems including spousal/child/elderly abuse and domestic/intimate partner violence. Developmental and intervention considerations of non-traditional and diverse couples and families are examined. BBS 4980.37 (a-3), 4980.40 (1,2)

CPY 4230 - Lifespan Development (3)

This course provides an analysis of major approaches to the study of human development from infancy to old age, reviewing specific family life events and the psychological implications of developmental milestones such as childbirth, childrearing, childhood, adolescence, adulthood, marriage, divorce, career, blended families, parenting, aging and long-term care, and geropsychology. Education on issues of aging and long-term care fulfills BBS requirements and is examined comprehensively, including assessment, reporting, and treatment of elder and dependent abuse and neglect. An overview of the individual differences and biological, cultural, socioeconomic, and environmental factors that influence growth and development across the lifespan is provided. Incorporates coverage of relevant “interventions, therapeutic relationships, psychopathology, and other clinical topics” as related to the work of MFTs and LPCs. Addresses reflective practice as shown by “recognition and exploration of the relationship between a practitioner’s sense of self and human values” in relation to developmental issues of clients and families, as well as those of the practitioner. Deliberate use is made of “peer-reviewed literature,” and research on developmental issues based on use of “statistical analysis, the use of research to inform evidence-based practice, and statistical methods.” Covers “cultural interaction, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability” when addressing development from both etic and emic perspectives.

CPY 4235 - Human Sexuality (1)

This course offers a study of the psychological, social, and physiological dimensions of human sexual behavior. Emphasis is placed on the diversity of human sexual development and current topics and research including the study of gender identity and gender dysphoria. Reflection of individual attitudes about sexuality and the sources that have affected the development of those attitudes is encouraged. Deviations, dysfunctions, and controversies in sexuality are presented. This course satisfies the California BBS Pre-licensure requirements.

CPY 4240 - Psychodynamic Psychotherapy (3)

This course provides an overview of classical and contemporary psychodynamic theories and their application to psychotherapy. Classical models of psychoanalysis are surveyed including Freudian, Jungian, Ego Psychology, Object Relations, Humanistic, and Self-Psychology while being integrated into contemporary, Developmental, Relational and evidence-based practice. Specific topics include foundational psychodynamic concepts that inform the practice of

psychotherapy. The psychotherapeutic relationship; conscious and unconscious processes; transference/countertransference; the development of personal qualities; developmental issues; personality; and relationships are examined. Clinical practice issues, including therapeutic interventions, are accented including for individuals with a range of diagnoses (including severe mental illness). Issues regarding assessment, diagnosis, treatment planning, interventions, and collaborative treatment practices are surveyed.

CPY 4245 - Professional Ethics and Law (3)

This course examines ethical and legal standards, codes, and issues within the mental health professions and their relevant professional, clinical, and personal dimensions and implications. While covering legal and ethical issues requisite for licensure, it also emphasizes personal and professional development, the practitioner's sense of self, development of professional qualities, and the impact of personal values as an integral part of cultivating an ethical attitude within the field of psychology. The course emphasizes the relationship between the development of personal qualities, sense of self, values, professional behavior, ethics, and clinical practice. Specific topics include child and elder abuse assessment and reporting; scope of practice; legal patterns and trends; privilege/confidentiality; dangerousness to self/others; treatment of minors with or without parental consent; professional writing; evidence-based practice; collaborative treatment; case management; community resources; licensing law and process, functions, and relationships with human service providers, collaboration, and advocacy to address institutional and social barriers that impede access, equity, and success.

CPY 4252 - Clinical Assessment and Treatment (3)

This course introduces core principles of psychological assessment and treatment planning. Students explore developmental, cognitive, affective, learning, and personality assessments, and learn to interpret and integrate data into case formulations. It includes BBS-mandated content on standardized and non-standardized assessment methods, statistical concepts, norm- and criterion-referenced tests, and cultural and ethical considerations. Students evaluate instruments based on peer-reviewed literature and evidence-based practice and learn to apply assessment results in collaboration with clients, families, and providers.

CPY 4275 - Couple Psychotherapy (3)

This course examines the theory and practice of psychotherapy with couples. Conscious and unconscious patterns of communication, behaviors, interactions, and defenses are discussed. The course reviews a variety of issues encountered in couple psychotherapy, including transitions to parenthood and childrearing, problems with intimacy and sex, substance use, infidelity, abuse and domestic violence, and more. Education on spousal and intimate partner abuse, assessment, reporting, and intervention including knowledge of community resources, cultural factors, and same gender abuse dynamics is covered. The context of the couple is examined from a socio-

cultural perspective, with attention paid to diverse types of couples and relationships. Assessment, diagnosis, and intervention strategies for couples are reviewed.

CPY 4286 - Specialized Clinical Topics (1)

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

CPY 4311 - Cognitive Behavioral Therapy (3)

This course introduces students to Cognitive Behavioral Therapy (CBT) and its extensions, including Dialectical Behavior Therapy (DBT) and Acceptance and Commitment Therapy (ACT). Emphasis is placed on evidence-based application across a range of disorders. Students learn to apply CBT, DBT, and ACT principles to mood, anxiety, personality, eating, substance use, and psychotic disorders.

CPY 4420 - Clinical Practicum I (3)

This two-semester sequence of supervised practicum in the field provides an average of 20 hours weekly (250 hours per semester) of supervised training and face-to-face psychotherapeutic experience with children, adolescents, adults, couples, and families in community agencies, schools, and hospitals throughout the Bay Area. Students may engage in different clinically related work (e.g., research, counseling, case management, hotline crisis, psychoeducation, social emotional learning lessons) at a practicum site. Students in the “no-clinical license track” (MS Clinical Psychology) can fulfill their hours through indirect hours and work within a broad range of clinical, social service, medical, research, and administrative settings. With approval from the Director of Clinical Training and/or the Chair, students may also gain credit through research field sites, research activities, research projects, research assignments (writing a research or scholarly paper) and/or by working in a research capacity at an approved site (e.g., as a research assistant or trainee).

A practicum packet must be completed and signed by all parties to ensure that the site, student, and faculty agree with the BBS and departmental requirements. This clinical field placement meets the requirements of the Board of Behavioral Sciences for ongoing experience in applied psychotherapeutic techniques, assessment, diagnosis, crisis intervention, and the treatment of individuals in need. Integrated strength-based recovery model, evidence-based and best practices, case management, working with co-occurring disorders, collaborative treatment, and training on working with domestic violence, child, adult, spousal, and elderly abuse will be emphasized. Understanding of the impact of socioeconomic position and culture will also be emphasized. Please note timeline restrictions (earliest start date is August 15 for training at field site).

CPY 4422 - Clinical Practicum II (3)

This two-semester sequence of supervised practicum in the field provides an average of 20 hours weekly (250 hours per semester) of supervised training and face-to-face psychotherapeutic experience with children, adolescents, adults, couples, and families in community agencies, schools, and hospitals throughout the Bay Area. Students may engage in different clinically-related work (e.g., research, counseling, case management, hotline crisis, psychoeducation, social emotional learning lessons) at a practicum site. Students in the “no-clinical license track” (MS Clinical Psychology) can fulfill their hours through indirect hours and work within a broad range of clinical, social service, medical, research, and administrative settings. With approval from the Director of Clinical Training and/or the Chair, students may also gain credit through research field sites, research activities, research projects, research assignments (writing a research or scholarly paper) and/or by working in a research capacity at an approved site (e.g., as a research assistant or trainee).

A practicum packet must be completed and signed by all parties to ensure that the site, student, and faculty are in agreement with the BBS and departmental requirements. This clinical field placement meets the requirements of the Board of Behavioral Sciences for ongoing experience in the use of applied psychotherapeutic techniques, assessment, diagnosis, crisis intervention, and the treatment of individuals in need. Training on working with domestic violence, child, adult, spousal, and elderly abuse will be emphasized. Integrated strength-based recovery models, evidence-based and best practices, case management, working with co-occurring disorders, and collaborative treatment will be emphasized. Understanding of the impact of socioeconomic position and culture will also be emphasized.

CPY 4430 - Clinical Case Seminar I (3)

This two-semester sequence accompanies CPY 4420 and provides an intensive small-group seminar setting within which students may discuss their field placement experiences and their cases. Students focus on the personal issues involved in transference and counter-transference in their cases; develop a better sense of the relationship between the development of personal qualities, their sense of self, values, professional behavior, and ethics; learn to integrate theory with evidence-based practice; benefit from feedback from their colleagues and instructor; learn how to construct and present case analyses; develop professional writing skills; become acquainted with community resources and methods of collaborative treatment; develop psychotherapy, intervention, assessment, and case management skills, including methods for specialized issues; and explore this opportunity for profound professional growth. It addresses many questions that beginning therapists face, including: setting up a therapeutic frame, establishing a therapeutic alliance, developing a treatment plan, using one's self in the treatment process, being alert to danger signals, working with cultural issues, handling crises and abuse, deciding on which type of intervention to use, developing a working hypothesis/formulation of the patient's difficulties, termination, and more. This class augments and supports what students

are learning academically and experientially, concurrently, in CPY 4420. Clinical topics including case management, systems of care for the severely mentally ill, public and private services for the severely mentally ill, community resources for the victims of abuse, disaster and trauma response, advocacy for the severely mentally ill, and collaborative treatment are covered. Per BBS requirements, it includes a minimum of three hours of training in the provision of mental health services via telehealth, including law and ethics related to telehealth. Corequisite: CPY 4420.

CPY 4432 - Clinical Case Seminar II (3)

Group seminar setting within which students may discuss their field placement experiences and their cases. Students focus on the personal issues involved in transference and counter-transference in their cases; develop a better sense of the relationship between the development of personal qualities, their sense of self, values, professional behavior, and ethics; learn to integrate theory with evidence-based practice; benefit from feedback from their colleagues and instructor; learn how to construct and present case analyses and develop professional writing skills; become acquainted with community resources and methods of collaborative treatment; develop psychotherapy, intervention, assessment, and case management skills, including methods for specialized issues; and explore this opportunity for profound professional growth. It addresses many questions that beginning therapists face, including setting up a therapeutic frame, establishing a therapeutic alliance, developing a treatment plan, using oneself in the treatment process, being alert to danger signals, working with cultural issues, handling crises and abuse, deciding on which type of intervention to use, developing a working hypothesis/formulation of the patient's difficulties, termination, and more. This class augments and supports what students are learning academically and experientially, concurrently, in the corequisite course CPY 4422. Clinical topics including case management, systems of care for the severely mentally ill, public and private services for the severely mentally ill, community resources for the victims of abuse, disaster and trauma response, advocacy for the severely mentally ill, and collaborative treatment are covered. Per BBS requirements, it includes a minimum of three hours of training in the provision of mental health services via telehealth, including law and ethics related to telehealth.

CPY4650 - Positive Psychology & Mindfulness (3)

This course will serve as an overview of 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 units)

This course enables students to conduct and complete their Capstone research building on the optional proposal created in CPY 4896.

CPY 4888 – Research Project: Capstone Extension (3 units)

This course is for students requiring additional time to complete their Capstone, available once (up to two times) with chair approval.

CPY 4896 - Research Methods (3)

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

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

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

CPY 4897 – Research Project: Thesis Completion (3 units)

This course enables students to complete the Master's Thesis after proposal stage.

CPY 4898 – Research Project: Thesis Extension (3 units)

This course is available when extra time is needed to finalize the thesis, with limitations (up to two times) with chair approval.

CPY 5200 - Group Psychotherapy (3)

This course explores theory and practice in group psychotherapy. Topics include group development, process, leadership styles, ethics, and work with special populations. Students examine interpersonal dynamics, therapeutic factors, stage theories, and methods of evaluation and effectiveness based on current research.

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. Covers material aligned with BBS expectations.

CPY 5265 - Diagnosis and Treatment of Addictions (3)

This course focuses on the detection, evaluation, and treatment of substance abuse in a sociocultural context. It includes the historical and contemporary perspectives on alcohol and drug abuse, basic principles of diagnosis and assessment, and prevention and intervention strategies with diverse populations. Sociopolitical and cultural aspects of work in this area is emphasized. Reviews the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments. This course covers addictions counseling, including substance abuse and co-occurring disorders. Major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal and medical aspects of substance abuse, populations at risk, support persons and systems, and community resources are surveyed.

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

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

CPY 5560 - Career Development Theories/Techniques (3)

As required by the BBS, career development theories and techniques are surveyed, including career development decision-making models and interrelationships among and between work, family, and other life roles and factors, as well as the role of multicultural issues in career development.

CPY 6130 - Psychotherapy Interventions: Expressive Arts Therapy (3)

Prerequisite: PSY 1001, PSY 2157

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

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

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

CPY 6992 – Supervised Field Experience (3)

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

The following courses from the School of Business Management cover the effective behavioral management and development of organizations and employees by stressing legal requirements, legal and ethical issues (such as dual relationships, boundaries, confidentiality), developing, managing and measuring employee and organizational performance behaviors, management responsibilities and models, interventions in relation to increasing organizational performance, use of emotional intelligence, the nature of therapeutic relationships (and the need to separate these from relationships in organizational management), and other behavioral topics as related to working with groups and individuals within organizations. Behavioral theories are included, such as the “Big 5,” and their utility in relation to understanding organizational behavior. Relevant concepts of organizational design are included, and addressing such things working with the local community in terms of managing and working with diverse employees and communities

with equity (through the development of cultural competencies and sensitivities, inclusion of all communities and groups, and reflective practice as shown by recognition and exploration of the relationship between a practitioner's sense of self and human values when working with teams and organizations as clients). Stakeholder collaboration is a clear emphasis at all levels. Courses all include and incorporate peer-reviewed literature relevant to behavior and well-being in groups and organizations relevant to effective performance behavior in organization, with an emphasis on the use of research to inform evidence-based practice, and statistical methods.

BUS 4000 – Organizational/Management Theory (3)

BUS 4210 - Applied Performance Management (3)

BUS 4532 - Conflict Management (3)

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

BUS 4004 - Business Communication Skills (3)

BUS 4500 - Leadership Concepts (3)

BUS 4508 - Human Resource Management (3)

BUS 4540 - Recruitment, Training, Development (3)

Please see School of Business and Management pages for course descriptions.

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